# Teacher Work Sample: Health Unit PDHPE Stage Five

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Playing it Safe: Sexuality Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage/Year:</td>
<td>Stage 5/Year 9</td>
</tr>
<tr>
<td>Strand:</td>
<td>Strand 1- Self and Relationships, Strand 3- Individual and Community Health</td>
</tr>
<tr>
<td>Unit Length:</td>
<td>10 Lessons (55 Minute Periods)</td>
</tr>
</tbody>
</table>

**Unit Description:**
This unit provides students with opportunities to build upon their current knowledge and understanding of concepts surrounding Relationships and Sexuality via a strength-based approach. Young people need this education to take account of their lives both now and in the future. Key concepts that will be explored throughout this unit include: positive relationships, safe sexual practices, power in relationships, accessing sexual health services and supporting others. The learning activities throughout this unit will enable students to develop valuable skills such as decision-making, health literacy, planning and communication. This unit will equip students with the knowledge and skills to make informed choices surround their sexual health and interpersonal relationships as well as be confident in their own sexuality.

**Catholic Values:**
Reverence and respect for God-given gift of human sexuality.
The duty and privilege of Christian witness to that love granted through Baptism and Confirmation

**Outcomes:**

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Skills</th>
<th>Evidence of Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 analyses how they can support their own and others’ sense of self</td>
<td>Decision Making</td>
<td>A student demonstrates achievement of the unit outcomes when they can:</td>
</tr>
<tr>
<td>5.3 analyses factors that contribute to positive, inclusive and satisfying relationships</td>
<td>Planning</td>
<td>• Describe the features of a positive relationship and identify the characteristics they value in a partner.</td>
</tr>
<tr>
<td>5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people</td>
<td>Communicating</td>
<td>• Create a charter of rights and responsibilities that reflects the qualities of a positive relationship.</td>
</tr>
<tr>
<td>5.8 critically analyses health information, products and services to promote health.</td>
<td>5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.</td>
<td>• Identify positive and negative uses of personal power and assess the impact and consequences of these on relationships.</td>
</tr>
<tr>
<td></td>
<td>5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</td>
<td>• Access, analyse and evaluate appropriate health information, products and services to promote sexual health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify factors that might influence their sexual health choices and develop strategies to protect their personal safety.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicate effectively with others, plans and makes informed decisions regarding their individual health and supports peers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflects upon class content and considers a range of viewpoints via their online blog, including the Catholic churches view.</td>
</tr>
<tr>
<td>Students learn about:</td>
<td>Students learn to:</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>• developing equal and respectful relationships</td>
<td>Students learn to:</td>
<td></td>
</tr>
<tr>
<td>- active listening</td>
<td>• develop ground rules and boundaries when forming new relationships</td>
<td></td>
</tr>
<tr>
<td>- decision-making</td>
<td>• explore how the appropriate use of personal power can contribute to</td>
<td></td>
</tr>
<tr>
<td>- negotiation</td>
<td>positive relationships</td>
<td></td>
</tr>
<tr>
<td>- conflict resolution</td>
<td>• identify and evaluates safe sexual health practices, including methods</td>
<td></td>
</tr>
<tr>
<td>- use of power in relationships</td>
<td>of contraception</td>
<td></td>
</tr>
<tr>
<td>- empathy</td>
<td>• examine personal values and attitudes related to sexual health and</td>
<td></td>
</tr>
<tr>
<td>- speaking up</td>
<td>identify factors that have contributes to their formation</td>
<td></td>
</tr>
<tr>
<td>• sexual health</td>
<td>• analyse how sexual attitudes, behaviours and sexuality are influenced</td>
<td></td>
</tr>
<tr>
<td>- qualities valued in a partner</td>
<td>by gender expectations and assumptions</td>
<td></td>
</tr>
<tr>
<td>- appropriately expressing and exploring sexual feelings</td>
<td>• locate health and support services in the local area that promote and</td>
<td></td>
</tr>
<tr>
<td>- power, gender and risk-taking</td>
<td>maintain the health and wellbeing of young people, eg routine health</td>
<td></td>
</tr>
<tr>
<td>- sexual choice and their consequences</td>
<td>care, crisis accommodation, support for pregnant and parenting</td>
<td></td>
</tr>
<tr>
<td>- planning and managing sexual health</td>
<td>students, counselling regarding problem gambling</td>
<td></td>
</tr>
<tr>
<td>• factors influencing access to health information, products and services by young people</td>
<td>• explore attitudes to and the importance of peer support for, students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with particular needs, eg those who are pregnant or young parents,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>those with long-term illness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifying positive and negative behaviours that impact on others</td>
<td></td>
</tr>
<tr>
<td>• supporting others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Key Competencies | - Collecting, analysing and organising information  
- Communicating ideas and information  
- Working with others and in teams | - Solving problems  
- Work with and learn about a range of technologies |
| --- | --- |
| Literacy Strategies | - Teaching strategies such as discussions and cooperative learning  
- Visual literacy developed through blog, pamphlet, health infomercial and research tasks  
- Subject specific vocabulary and word bank developed  
- Health literacy strengthened  
- Communicating with peers during discussion and learning activities  
- Sports newsletter within the class (digital or print): match reports, analyst perspective and interviewing players  
- Links to text types: newsletter, information pamphlet, self-reflecton, blog, | |
| Numeracy Strategies | - Collating results  
- Graphing data  
- Probability (likelihood of risks) | - Categorising and grouping data  
- Ranking/ordering data  
- Reminiscnt  
- Pandemonium |
| Information and Communication Technologies | - Blogs using [www.wordpress.com](http://www.wordpress.com)  
- Word collage using wordle  
- Microsoft Excel and Microsoft Publisher | - IMovie (creating health infomercial)  
- Ipads and laptops to conduct research |
| Cross Curricular Links | - Links to English and Mathematics have been highlighted above (literacy and numeracy strategies)  
- Links to History and Religion (exploring religions and cultures)  
- Links to Scientific concepts (human anatomy and bodily systems) | |
| Assessment Strategies and Opportunities | Assessment for learning  
- Pre-assessment: K-W-L (Know, Want to learn, Learnt) chart in the first lesson.  
- Students contribution to discussions  
- Digital blog | Assessment of learning  
- Jeopardy quiz final lesson  
- Digital reflecting on topics discussed throughout the unit. Minimum of 5 submissions (see formal assessment task attached) |
| Differentiation | All lessons throughout this unit can very easily be differentiated to accommodate for a diverse range of students needs:  
- A range of teaching strategies have been used that accommodate for a range of learning styles.  
- Mind maps used to assist students see links between different concepts  
- ESL and special needs students accommodated for through scaffolding written tasks  
- Student choice gives students a degree of ownership over their learning and accommodates for unique learning needs | |
- The learning outcomes throughout this unit can also be adapted so that students with special needs are able to achieve the desired learning outcomes (refer to Life Skills outcomes in the 7-10 PDHPE Syllabus)

**Safety Considerations**

- Answering challenging questions: in situations where a teacher may be caught off guard, they may acknowledge the question, seek to find the answer and provide the answer to the student at another time
- Anonymous questions: a question box will be used throughout this unit to encourage students to ask questions that they may be unfamiliar with
- Schooling context: this unit has been designed with the intention of being taught in a Catholic school. Students should definitely be exposed and encouraged to consider a range of viewpoints in relation to the unit topics however the Catholic Churches view towards sexuality should always be reminded and reaffirmed.
- Catholic perspective- teachers may refer to the following document: Towards Wholeness: A Catholic Perspective on the NSW PDHPE 1-10 syllabus
- Protective interrupting should be used when students are about to disclose information that is either confidential, about somebody else or inappropriate.

**Lesson Sequence**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lesson 1: Respectful Relationships</td>
</tr>
<tr>
<td>2.</td>
<td>Lesson 2: Exploring sexual health and sexual feelings</td>
</tr>
<tr>
<td>3.</td>
<td>Lesson 3: Safe Sexual Practices</td>
</tr>
<tr>
<td>4.</td>
<td>Lesson 4: Personal Power and Negotiation</td>
</tr>
<tr>
<td>5.</td>
<td>Lesson 5: Methods of Contraception and STIs</td>
</tr>
<tr>
<td>6.</td>
<td>Lesson 6: Methods of Contraception and STIs</td>
</tr>
<tr>
<td>7.</td>
<td>Lesson 7: Sexual Attitudes, Assumptions and Viewpoints</td>
</tr>
<tr>
<td>8.</td>
<td>Lesson 8: Accessing Local Services for Sexual Health</td>
</tr>
<tr>
<td>9.</td>
<td>Lesson 9: Support Others</td>
</tr>
<tr>
<td>10.</td>
<td>Lesson 10: Support Others and Unit Summation</td>
</tr>
<tr>
<td>Syllabus and Teaching Focus</td>
<td>Teaching and Learning Sequence</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>Students learn about:</strong></td>
</tr>
<tr>
<td>5.6</td>
<td>• sexual health - qualities valued in a partner</td>
</tr>
<tr>
<td>5.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Forming new romantic/intimate relationships and partnerships as well as maintaining relationships. 

*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.

**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.

---

### Ground Rules/Boundaries Worksheet

5.6

- **5.12**
  - sexual health: sexual choice and their consequences
  - examine personal values and attitudes related to sexual health and identify factors that have contributed to their formation

**LESSON TWO: Exploring sexual health and sexual feelings**

**Lesson goal:** Students conduct research to consider the various viewpoints of different groups towards sexual health and what has shaped these viewpoints.

**Sexuality brainstorm**

Students write down as much as they know about sexual health, safe sexual practices, sexual identity and sexual orientations. Students will have approximately 5 minutes to write down as much as possible about the topic. The mind maps will remain anonymous and will be used as a pre-assessment for the teacher to check student’s current level of understanding surround sexuality. The teacher will facilitate a discussion and clarify the terms sexual identity, sexual orientation, safe sexual practices and sexual health.

Students will write the definitions of these terms in their personal dictionaries.

---

**Pens and student workbooks**
**Small group research task**
**Catholic churches view on key sexuality topics**

Students will be split into small groups. Each group will be given a topic within sexuality such as intimate relationships, sex before marriage, contraception, same sex marriage, abortion, homosexuality and masturbation. Students may research another topic of their choosing in consultation with the teacher.

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

- What is the churches view?
- Has this view changed over time?
- Relevant bible readings/scriptures to reflect this view.

Students will present their findings to the rest of the class. In addition, students will select one other religion/cultural group and compare their beliefs to the Catholic churches beliefs. Students may compare the Catholic perspective with an Indigenous perspective, Islamic perspective and so on.

*Ask students the question:*
Can we think of any other factors that will influence our views and attitudes towards sexuality?

---

**LESSON THREE: Safe Sexual Practices**

**Rating safety of sexual related acts**

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.

Examples of sexual related activities that students will rank include:

- Kissing
- Unprotected sex
<table>
<thead>
<tr>
<th>choice and their consequences</th>
<th>contributed to their formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Holding hands</td>
<td>- Anal sex</td>
</tr>
<tr>
<td>- Anal sex</td>
<td>- Oral sex</td>
</tr>
<tr>
<td>- Oral sex</td>
<td>- Hugging</td>
</tr>
<tr>
<td>- Hugging</td>
<td>- Having sex with a stranger</td>
</tr>
<tr>
<td>- Having sex with a stranger</td>
<td>- Going on a date with somebody you know</td>
</tr>
<tr>
<td>- Going on a date with somebody you know</td>
<td>- Meeting up with somebody you have met on Tinder</td>
</tr>
<tr>
<td>- Meeting up with somebody you have met on Tinder</td>
<td>- Having unprotected sex on the pill</td>
</tr>
<tr>
<td>- Having unprotected sex on the pill</td>
<td>- Heavy petting</td>
</tr>
</tbody>
</table>

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/circumstances. 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.

**Why are some YP sexually active and others are not?**

Students are asked the questions:
- Why do some adolescents choose to have sex?
- Why do some adolescence choose not to have sex?

Students will write their responses on two pieces of paper and place in a hat.
Students will collate, tally and graph the classes responses to the questions

| 5.6  | • sexual health  
- sexual choice and their consequenc es  
- developing equal and respectful relationship s  
- negotiation  
- use of power in relationship s  
- speaking up empathy | • explore how the appropriate use of personal power can contribute to positive relationship s | LESSON FOUR: Personal Power and Negotiation  
**Lesson Goal:** Students explore the use of personal power and negotiating consent through real-life scenarios.  
Students complete the “windmill” what does a positive relationship look like, feel like and sound like as a recap on the previous lesson.  
**Graffiti Sheets**  
Place graffiti sheets around the room with stems that include:  
- When I think of the positive use of power I think of…  
- When I think of the negative use of power I think of…  
- I feel powerful when…  
Butchers paper and permanent markers can be used for the graffiti sheets.  
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.)  
**Negotiating Consent: Speed Dating Discussion**  
**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

| 5.15 |  | Windmill worksheet |  
| Windmill worksheet |  | Sexuality debate statements |
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.
- We don’t need to use a condom because you are on the pill.
- I don’t need to get tested. What don’t you trust me?
- We’re monogamous. Using condoms would be saying I don’t trust my partner.
- Can’t you just skip your period on the pill so your period doesn’t get in the way?
- It’s not my responsibility.
- I can’t talk about this before sex. It’s a turn off.
- I forgot to bring a condom but we can still do it.
- You want me to wear a condom for oral? Really…talk about paranoid.
- Using a condom dulls the mood and gets in the way of a good time.
- 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 provided a well reasoned response.

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
<table>
<thead>
<tr>
<th>5.6</th>
<th>5.12</th>
<th>5.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>sexual health - planning and managing sexual health</td>
<td>identify and evaluates safe sexual health practices, including methods of contraception</td>
<td><strong>LESSON FIVE AND SIX: Methods of Contraception and STIs</strong></td>
</tr>
</tbody>
</table>

**Lesson Goal:** students research, access and evaluate information from reliable sources to plan for safe sex and the prevention of STIs and unwanted pregnancy

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 communicating clear information regarding:

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

*Teaching note:* the teacher should provide the opportunity for students to ask questions surrounding each topic.

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.

Students will complete a brief quiz at the conclusion of the lesson to check for understanding.

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.

<table>
<thead>
<tr>
<th>5.6</th>
<th>5.12</th>
<th>5.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>sexual</td>
<td>examine</td>
<td><strong>LESSON SEVEN: Sexual Attitudes and Assumptions</strong></td>
</tr>
</tbody>
</table>
| 5.12 | health - planning and managing sexual health | personal values and attitudes related to sexual health and identify factors that have contributed to their formation. • Analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions. | Contraception and STIs multiple-choice quiz
Teacher note: This may be used as an assessment of learning. Students will also be given the chance to ask any questions they might still have regarding STIs and contraception.

http://www.thinkcontraception.ie/Quizzes-Games-Events/Think-Quiz-146.1.aspx

http://teenhealthsource.com/quiz/sti-quiz/

Extension questions for quick finishers:
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.

Position Cards: Debate
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:
- Australia’s age of consent should be lowered to 14 to represent the more modern times we now live in
- It is difficult for same sex attracted young people to come out at school
- If a girl falls pregnant, it is her fault for not using protection
- Knowing your doctor or health professional makes it easier to talk about sexual health
- If I found out I was pregnant, I could talk to my parents about this
- If I found out I had an STI, I would tell my partner
- The first time someone has sex is always special
- Having to go to the doctors to get checked for STIs would be really awkward and the doctor would judge me.

| 5.11 |  |  | Position Cards

Ipad or laptops to access quiz
- I would know where to go and what would be involved in getting tested for an STI
- If I lived in a small country town it would be easier to seek help when in need as opposed to a big city
- If I were five years older I wouldn’t be as nervous going to get a sexual health check up than I would be now
- You only need to get a pap smear when you start engaging in sexual intercourse

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
- someone from another age, culture, religion or sexuality

Teacher note: emphasise that there is no right or wrong answer in this activity and that students are free to change their mind.

Debrief questions:
- Do you think everyone should share the same values and attitudes? Why do they differ?
- What factors do you think have the most influence on your values and attitudes?
- In what ways did this activity change your way of thinking about issues related to sexual health and sexual health services?

Real life case studies
In small groups students read and analyse the STI case studies. In their groups, students plan for safer sexual practices that the young person in their case study could utilise:
1. Suggest strategies that the to reduce the risk in the future
2. Suggest where the character in the case study could go to for
### LESSON EIGHT: Accessing Local Services for Sexual Health

**Students develop an STI Safety plan.**

Teacher explains to students the importance of preventing catching or spreading an STI as they can result in serious health problems. To create their STI plan students will access the following websites:


Students complete the STI Planning Worksheet which will address the following questions:

- Who should have an STI test?
- Do I need a Medicare card?
- What will I be asked before the test?
- What does the test involve? Does this differ for genders?
- How long does it take to get results back?
- How often should you get tested?
- What is the closest clinic to you? Include contact information.

Students will compare their STI Safety Plan with a partner and add any additional information that their partner found that they did not find.

**Pregnancy Plan Poster**


Using the table of contents found on the “Pregnant- working through your options” PDF, students are to design a digital flow chart or storyboard that is visually appealing and useful for young people who fall pregnant.

The flow chart or storyboard should include the following topics:

1. Finding out you are pregnant
2. Pregnancy Options
3. Making a Decision and Considerations
4. Support Services in Wollongong and online

Accessing Support and Services
In small groups, students propose 3 ways of displaying this information so that those who need to access it are able to and are likely to see it.

How can schools provide support to young people experiencing challenges regarding their sexual health?

LESSON NINE AND TEN: Supporting Others and Unit Summation

Lesson Nine in this unit will allow students to recognise how they can support others sexual health and why this is important. This will involve students proposing ways that information can be accessed by young people and strategies to encourage young people to take control of their health and make good decisions regarding their sexual health.

Lesson Ten, is the final lesson in this unit. This lesson will involve a game of jeopardy to check students understanding of the unit. A Q & A box will also be facilitated by the teacher, the answer any remaining questions that students still have.