



7 July 2022

Dear Parents and Whānau, thank you to parents who responded to the consultation around the Relationships and Sexuality Education materials for students at Parua Bay School. The materials can be found on the '[Documents](#)' page of the school website. The vast majority of respondents to the survey were happy with the planned resources and lesson materials - as such the programme will be used to deliver the New Zealand Curriculum expectations re Relationships and Sexuality Education (RSE).

Each set of lesson plans is preceded by a summary page indicating themes and activities prior to the actual resources, including contents. Highlighted in yellow are sections or 'activities' the teachers will not be teaching.

The RSE programme will be commencing in Term 3 2022. If parents do not wish their child to participate in a particular RSE activity, parents will need to contact their child's class teacher or the school office so that alternative arrangements can be made for your child during that particular lesson or activity.

If you have any questions regarding the RSE lesson materials, please contact your child's class teacher in the first instance.

Ngā mihi mahana,

Mark Ashcroft
Principal

YEARS 7-8 LEVEL 4

THEME 1 - Establishing a positive learning environment Te whakarite i tetahi ao ako huapai

Activity 1 – Understanding the landscape and creating a safe space for the Journey.

Activity 2 – Establishing safe ways to ask questions and inquire together.

THEME 2 – Who am I? Ko wai au?

Activity 1 – Understanding our personal learning journeys

Activity 2 – Balancing rights and responsibilities

Activity 3 - Understanding gender and stereotypes

THEME 3 – Relationships – Nga Wanaungatanga

Activity 1 – What is important in a relationship

Activity 2 – Setting our boundaries

Activity 3 – Sexual orientation

Activity 4 – Assertiveness and making decisions

THEME 4 - Growing and Changing – Te tipu me te huri o te tangata

Activity 1 – Pubertal change

Activity 2 – Managing pubertal change

Activity 3 – Getting to know our reproductive systems

Activity 4 – Conception

Activity 5 – Safer sex - **These will not be taught**

THEME 5 – Staying safe – Te noho haumaruru

Activity 1 – Listening to our feelings

Activity 2 – Online safety: cyberbullying

Activity 3 – Online safety: Pornography and sexting

Activity 4 – Who is on our maunga?

Activity 5 – Celebrating our journeys

Staff have chosen to use the Navigating the Journey resource alongside the Relationships and Sexuality Education document put out by the Ministry of Education. Please have a look at the themes and activities, most of which are currently being covered in our school. We also use outside agencies such as the police, Life Ed Caravan, NetSafe etc. The corresponding booklet for your child's year level is also attached in this email. **Please reply to this email if you have any feedback or comments you'd like to make.**

RELATIONSHIPS AND SEXUALITY EDUCATION COVERAGE

Y7/8 EVEN YEARS

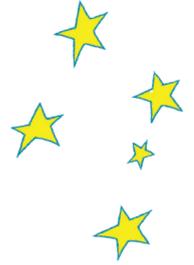
Term 1	Term 2	Term 3	Term 4
THEME 1 Establishing a Positive Learning Environment	THEME 5 Staying Safe	THEME 2 Who Am I?	Recap

Y7/8 ODD YEARS

Term 1	Term 2	Term 3	Term 4
THEME 1 Establishing a Positive Learning Environment	THEME 3 Relationships	THEME 4 Growing and Changing	Recap

Navigating the journey: Relationships and sexuality education

Te takahi i te ara:
Te mātauranga mō ngā
hononga tāngata me
te hōkakatanga



 NEW ZEALAND
Family Planning

For students in Years 7-8
Level 4

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

Family Planning is a not-for-profit, non-government organisation, providing sexual and reproductive health services through education, health promotion, clinical services, training, and research.

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Family Planning acknowledges with gratitude the creators and copyright owners of websites and resources linked to in these resources.

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Introduction

Family Planning provides a range of services, including sexual and reproductive health information, clinical services, education and training, and research.

This resource, part of a suite of resources to support holistic relationships and sexuality education (RSE) in schools, supports the teaching of RSE in years 7 and 8.

Relationships and sexuality education is one component of the health and physical education learning area of *The New Zealand Curriculum*. It must be included in teaching programmes at both primary and secondary school levels, using the strands and achievement objectives outlined in the curriculum.

The Education Review Office has identified that schools with effective programmes spend at least 12–15 hours per year on RSE (ERO, 2007b). This resource includes a range of learning experiences to help schools and individual teachers do this. We encourage you to select and adapt learning activities to suit the needs and interests of your students and wider school community.

RSE in years 7 and 8 focuses on respectful relationships; diverse gender and sexual identities; pubertal change; body image; intimate relationships and sexual attraction; conception and contraception; bullying and discrimination; influences of the media; communication and decision-making skills; consent; being safe online; support people and community organisations; celebrating diversity.

Please be aware that some of the activities may appear to be similar to those found in other programmes. These activities are generally available in the public domain and are in no way taken from other resources.

Background information

The guide for this suite of resources unpacks its purpose and structure and explains the metaphor of navigation that runs through each resource. It explores the relationship between the resources and *The New Zealand Curriculum* and presents important information about relationships and sexuality education and about how to prepare an RSE programme. We strongly recommend that you read this background information alongside the activities suggested in this resource.

Students will have many questions to ask within this learning context, just as they do with any other learning area. These questions can also be useful in guiding the planning of future learning opportunities. Teachers need to be prepared to answer questions on a wide range of topics and respond positively to disclosures. For further information and support on answering student questions and responding to disclosures please refer to *Navigating the journey: Relationships and sexuality education Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources*.

Links to *The New Zealand Curriculum*

The following table is an extract from *Relationships and Sexuality Education: A guide for teachers, leaders and boards of trustees*. It sets out suggested learning intentions for RSE at Levels 3 of *The New Zealand Curriculum*. These learning intentions derive from the strands and achievement objectives for health and physical education.

It is important to note that students in years 7 and 8 are likely to be learning across at least two curriculum levels. Some may be achieving at below or beyond those levels. We encourage you to adapt the learning activities to suit the diverse needs, strengths, and interests of your students.

Suggested learning intentions for Relationships and Sexuality Education at years 7–8			
LEVEL 3	KO AU – ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA – FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate	KO TŌKU AO – ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> Know about pubertal change and how it is different for different people, and understand associated needs that relate to people’s social, emotional, and physical wellbeing. Are able to take part in collective action to implement school and community policies that support young people during pubertal change. Understand different types of relationships (eg, friendships, romantic relationships, relationships between whānau, team, and church members, and online relationships) and understand how relationships influence their own wellbeing and that of others. 	<ul style="list-style-type: none"> Understand consent, pressure, coercion, and rights, and have skills for giving or withholding consent and for staying safe and engaging respectfully in a range of contexts, including online contexts. Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online). Know about a range of health and community services and have strategies for seeking help (for themselves and others), including at school and within their whānau. 	<ul style="list-style-type: none"> Understand how communities develop and use inclusive policies and practices to support gender and sexual diversity (eg, at public events, during physical activity and sports, within whānau, in community organisations, and online). Are able to critique the ways in which social media and other media represent bodies and appearance, relationships, and gender, and can identify a range of ways in which these affect wellbeing.

Suggested learning intentions for Relationships and Sexuality Education at years 7–8

LEVEL 4	KO AU – ALL ABOUT ME Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental	KO AKU HOA – FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS Understandings and skills to enhance relationships, for example, in relation to friendships, intimate	KO TŌKU AO – ME AND THE WORLD Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety
Ākonga can show that they:	<ul style="list-style-type: none"> • Know about pubertal change (including hormonal changes, menstruation, body development, and the development of gender identities), and about how pubertal change relates to social norms around gender and sexuality; and can make plans to support their own wellbeing and that of others. • Understand various differing approaches to conception and contraception and how these relate to social norms, choice, consent, and wellbeing. 	<ul style="list-style-type: none"> • Are able to manage intimate relationships (involving attraction, love, and desire) and relationship changes (including changes to relationships online and using social media), through: <ul style="list-style-type: none"> - knowledge of rights and responsibilities - knowledge of the need to give and receive consent and to make informed choices - assertive communication. 	<ul style="list-style-type: none"> • Understand how school and community contexts (eg, school procedures and rules, sports and physical activities, and community facilities and environments) link with people’s gender and sexual identities; and can take action for inclusion. • Know how to access help for themselves and others, know about a range of strategies and resources that support health and wellbeing, and understand how these can enhance wellbeing, mitigate risk, and support gender and sexual identity. • Are able to identify connections between people’s wellbeing and media representations of relationships, gender, and bodies (including representations in social media, in films, and on television).

Relationships and Sexuality Education themes

Learning activities in this resource have been designed around five themes:

- Establishing a positive learning environment Te whakarite i tētahi ao ako huapai
- Who am I? Ko wai au?
- Relationships Ngā whanaungatanga
- Growing and changing Te tipu me te huri o te tangata
- Staying safe Te noho haumaruru

These themes continue and progress through the suite of *Navigating the journey Te takahi i te ara* to support schools in delivering coherent, school-wide relationships and sexuality education programmes.

Students learn best when they are able to integrate new learning with what they already understand. As you work through this resource, you can draw on students' prior learning and experience. If your students have worked through *Navigating the journey Te takahi i te ara for Years 5-6*, you will be able to make connections and build on what they already know.

A comprehensive RSE programme should incorporate activities across all the themes. The following table summarises the year 7 and 8 resource. It describes the key concepts covered within each theme and lists the learning activities with their desired learning outcomes.

You can use this table as a planning tool to ensure each student experiences opportunities for learning that are carefully progressed from year to year.

Theme	Key concepts	Activities and learning outcomes
<p>1. Establishing a positive learning environment Te whakarite i tētahi ao ako huapai</p>	<p>Growth and development</p> <p>Community health care resources</p> <p>Respect for self and others</p> <p>Responsibility</p> <p>Inclusion and diversity</p> <p>Relationships, roles, and behaviours</p>	<p><i>Understanding the landscape and creating a safe place for the journey, page 14</i></p> <p>Students will understand that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe.</p> <p>Students will establish group guidelines that will enable a safe learning environment within which to navigate the journey.</p> <p><i>Establishing safe ways to ask questions and inquire together, page 18</i></p> <p>Students will review their current knowledge about relationships and sexuality and identify aspects they want to learn more about.</p> <p>Students will develop strategies for safely asking and answering questions about aspects of relationships and sexuality.</p>
<p>2. Who am I? Ko wai au?</p>	<p>Connecting views of relationships and sexuality to language, culture, and identity</p> <p>Rights and responsibilities</p> <p>Decision-making</p> <p>Growth and development</p> <p>Gender stereotypes</p> <p>Gender, biological sex and sexual orientation</p> <p>Body image</p> <p>Discrimination</p> <p>Inclusion and diversity</p> <p>Sexuality in the media</p> <p>Relationships, roles, and behaviours</p> <p>Respect for self and others</p>	<p><i>Understanding our personal learning journeys, page 23</i></p> <p>Students will connect the big ideas about relationships and sexuality and the ways in which we grow and develop to their language, culture, and identity.</p> <p><i>Balancing rights and responsibilities, page 26</i></p> <p>Students will explore how our rights and responsibilities increase as we get older.</p> <p>Students will identify their current responsibilities and prepare for those they will have in the future.</p> <p>Students will identify rights and responsibilities in given situations.</p> <p><i>Understanding gender stereotypes, page 29</i></p> <p>Students will identify gender stereotypes and their impact on people's sense of identity.</p> <p>Students will discuss strategies to challenge gender stereotypes that they can use.</p> <p>Students will identify how social messages about gender can affect people's experiences of becoming an adult.</p> <p>Students will examine cultural attitudes towards gender diversity.</p> <p>Students will contribute to the development of policies that support diversity of gender and sexual identities and inclusion of all.</p>

Theme	Key concepts	Activities and learning outcomes
<p>3. Relationships Ngā whanaungatanga</p>	<p>Relationships and their qualities</p> <p>Intimate relationships</p> <p>Sexual attraction</p> <p>Consent</p> <p>Inclusion and diversity</p> <p>Sexual orientation</p> <p>Gender identity</p> <p>Homophobia and discrimination</p> <p>Respect for self and others</p> <p>Responsibility</p> <p>Passive, aggressive, and assertive communication</p> <p>Problem-solving and decision-making</p> <p>Breaking up respectfully</p>	<p><i>What is important in a relationship?, page 37</i></p> <p>Students will explore different kinds of relationships and identify the qualities they value in them.</p> <p>Students will identify and appreciate how their friends and whānau support them through challenging situations.</p> <p><i>Setting our boundaries, page 43</i></p> <p>Students will explore the concept of intimacy and the behaviours that may feel right at different levels of intimacy.</p> <p>Students will explore concepts about consent and identify what giving and receiving consent looks like.</p> <p><i>Sexual orientation, page 48</i></p> <p>Students will affirm diversity in relationships, discuss discrimination against people who are same-sex attracted, and identify ways to challenge discrimination.</p> <p><i>Assertiveness and making decisions, page 51</i></p> <p>Students will develop and demonstrate assertiveness and decision-making skills.</p>
<p>4. Growing and changing Te tipu me te huri o te tangata</p>	<p>Pubertal change</p> <p>Problem-solving and decision-making</p> <p>Inclusion and diversity</p> <p>Intimate relationships</p> <p>Responsibility</p> <p>Sexual attraction</p> <p>Gender identity</p> <p>Sexual orientation</p> <p>Respect for self and others</p> <p>Body image</p> <p>Feelings</p> <p>Support people</p> <p>Conception</p> <p>Contraception</p> <p>Safer sex</p> <p>Consent</p>	<p><i>Pubertal change, page 57</i></p> <p>Students will review and identify the changes that take place during puberty and recognise that most of them happen to everybody.</p> <p><i>Managing pubertal change, page 61</i></p> <p>Students will explore how people experience pubertal change and identify and discuss practical ways of managing changes and feelings.</p> <p>Student will explore concepts about body image and how to foster positive body image.</p> <p><i>Getting to know our reproductive systems, page 66</i></p> <p>Students will explore the human reproductive system, its functions, and be comfortable using correct terminology.</p> <p><i>Conception, page 70</i></p> <p>Students will identify and describe the sequence leading to conception.</p> <p><i>Safer sex, page 73</i></p> <p>Students will explore contraception and its use in preventing pregnancy and sexually transmissible infections (STIs).</p>

Theme	Key concepts	Activities and learning outcomes
<p>5. Staying safe Te noho haumarū</p>	<p>Listening to our feelings, gut instinct</p> <p>Recognising safe and unsafe situations</p> <p>Problem-solving and decision-making</p> <p>Bullying and cyberbullying</p> <p>Digital citizenship</p> <p>Pornography and sexting</p> <p>Support people and community health care resources</p> <p>Celebrating our journeys and diversity</p>	<p><i>Listening to our feelings, page 79</i></p> <p>Students will develop a process for using their feelings to decide whether a situation or relationship is safe and what to do next.</p> <p><i>Online safety: Cyberbullying, page 83</i></p> <p>Students will identify and manage the impact of online bullying.</p> <p><i>Online safety: Pornography and sexting, page 87</i></p> <p>Students will think critically about online pornography and sexting and identify strategies to keep themselves safe.</p> <p><i>Who is on our maunga?, page 91</i></p> <p>Students will identify where they can find support in a range of situations.</p> <p><i>Celebrating our journeys, page 94</i></p> <p>Students will share the results of their inquiries.</p> <p>Students will reflect on and celebrate their learning about relationships and sexuality and how it can help them navigate their personal journeys.</p>

Teacher tips and ideas for making links to home and community are offered throughout the resource. Keep an eye out for these icons.



Teacher tips



Links to home and community



Theme 1

Establishing a positive learning environment

Te whakarite i tētahi ao ako huapai

Before beginning any relationship and sexuality education learning, it's crucial that students feel safe. By setting a positive, safe classroom environment where the expectations are clear, you will encourage full participation and ensure all your students feel included. Creating a safe environment begins with ensuring everyone understands the journey ahead and setting up protocols for respectful interaction and questioning.

Understanding the landscape and creating a safe place for the journey

Learning outcomes

Students will:

- understand that they are on a learning journey to learn about themselves, their relationships with others, their changing bodies, and staying safe. See *Navigating the journey: Relationships and sexuality education Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources* resources for an explanation.
- establish group guidelines that will enable a safe learning environment within which to navigate the journey.

Suggested time allocation

45 minutes

Resources

- *Landscape wall display (Appendix 1)*. For further explanation refer to *Navigating the journey: Relationships and sexuality education Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources*. You can modify these to reflect your students and your local context.
- Drawing materials
- A class book or digital journal for recording key messages

CURRICULUM LINKS

Underlying concepts

- **Socio-ecological:** understanding how our personal growth and development is interconnected with our people, place, language, culture, and identity.
- **Hauora:** exploring the dimensions of hauora.
- **Health promotion:** taking action to create a safe and supportive emotional environment in which to journey together.
- **Attitudes and values:** establishing guidelines for ensuring people feel safe when examining beliefs and attitudes about relationships and sexuality.

Key competencies

- **Thinking**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Explain that today, we will be getting ready to navigate our way through a set of learning activities about relationships and sexuality. We will be learning about ourselves, our relationships with others, our changing bodies, and staying safe.

Explain that each of us began this journey before we were born, and it will continue throughout our lives. Key elements of our landscape will always remain the same, but there are other elements that will develop and change.

Share and discuss this whakataukī with the students:

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

Ask students to think about what this whakataukī means to them. What pictures do they see in their head when they try to make sense of it? Explain that this whakataukī describes our learning within this resource as well as our lifelong journey of growth. Students might like to record this whakataukī in their learning journals (or on a piece of paper) and sketch an image to help convey the meaning of it.

Explain that while everyone will be following a similar route, our relationships and sexuality are very personal to us, and each person will experience the journey in their own special way. The other task for the day is to create a set of guidelines to make sure the journey is safe for everyone.

Development

Point out the wall display on which you have begun to create a visual representation of the *landscape wall display (Appendix 1)* through which we all journey as we grow and develop in all parts of our lives, including our relationships and sexuality. Introduce the metaphor of navigation, with the Southern Cross representing the five learning themes. Explain that you will be filling the picture in together, as you move through the activities in this resource.

Students who have previously experienced learning based around the content in this resource may be familiar with the landscape metaphor. Encourage them to share their expertise to help create this new representation of the learning journey.

Place the labels on the relevant parts of the display and talk through what each represents. Invite the students to consider alternative metaphors and to construct the display with you. Encourage the students to be thoughtful and creative about how best to represent these concepts within this particular learning context.

For example:

- The maunga represent people and resources in our environment we can turn to for help with our health and wellbeing – like our parents, pastor, kaumātua or kuia, or local community or health services. Who are the people who help us lead healthy lives? Where could somebody go to in our community if they needed someone to talk to? Are there any organisations you know about where you can get help with health needs? What about the people you know – who could you turn to for help and advice?

- You could help the students get started by sharing some examples from your own life. For example, taha tinana – playing soccer, avoiding lollies; taha hinengaro – playing guitar, going to kapa haka; taha whānau – staying in touch with whānau, belonging to a book group; taha wairua – going to church, walks on the beach.
- Discuss the concept of the whenua on which we stand, drawing out the idea that we have influences on our thoughts and feelings that are unique to who we are. They come from our whānau, our culture, and our land – and from ourselves. What are some influences that might affect us all? For example, the laws about what people can and cannot do. What are some influences that are more likely to be specific to us? For example, our cultural or religious beliefs and those of our whānau.

Leave the theme cards till last. Explain the imagery of the Southern Cross and its use as a navigation tool by Māori, Pasifika, and Pākehā travellers. In these learning experiences, each of the five whetū (stars) represents one of the five themes that help us navigate our learning journey as we progress from year to year. As you place and name each card, ask the students to reflect on what you have told them and think, pair, and share their ideas about the kind of learning that this whetū, or theme, will involve.

- Our first whetū and theme is *Establishing a positive learning environment Te whakarite i tētahi ao ako huapai*. It's the learning we've begun today – making sure that we all understand the path that we're on and making sure the journey is safe and rewarding for us all.

Refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources* for further explanation.

Explain that you and the students will use the wall display to capture the learning as you navigate your way through this set of learning activities. At the end of each activity, you will agree on key vocabulary, which you will add to the relevant part of the display. You will use those words to create key messages to sum up the learning.

Explain that while you have planned an overall route, it's important that this is a journey that equips everyone with the information and understandings they need.



Encourage the students to talk to their parents and whānau about their learning from this activity. What are some of the elements their whānau believe are important to growing up to be healthy in all areas of our lives, including sexuality? What is on their maunga? What do they do to keep their bodies, minds, emotions, and spirits well? What are some important things messages they want to pass on about healthy living? Are there any that should be added to the wall display? Talk with parents and whānau yourself so that you understand the resources they bring from their homes and communities. Take note of resources that may not be part of your own life experience but are of importance and value to your students and their whānau.

Create group guidelines

Discuss the importance of setting a safe and positive classroom environment – particularly when we're learning about our growth and development as human beings.

Introduce or review the concept of *whanaungatanga*, explaining that whanaungatanga is about relationships that are built on shared experiences and working together.

- What is your understanding of this word?

LEARNING SEQUENCE

Prompt the students to make connections between the established values of the school and/or classroom and the values that are especially useful to keep in mind when learning about relationships and sexuality.

- What are the values we share in our community?
- Which of these values are particularly important for us to consider when discussing our personal growth and development?
- Do we already have guidelines in place in our class that could help us with these?

In groups or as a class, have the students quick list endings to this sentence stem:

I feel safe participating in learning when ...

Potential sentence endings might include:

- “when we awhi each other”
- “when we respect each other’s beliefs and ideas”
- “when we respect people’s right not to explain themselves”
- “when we use language that makes us feel comfortable”.

Ask prompting questions, such as:

- How important is confidentiality? What if you’re really worried about something somebody has told you and you think they need help?
- At home, we may have different words that we use for talking about sexuality – different names for parts of the body and talking about relationships. How could this affect how we talk to each other here at school? What can we do about this to make sure everyone feels comfortable?
- Our sexuality is a precious and important part of lives. We need to take it seriously, but let’s not forget that it’s also a part of our lives that brings joy, and love, and connection – and fun! How will we make sure that we do the learning without forgetting the fun part?

Make sure the students understand that if you think somebody is at risk of being harmed, or harming someone else, it is the right thing to tell an adult who can help. See the section on disclosures and answering student questions in *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*.

Explain that it is important that we monitor our behaviour. We need to keep checking that we are acting in line with our guidelines.

Conclusion

Display the guidelines in the appropriate part of the wall display, as agreed with your students. Re-visit them as necessary and encourage the students to do so, too.

As a class, discuss and agree on the key terms for this lesson. For example, key terms from the display or value words from the class discussion, such as “awhi” and “respect”. Group the students and assign each group a term. Have them write a key message about their term. Put the vocabulary on the wall display, with the key message alongside the words, or in a shared book.

Establishing safe ways to ask questions and inquire together

Learning outcomes

Students will:

- review their current knowledge about relationships and sexuality and identify aspects they want to learn more about
- develop strategies for safely asking and answering questions about aspects of relationships and sexuality.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)*
- *What do we already know about relationships and sexuality? (Appendix 2)*, one per group
- Different coloured highlighters
- A box with a slot in the lid
- Paper and pens
- Blank cards or sticky notes for key terms

CURRICULUM LINKS

Underlying concept

- **Health promotion:** establishing routines for safe questioning and inquiry, developing skills to ask and respond to questions about relationships and sexuality to support the wellbeing of themselves and others.

Key competencies

- **Thinking**
- **Managing self**

LEARNING SEQUENCE

Getting started

Write the term “relationship and sexuality education” on the board and ask the students to note down what they think the term means.

Use the imagery on the wall display to clarify that relationship and sexuality education is a lifelong process. Our relationships and sexuality encompass all that we are emotionally, physically, socially, and spiritually. It is a natural part of us all and is present from the day we are born, but sometimes we need help to own it and use it in positive ways.

LEARNING SEQUENCE

Explain that some people may not have had many opportunities to discuss relationships and sexuality openly before. Some families think that discussion around sexuality is tapu, or sacred, and so some people might feel uncomfortable initially when discussing sexuality. It's okay to feel a little embarrassed. The class guidelines will help support us through any difficulty.



Provide an opportunity for students to think, pair, and share what they learnt from their conversations at home about health, relationships and sexuality. Ask the students whether there are any changes they would like to make to the wall display, as a result of these discussions at home.

Development

Split the class into small groups. Give each group *What do we already know about relationships and sexuality? (Appendix 2)* and ask questions to help them identify their prior knowledge about relationships and sexuality. Have them start by thinking about where they have learnt about the changes that take place as we grow and develop, such as changes in our bodies, minds, relationships, values, and beliefs. Have them record these sources along the top of their paper, and then record some of the things they've learnt from their various sources. Observe the groups and if necessary, remind them of the class guidelines.

- Where have you learnt about relationships and sexuality so far? From whom? Your parents? Brothers or sisters? Grandparents? Friends? School? The media – movies, books, or music?
- What are some of the things you've learnt from these sources? What have people told you?
- What did you learn the last time you learnt about this topic at school?

Help the students reflect on how confident they are in their knowledge. Give them coloured highlighters to identify things they've been told that they are unsure of, things they think are not true, and things they feel confident about. Invite them to add what they would like to know to their charts. If appropriate, explain that some of the things we hear about from other sources may not be true. Explain that during this set of learning activities we hope to clarify what information is true.

Prompt group discussion with these questions:

- Whose advice do you trust the most? How much do you trust your cousin's advice compared to your parents' advice?
- What things have you heard that you are not sure about?

Ask the groups to discuss and share with the class their responses to these questions:

- Why do you think it is important to learn about relationships and sexuality?
- What would you like to learn about relationships and sexuality?

Introducing the question box

Teachers need to be prepared to answer questions on a wide range of topics and are legally entitled to answer any questions asked. For further information and support on answering student questions please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*. The question box provides an opportunity for you to develop your understanding of where students are in their learning about relationships and sexuality. You can use what you learn to plan the next steps for learning.

LEARNING SEQUENCE

Show the students the question box and explain that as we move through the five themes or whetū, they will be able to use it to ask questions anonymously. You will allow time for its use at the end of each lesson so that they can clarify information they are unsure about or post any new questions they have. The questions are not to be personal questions about the teacher or other students. If necessary, add this guideline to the class guidelines.

Tell the students that you won't always know the answers, but you will do your best. Sometimes you will answer straight away and at other times, you will come back and answer a question later. At other times, the class might inquire into some of the questions together.

Give each student a piece of paper for them to write a question or use a digital postbox format– one of their own or something that came out of the group discussion. Ensure that student anonymity is always protected and that all questions can be viewed only by the teacher/s. They are all to write something, even if it is just to say “Hi”. Have the students fold their pieces of paper and place them in the question box. This will ensure that their anonymity is respected – nobody will be identified as having asked a particular question.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms on blank cards or sticky notes. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.



Theme 2

Who am I?

Ko wai au?

Understanding our personal sense of self-worth and what affects this is particularly important during the lead-up to adolescence. At puberty, young people become increasingly interested in what others think of them and aware of messages about aspects of their identity, such as their body image, gender identity, and sexual orientation. It is important to balance any concerns with affirming messages about diversity and individuality, increasing people's ability to be comfortable with themselves, as well as others.

As they mature, young people begin to understand that with greater independence and freedom, comes greater responsibility. This includes being aware of their impact on others and taking action to challenge stereotypes and contribute to a society where all people are treated as equals.

Understanding our personal learning journeys

Learning outcome

Students will connect the big ideas about relationships and sexuality and the ways in which we grow and develop to their language, culture, and identity.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Large sheets of paper and drawing pencils
- Physical drawing materials or an online drawing tool

CURRICULUM LINKS

Underlying concepts

- **Socio-ecological perspective:** understanding and valuing the multiple influences on our ideas about relationships and sexuality.
- **Attitudes and values:** critically questioning ideas, attitudes, and values about relationships and sexuality.
- **Hauora:** understanding that our sexuality is part of us and that we are each on a lifelong journey of change and development.

Key competencies

- **Thinking**
- **Managing self**
- **Using language, symbols, and texts**

LEARNING SEQUENCE

Getting started

Review the class *landscape wall display (Appendix 1)* and what each of the symbols means using pages 12-14 of *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*. Explore the idea that symbols are images that represent ideas. Check the students' understanding of the ideas represented by the symbols in the landscape: the whetū (one for each of the five themes), awa, waka, whare tapa whā, maunga, forest of Tāne, and whenua. Re-visit the learning that relates to each of these symbols.

Indicate that today we are starting a new theme *Who am I? Ko wai au? (Appendix 1)* and tell students that in the next series of activities, we focus on our personal journeys, rights and responsibilities, gender stereotypes, and inclusion.

Discuss the fact that the wall display is a very public place to record our learning. Explain that as everyone is unique, our journeys and personal landscapes will be different. For that reason, students are to re-create the wall display for themselves in their personal learning journals. This will be a private place to capture the landscape of their personal learning and record and reflect on their own journey. They will be able to choose their own symbols and images. It can be as creative as they like, with images that are meaningful to them.

Development

Discuss the different media, both print and digital, that students might use to represent their personal learning journeys. Encourage the students to think about ways they can record their personal information and expand and amend it throughout this sequence of learning activities. Some students may prefer to organise their thoughts in a written journal or a set of recordings. This is fine, as long as the different elements of their landscape are clear.

You may have students who have personal representations of this learning journey that they created in a previous year, possibly saved in a digital learning portfolio. Before creating a completely new image, encourage them to examine what their landscapes show and how they might modify it and add to it a year later.

Have the students think, pair, and share their ideas for alternative images that people might use to construct their personal landscapes. For example, their marae or their grandparent's farm to represent their whenua, a local stream to represent their life's journey, a flower for hauora. For alternatives to the image of te whare tapa whā, you might consider those of *Te Wheke (Rose Pere)*, *Te Pae Mahutonga (Mason Durie)* or *Fonofale* (Fuiamaono Karl Pulotu-Endemann).

Brainstorm the aspects of their lives, past, present, and future that they might like to record on their landscapes. Things to consider could include cultural heritage, goals and aspirations, religious beliefs, personal values, parents, doctors, family stories, and marae. Have the students help create a class mind map, indicating where different aspects might belong.

- What goes on the maunga?
- Which of these is part of the whenua on which you stand?

Give the students large sheets of paper where they can create their own mind maps and sketch out their personal landscapes.

When the students have completed their plans, they can start creating their landscapes in their learning journals. If they wish, they can share their plans with a trusted friend or with you.

Question box

Allow enough time to answer as many student questions possible, as some may require an urgent response.

Provide each student with a piece of paper (or use a digital postbox format). Ensure that student anonymity is always protected and that all questions can be viewed only by the teacher/s. Remind the students that they can place questions in the question box at any time.

Invite them to write either a question or a statement about the day's learning and put their paper in the question box.

LEARNING SEQUENCE

Work your way through answering the questions. Student questions can also be useful in guiding the planning of future learning opportunities.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1-10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning:

- Where are you in your journey, and how is this affecting your hauora?
- How do you feel about the changes you're experiencing? How might you show this on your personal landscape?

Balancing rights and responsibilities

Learning outcomes

Students will:

- explore how our rights and responsibilities increase as we get older
- identify their current responsibilities and prepare for those they will have in the future
- identify rights and responsibilities in given situations.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Opportunities (Appendix 3)*, one card per pair
- *Rights and responsibilities questions (Appendix 4)*, one set of questions per pair

CURRICULUM LINKS

Underlying concept

- **Attitudes and values:** understanding how people's rights and responsibilities increase as they get older.

Key competency

- **Managing self**

LEARNING SEQUENCE

Getting started

Explain that in this activity, the students will think about the way responsibilities are shared between adults and children at home, how they expect this to change as they mature, and why they think this will happen. They will then look more deeply at particular rights and responsibilities they currently have.

Development

Ask the students about the things older people did for them when they were very young, that they can now do for themselves. List these on the board. Create a second list of their current responsibilities at home. Have the students think, pair, and share their ideas about why they have been given more responsibility as they have become older.

Use your awareness of students' different family situations to avoid making assumptions about who is at home and caring for them. Note also that cultural practices vary. For example, in some cultures, children may be expected to take responsibility for caring for younger children or older relatives.

LEARNING SEQUENCE

Things people did for me when I was young	My current responsibilities

Ask the students why, even though they may feel grown up, adults often take responsibility for them. For example, providing food and shelter, going with them on certain outings, and buying clothes for them. Record the examples and reasons in two columns on the board.

Things people still do for me	Reasons these are the responsibility of older people

Have the students use their personal landscapes to record the responsibilities they have at their current age and the responsibilities they are likely to take on in the future.

Explain that the rights people get as they grow older are accompanied by associated responsibilities. For example, when people reach an age where they have the right to choose their own clothes, this comes with the responsibility to choose clothes that suit the occasion and the weather.

Invite the students to pair up. Explain that they will be given an *opportunity (Appendix 3)*. They will then work together to record some rights and responsibilities that relate to the opportunity on their card using the *rights and responsibility questions (Appendix 4)* as prompts. When they have done this, they can explain these rights and responsibilities to the class.

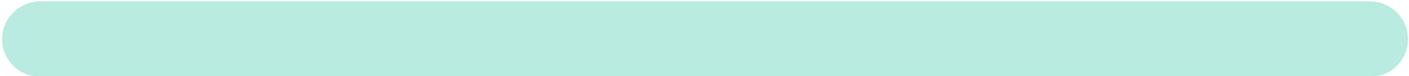
When they have completed the activity have each pair show the rest of the class their opportunity card and explain the rights and responsibilities they think are connected to that opportunity.

Discuss what the students learnt from their discussion and decision-making. Draw out the concept that in different families and cultural groups there will be different ideas about when it is time for someone to take on particular rights and responsibilities. However, on reaching adulthood, we all gain more rights and take on greater responsibilities.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.



For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. They might want to add annotations to their awa to show some of the rights and responsibilities they anticipate taking on over time.

Understanding gender and stereotypes

Learning outcomes

Students will:

- identify gender stereotypes and their impact on people's sense of identity
- discuss strategies to challenge gender stereotypes that they can use
- identify how social messages about gender can affect people's experiences of becoming an adult
- examine cultural attitudes towards gender diversity
- contribute to the development of policies that support diversity of gender and sexual identities and inclusion of all.

Suggested time allocation

60 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- A selection of fairy tales, such as Cinderella, Sleeping Beauty, Little Red Riding Hood, or Beauty and the Beast
- *World of Tales* and *Myths and Legends*
- Felt-tip pens
- Large sheets of paper
- *Inside Out for Year 7-8 students*
- Reviewed music videos and lyrics
- *Girls Like You ft. Cardi B* by Maroon 5 and *lyrics*
- *How To Be A LGBTQIA+ Ally*

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing attitudes of respect, care, and concern for all people, regardless of gender.
- **Socio-ecological perspective:** developing awareness of how culturally-based beliefs impact on how people learn about gender expectations and express themselves.
- **Health promotion:** learning to value themselves and others and appreciate each other's similarities and differences, including gender and sexual diversity, and taking action to challenge gender stereotyping to ensure everyone belongs.

Key competencies

- **Managing self**
- **Relating to others**
- **Participating and contributing**

Getting started

Before beginning this activity, it is important that students have read fairy tales or storybooks that reinforce gender stereotypes. It will also be useful that students have gathered traditional tales from home and/or talked to whānau about the traditional stories they grew up with. See *World of Tales* and *Myths and Legends* for ideas.

Refer to the landscapes the class has created, as individuals and as a class. They have commonalities and differences. Use this to explain that we are all individuals, even though we may belong to particular groups, and we have characteristics that reflect our uniqueness. It is important that we are aware of this and feel comfortable with ourselves and our value as individuals.

Explain that our ability to grow as a unique individual can sometimes be affected by things in our environment and that these can include stereotypes about gender.

Development

Ask students to share what they think the term “gender identity” means. What is the difference between “gender” and “sex”?

Explain that “gender” refers to the gender a person identifies with. For example, girl, boy, both, woman, man, non-binary, transgender, takatāpui, or queer which may or may not match their biological sex. Sometimes someone who looks like a boy may actually feel like a girl and vice versa. Some people don’t feel they are either a girl or a boy and that’s okay, too.

“Sex” refers to the biological sex assigned at birth. For example, female, male and intersex. *Intersex* is used for people who are born with body parts that are not completely female or male. The differences may be inside or outside of their bodies, or both. People who are intersex identify across the gender spectrum, and some may identify outside of female or male definitions. It is important to be aware that at least 1 in 2,000 people are intersex. All bodies need to be acknowledged and celebrated

Rainbow Youth advises, “It can be helpful to think of it as: sex is between your legs and gender is in your head and heart.” Check that the students understand that the terms “sexual identity” or “sexual orientation” are about the sex or gender a person is attracted to.

You may have students who are questioning their gender identity or assume a different identity to their biological sex. Students may have been exposed to ideas about the difference between gender and sexual identity. *Kids Guide to Gender* offers a range of ideas for classroom teaching that you may wish to pursue.

For more ideas on how to develop an inclusive classroom and curriculum for students who identify as gender or sexuality diverse, see the Ministry of Education’s *Guide to supporting LGBTIQ+ students*.

Ask the students what they think the word “stereotype” means. Clarify that a stereotype is a set of beliefs about the characteristics of a particular group of people because of the group they belong to. A lot of stereotypes are negative. Some can seem to be positive, but they can still have a negative effect, like the assumption that all Asians are good at maths or all Pasifika people are good at dancing.

Write the words princess on the board

Write the words that describe a princess. It is not likely they will be words like young, beautiful, elegant, rich, and kind. Some may also get words like high-maintenance or spoilt. Point out to the class that they have described stereotypical princesses.

Show from the time you were born you were exposed to a wide range of stereotypes that help shape us. For example, girls may be described as pink and shy, so people tend to play more roughly with boys than girls. Give the students a pair, and share other examples of how you can be shaped by stereotypes.

Explain that in a lot of traditional tales there are stock characters that people are familiar with and do not often get a lot of character development. For example, the stepmother, prince, witch, giant, villain, hero, mother, father.

- What are some stock characters you are familiar with?

can affect how we perceive women and men and our expectations of what it is to be a woman or man. They can even shape how we see ourselves. It can be challenging for those who do not see themselves as female, male, girl, boy, woman, or man.

- Do you notice any common themes in the characteristics of people in different roles?
- Those stepmothers always seem pretty mean. How do you feel reading that if you were a real stepmother?
- The prince is always strong. What if you were?

Explain that fairy tales are just one kind of traditional tale that is passed down through generations. There are tales in all cultures. The stories we grow up with can have a big impact on how we think we should behave as people of a particular gender.

Have the students discuss in groups books they read, or stories they were told as children, that they feel had an impact on them and their ideas of how they should behave. They can then share this with the rest of the class.

- Were there certain stock characters in the stories you grew up with? Who were they and what were their characteristics?
- Did the stories you read have an effect on how you thought girls and boys should behave – or women and men?
- How do you think this impacts on people who don't identify as female or male, or girl or boy? Did any of our tales include characters who are gender or sexuality diverse?
- Do you think every culture has gender stereotypes? How do they compare? How do you think they affect people as they grow up?
- Were there stories that you found inspirational – that made you think of different possibilities?
- What have we learnt from this activity about how culture shapes our expectations about gender identity? Where will this go on our landscapes? (The whenua)

There are times when gender stereotypes need to be challenged. They can be restrictive and reflect sexism and exclusion.

- How can we challenge the stereotypes that we encounter in life? What can we do as an active bystander to support others? What can we do to step up and step in? Each group shares their strategies with the class and discusses possible outcomes. These can be refined and then added to the wall display.

Further questions may arise about gender, biological sex, and sexual orientation. For more information, *Inside Out* has resources specifically designed to help students in years 7 and 8 to learn about, understand, and affirm diverse genders and sexual orientations.



The Boy in the Dress by David Williams would be a fun follow-up text. It's a longer read but lends itself well to teaching across the curriculum.

Ideas for alternate year

Prior to teaching this activity, review some music videos to select some that may be suitable for observing gender stereotypes. Students are likely to be able to suggest some. Ensure you preview them first, including the lyrics, to check for suitability.

Review student understandings of “gender”, “stereotypes”, and “gender stereotypes”.

Play your selected music videos (or those suggested by students) initially with no sound. Students individually record what they notice for girls/women and boys/men using the chart and examples suggested below. Next, play the music videos with sound and lyrics if possible.

LEARNING SEQUENCE

	Girls/women	Boys/men
Sound off	<ul style="list-style-type: none"> • Lots of makeup • • 	<ul style="list-style-type: none"> • Lots of money • •
Sound on	<ul style="list-style-type: none"> • Lyrics include put downs • • 	<ul style="list-style-type: none"> • Men seem more in control • •

Prompt discussion using the following questions:

- What did you notice when watching the videos without sound? What messages are communicated?
- How are genders portrayed in the music videos? What is your opinion about this?
- What difference do the video and lyrics together make when the sound is on? Were messages different to when the sound was off?
- What gender stereotypes did you notice?
- What strategies can we use to challenge these stereotypes?

Play a music video that does not promote gender stereotypes and follow the same process above, firstly without the sound, and then including the sound. You may find [Girls Like You ft. Cardi B](#) by Maroon 5 and the [lyrics](#) suitable.

Your students may have friends or whānau who are [transgender](#), or [intersex](#), or they could be transgender or intersex themselves. Ensure that you develop an inclusive classroom culture where diverse identities are acknowledged, valued, and respected.

Explain that some people have a mix of female and male genitals, hormones, or chromosomes. The term for this is “intersex”. Other people may be born with female or male bodies, but as they grow up, they identify as being of the opposite gender, or of neither gender. The term for this is “transgender” or “non-binary”.

- What messages would you receive from the music videos if you didn’t identify as a girl/woman or boy/man?

View [Inside Out for Year 7-8 students](#) and [How To Be A LGBTQIA+ Ally](#) videos that examine cultural attitudes towards diverse gender and sexual orientations. You will need to preview them before showing to your students.

LEARNING SEQUENCE

Discuss the students' responses to the videos:

- What did you learn from watching these videos?
- Thinking about what you heard these people say, what have you learnt about how being transgender or intersex might affect people's experiences of puberty?
- How inclusive is our community? Do we make it easy for people who are gender and sexuality diverse? What makes you say that?
- What are some things that we could do as a community to make sure everybody feels comfortable and safe, whatever their identity?

Work with the students to plan and take action to create a more inclusive environment in your classroom and school which could include reviewing or drafting school policy. *Making Schools Safer for Trans and Gender Diverse Youth* is a useful resource specifically intended to help schools create safer environments for all people and could support policy development.

Question Box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

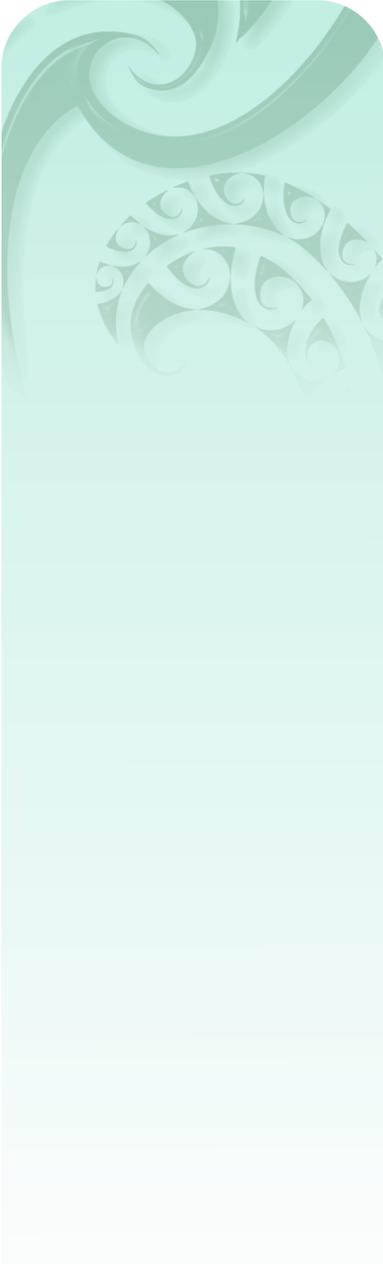
For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Reinforce the message that gender stereotypes are limiting and contribute to discrimination. There are exceptions to every generalisation and stereotypes both ignore the minority and fail to accurately reflect the diversity within our population.

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words, in a shared book nearby.

Have the students revisit their personal landscapes and use it to capture the day's learning. Encourage them to identify strategies they will use to challenge stereotypes.



Theme 3

Relationships

Ngā whanaungatanga

Positive relationships are central to our wellbeing and happiness, giving life meaning and purpose. Young people spend a lot of time thinking and talking about relationships. Messages about relationships are all around them. To support their learning, it's important they have opportunities to explore the components of healthy and unhealthy relationships and develop the interpersonal skills and understandings needed to manage relationships. This supports young people in respecting themselves and others.

The concept of “relationships” is closely connected to how we communicate and make decisions. Young people need to be able to identify different types of relationships, including intimate ones, and how other people influence them, when they are being pressured, and how to respond. Exploration of sexual attraction and concepts of giving and receiving consent is important. Young people need to understand that in the end, we are responsible for our own decisions and their consequences.

Effective communication means we can express our thoughts and feelings in such a way that others hear and understand us. Opportunities to work through realistic dilemmas without the pressure of being in the moment helps students to develop the skills necessary to respond to challenging situations in an assertive way that leaves both their personal integrity and their relationships intact.

What is important in a relationship?

Learning outcomes

Students will:

- explore different kinds of relationships and identify the qualities they value in them
- identify and appreciate how their friends and whānau support them through challenging situations.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Paper and pens
- Small square pieces of paper
- *Breathless* by Bernard Beckett, School Journal Story Library, Level 3, 2016

CURRICULUM LINKS

Underlying concept

- **Hauora:** identifying and appreciating the qualities that are important in different kinds of relationships.

Key competency

- **Relating to others**
- **Managing self**

LEARNING SEQUENCE

Getting started

Indicate that today we are starting a new theme called *Relationships Ngā whanaungatanga (Appendix 1)* and tell students that in the next series of activities, we will focus on qualities of relationships, different types of relationships, communication, and decision-making skills.

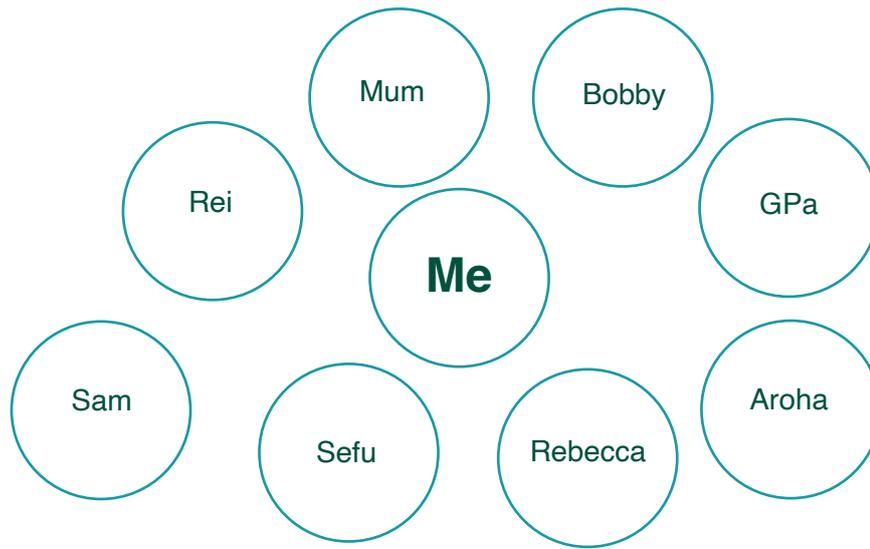
Explain that today's activity will provide us all with an opportunity to think about different kinds of relationships and consider what we value in a relationship. This will help us to improve the relationships we already have and consider what is important to us in future relationships.

Review the concept of *whanaungatanga*, explaining that whanaungatanga is about relationships that are built on shared experiences and working together. Everybody's contribution matters.

The students will need to discuss and negotiate some important ideas to get to a consensus. Note that sometimes, the agreement may be to disagree, and that's okay, so long as everyone is respectful. Remind the students of the group guidelines and ask them to suggest how they might relate to this kind of discussion.

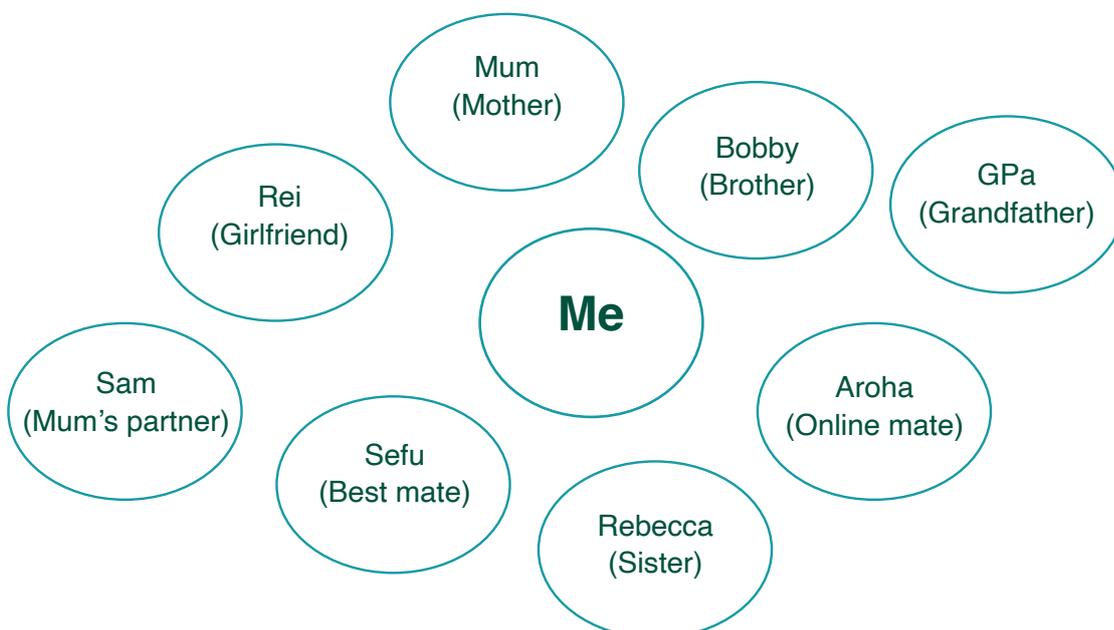
Development

Have each student draw a circle in the centre of a sheet of paper to represent themselves and then draw other circles to represent significant people in their lives. Because this is a sociogram, they should place the circles for the people they feel closest to close to the circle representing themselves and the others further away in relation to the depth or closeness of each relationship. Draw a model to demonstrate this.



Discuss the fact that we're all different and so are our whānau and friends. Some of us have one parent, some have two, and others have several. We might have one or two very close friends or lots of friends. There's nothing right or wrong about how we see these relationships.

Underneath each name in the circles, have the students describe the kind of relationship they have with that person. For example, mother, girlfriend, teacher.



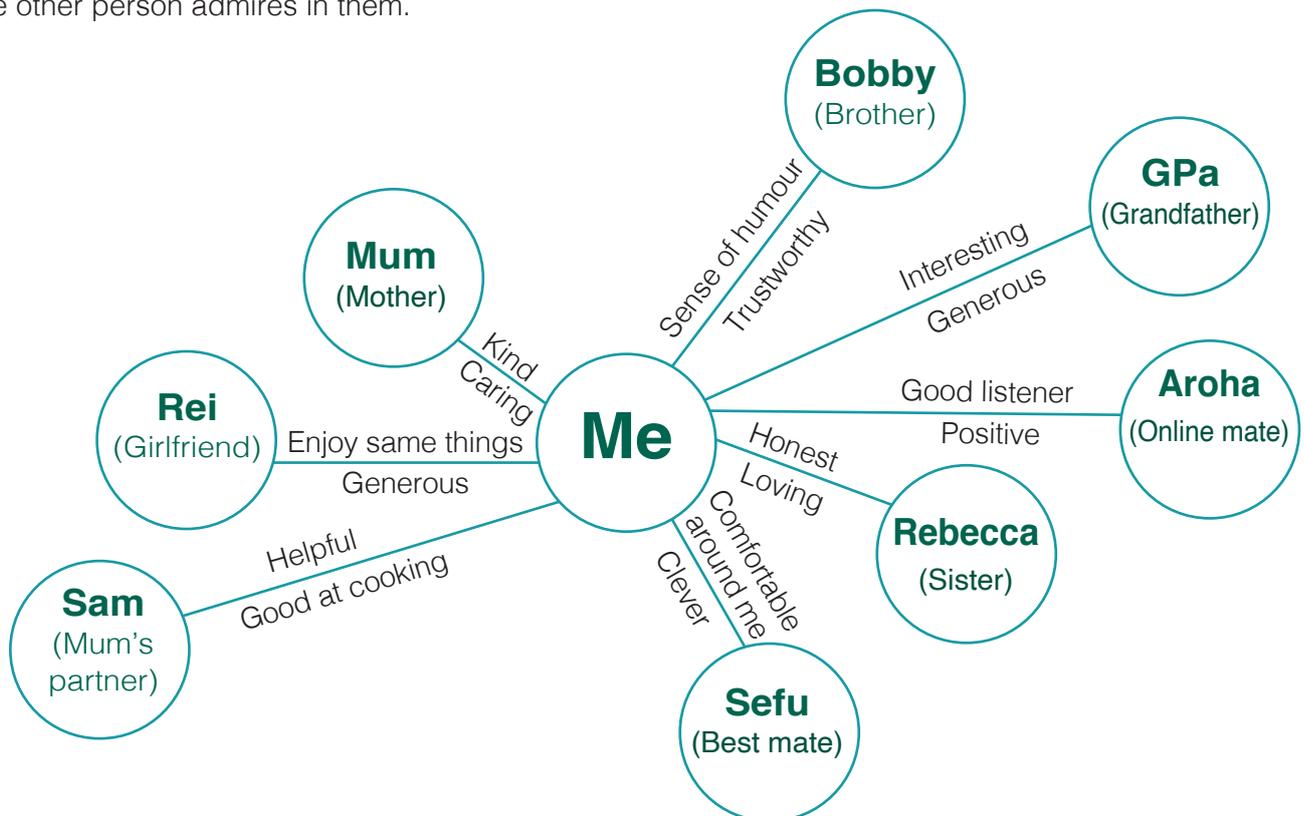
LEARNING SEQUENCE

Introduce the term “intimacy”, explaining that it means a very close relationship in which people feel in tune with each other. Point to the whare tapa whā (or your alternative image) and explain that it can include being close emotionally, physically, socially, or spiritually. The word “intimate” can be used to refer to sexual intercourse, a time when people are physically very close and may also feel very connected intellectually, emotionally, and/or spiritually.

Have the students think, pair, and share the different kinds of relationships they have and the different degrees of intimacy in their relationships. Record these ideas on the board, discussing the idea that different kinds of relationships involve different levels of intimacy. For example, somebody might be very close to their cousin and share their thoughts and feelings but feel less close to their aunt.

Explain that different people can have different ideas about the qualities they value in relationships. Check that the students understand what you mean by ‘qualities’ – that you’re referring to the special ingredients that make a relationship worthwhile and valuable to the people involved. Use some of your own examples to demonstrate this. For example, “My best friend appreciates my loyalty. I admire his kindness and sense of humour.”

Have the students return to their sociograms. On one side of each line, have them write a quality they appreciate or value in the other person. On the other side, have them write a quality they think the other person admires in them.



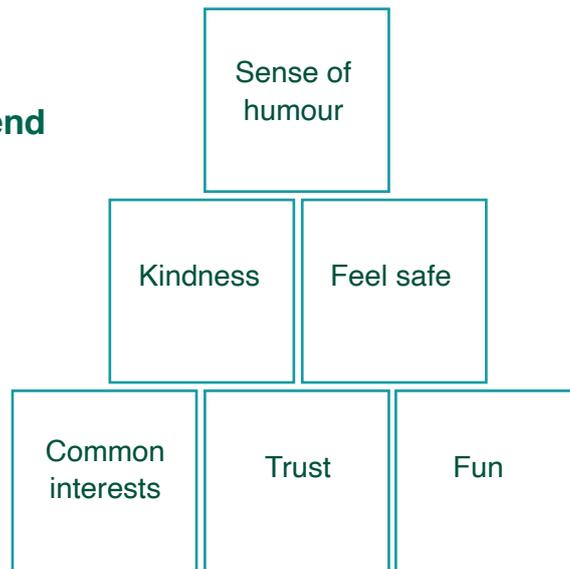
Ask students to individually identify the qualities they most value in the relationships they have with others.

Put the students into small groups where they can share the types of relationships they have and the qualities that they value in those relationships.

As a class, create a list of different kinds of relationships and the qualities people value the most.

Have each group select a particular type of relationship (such as that with a teacher, a friend, or a doctor) and come to a consensus on six qualities they most value in this type of relationship. Have them write these qualities on a small, square piece of paper and then arrange the squares of paper in the shape of a pyramid, with the three qualities they think are most important at the bottom, then the next two, and the final one at the apex. Compare this to the foundation of a house – the bottom layer needs to provide the strongest foundation.

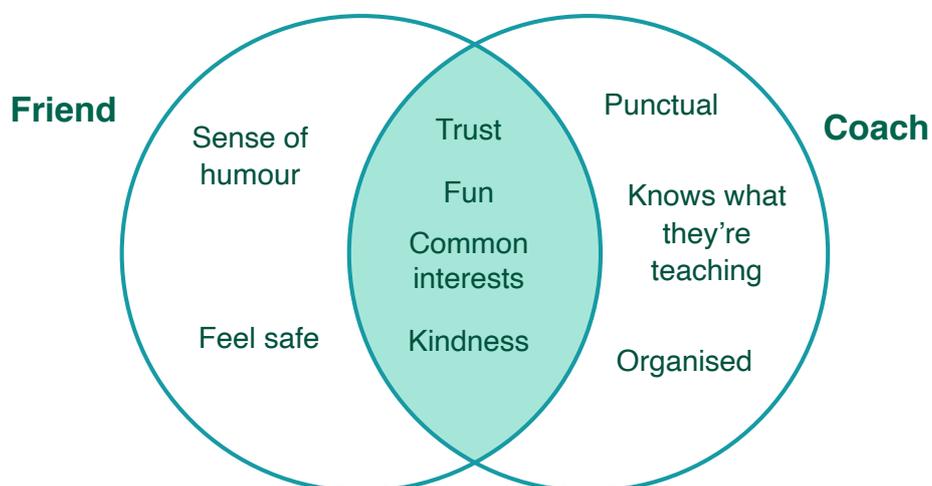
Relationship = Friend



For each of the three foundation qualities, have the students describe a practical way that the quality could be demonstrated in this type of relationship. For example, common interests – when two people like going to the same movies together.

Have the students share the type of relationships they selected, the qualities they decided were most important, and their practical examples of the demonstration of these qualities.

Pair up the groups and have them create Venn diagrams comparing different types of relationships and the qualities they value in them.



LEARNING SEQUENCE

The following questions can prompt discussion:

- Did you agree on the most important qualities? Or did you agree to disagree? What helped you come to your agreement?
- How important is it that we share similar qualities with our friends? Why do you think this?
- Why is it important to think about what we want in a relationship?
- What can we learn from the relationships that we've had where those qualities were not present?
- What are some of the positive ways to end a friendship or relationship?
- What strategies can we use to look after ourselves when this happens? Consider all dimensions of hauora and who can support us.

Provide an opportunity for students to share the qualities they value in each other.



Encourage the students to ask people at home about the qualities they value in relationships that are important to them.



If parents and whānau are looking for support on how to talk to their children about relationships and sexuality, Family Planning's *advice for parents and carers* can be a good place to start.

Ideas for alternate year

Explain that today, we're going to take some time to appreciate the relationships we have with our friends and whānau – the people who keep our whare tapa whā strong through their support and care.

Ask the students to read the story *Breathless* by Bernard Beckett. There is an audio version if they prefer to listen.

Have the students create a diagram with the name of the main character from the story circled in the centre and the names of all the people who tried to support him positioned in circles around the main character. In each of the circles, they should describe the kind of relationship that person had with the main character, and explain how they tried to help him.

The students can then move into groups to compare the different kinds of help that were offered, how the other characters helped the central character, and which offers of help he most appreciated.

In pairs, ask the students to discuss the following:

- How does it feel to be appreciated?
- Have you told your friends or whānau what you appreciate about them? Why, or why not?
- How could you tell or show your friends and whānau what you appreciate about them?
- What effect might it have on your relationships if you sometimes told or showed friends and whānau what you appreciate about them? How might it make them feel?

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements related to each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use it to capture the day's learning. Encourage them to focus on the relationships they most value and the qualities that are most important to them personally.

Setting our boundaries

Learning outcomes

Students will:

- explore the concept of intimacy and the behaviours that may feel right at different levels of intimacy
- explore concepts about consent and identify what giving and receiving consent looks like.

Suggested time allocation

60 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Intimacy continuum (Appendix 5)*, one set per pair
- *Intimacy actions (Appendix 6)*, one set per pair
- *Anna and Kristoff kiss* from *Frozen*
- *Intimate relationships (Appendix 7)*, one teacher copy
- *Intimate relationships guidelines (Appendix 8)*, one teacher copy
- *Consent Explained*
- *Maybe Doesn't Mean Yes*
- Poster-making materials

CURRICULUM LINKS

Underlying concepts

- **Hauora:** understanding the complexity of the concept of intimacy and that it involves all aspects of hauora.
- **Health promotion:** developing personal skills to support the giving and receiving of consent in relationships.
- **Socio-ecological perspective:** recognising the need for mutual care and shared responsibility regarding consent and intimacy in relationships.

Key competencies

- **Relating to others**
- **Managing self**

LEARNING SEQUENCE

Getting started

If you haven't already done so, brainstorm the different kinds of relationships a person can have. Ask students to think, pair, and share their thoughts about the meaning of the word "intimacy".

- What are some examples of intimate relationships?

Clarify that intimacy means closeness. Being intimate with another is about connecting with someone, emotionally, socially, spiritually, or sometimes physically.

Explain that the word “intimacy” can be used to refer to sexual activity and possibly sexual intercourse, a time when people are physically very close and may also feel very connected, emotionally and spiritually.

Emphasise that we each have the right to control our own bodies. There are lots of ways we can show someone we care about them without getting physical. And if we really care about someone, we don't pressure them to do something they don't want to do.

Unpack the idea of sexual attraction. Explain that as people go through the changes of puberty, the sex hormones their body produces causes them to have increased sexual feelings. They may feel very attracted to another person and want to be physically close to them. Their bodies may feel shivery or warm and tingly when they think of that person. They might think about that person all the time and believe they're in love with them. People can feel sexually attracted to other people without being close to them in other ways.

Development

Ask the students to pair up with someone they feel comfortable working with and distribute a set of *intimacy continuum (Appendix 5)* and a set of *intimacy actions (Appendix 6)* to each pair.

Explain that the cards outline behaviours that people may or may not engage in when they are in an intimate relationship with someone to whom they are sexually attracted. As a pair, the students are to discuss the behaviours and decide where they think each one would lie on a continuum ranging from most intimate to least intimate. Intimacy can be shown in a range of ways, not just physical. Some people find making eye contact with someone they are attracted to extremely intimate. Students can use the *intimacy continuum (Appendix 5)* to indicate the start and end of their continuum.

When the students have finished, have each pair join up with another pair and read each other's continuums. Highlight that because intimacy is so personal there is no right continuum order.

The following questions could be used to prompt pair discussion:

- How did you feel doing this activity?
- Were there differences between pairs? What were they? Were there any patterns in the differences. For example, gender or culture?
- How do individuals define what is intimate to them?
- What was the least intimate behaviour? What made it the least intimate?
- What was the most intimate behaviour? What made it most intimate?

Bring the class back together. Use the following questions to prompt whole-class discussion about negotiating intimacy with another person and concepts of consent.

- How does someone know the level of intimacy that is okay for them?
- What signs does our body give us if a level of intimacy is not okay for us? For example, increased heart rate, hollow feeling in our stomach, feeling hot, sweaty palms etc.
- How do two people who are in a relationship decide what kinds of intimate things to do?

LEARNING SEQUENCE

- What happens if one person wants to do something intimate and the other person doesn't?
- What is consent? Together view *Anna and Kristoff kiss* from Frozen and unpack aspects of consent observed.
- How can we tell if the other person feels comfortable or uncomfortable?
- How do we let someone else know what we consent to doing and what we don't?
- Which comes first, emotional or physical intimacy? Or do they develop together?

Be mindful that your students will bring a range of experiences to this activity. The aim is that they delay sexual intercourse and that sexual activity is something that brings them pleasure. However, a minority may have had sex for the first time, and some may have been subject to sexual violence. Know your students and know your school policy about handling disclosures. Try to ensure that all students know that their bodies are their own.

Explain that in New Zealand, it is a crime to have sexual intercourse under the age of 16. The intention of the law is to protect young people from exploitation or abuse.

If someone reports under age sex, the police have to investigate it. The police will look into how old both people are, if there was consent, and if anyone was harmed. If there is a big age gap between both people, for example, 14 and 20 years old, the police take it very seriously and are likely to charge the older person. It is the older person's responsibility to be sure that the other person is at least 16 years old. If one or both people are very young, or there is harm happening, *Oranga Tamariki* may also get involved. This is to ensure that the young people having sex are safe and protected.

If both people are almost 16 and have been together for some time, and there's no abuse happening, the police may give a warning instead of charging. For more information, go to *Youth Law*.

However, sometimes people under 16 still want to have sex, even though they know the law. It is important that both people consent and protection/contraceptives are used carefully to prevent an unplanned pregnancy and sexually transmissible infections (STIs). Young people can legally access sexual health care at any age, including contraceptive and abortion advice, as per the *Abortion Legislation Act 2020 (Amendments to Contraception, Sterilisation, and Abortion Act 1977)*.

Reinforce concepts of consent:

"Yes" means "yes"

"No" means "no"

"Maybe" does not mean "yes"

You can change your mind at any time and this must be respected

If you didn't consent and something happened that you didn't want to, tell a trusted adult as soon as possible, or visit *Safe to talk*.

Ideas for alternate year

Review the concept of intimacy and the idea that as people go through the physical changes of puberty, they can start to experience increased feelings of sexual attraction and that this may lead to their wanting new kinds of intimate relationships.

Use your judgment as to whether this activity is best conducted as a class, as described. It may be more appropriate for your class to do it anonymously. For example, by using *Google Forms*.

Explain that you are going to read out some *intimate relationships (Appendix 7)*, one at a time. The students are to reflect on each statement and decide whether they feel it is true or false. If they feel it is true, they are to stand. If they feel it is false, they are to remain seated.

Explain that some of the statements have been designed to initiate discussion and for some there may not be a right or wrong answer.

Read through the statements on the cards one at a time and discuss each statement before moving to the next one. Refer to *intimate relationships guidelines (Appendix 8)* to support these discussions.

Use questions such as these to prompt discussion either as a class or privately in students' journals:

- How did it feel doing this activity as a whole group?
- What influenced your decision-making?
- How confident were people when what they thought was different to what their friends thought?
- How difficult was it to make a decision? Would it have been easier to have a "Don't know" option? Why, or why not?

Ask the students what they think the word "consent" means – then establish that consent is when somebody clearly gives permission for something to happen.

- What does consent look like?
- Why is it so important that people clearly give permission before any kind of sexual activity?

Together view *Consent Explained* and *Maybe Doesn't Mean Yes* and unpack aspects of consent observed.

Explain that in New Zealand, it is a crime to have sexual intercourse under the age of 16. The intention of the law is to protect young people from exploitation or abuse.

If someone reports under age sex, the police have to investigate it. The police will look into how old both people are, if there was consent, and if anyone was harmed. If there is a big age gap between both people, for example, 14 and 20 years old, the police take it very seriously and are likely to charge the older person. It is the older person's responsibility to be sure that the other person is at least 16 years old. If one or both people are very young, or there is harm happening, *Oranga Tamariki* may also get involved. This is to ensure that the young people having sex are safe and protected.

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However, sometimes people under 16 still want to have sex, even though they know the law. It is important that both people consent and protection/contraceptives are used carefully to prevent an unplanned pregnancy and sexually transmissible infections (STIs). Young people can legally access sexual health care at any age, including contraceptive and abortion advice, as per the *Sterilisation, and Abortion Amendment Act 1990*.

Have the groups create slogans about consent and make them into posters.

LEARNING SEQUENCE

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Encourage the students to reflect on the learning and record their thoughts and take away points, as they wish, within their personal landscape.

Discuss and agree on the key vocabulary for this lesson, focusing on the concept of intimacy. Have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Sexual orientation

Learning outcome

Students will affirm diversity in relationships, discuss discrimination against people who are same-sex attracted, and identify ways to challenge discrimination.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Imagine (Appendix 9)*, one teacher copy
- *Two couples (Appendix 10)*, one set per group
- *If it's not gay, it's not gay*

CURRICULUM LINKS

Underlying concept

- **Health promotion:** developing an understanding of the challenges same-sex attracted people can experience and taking action to confront discrimination.

Key competencies

- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Write the word “diversity” on the board and ask the students what they think it means. Clarify that it means difference.

Ask the students to think of a situation where they felt “different” and to recall how it felt. Prompt them to consider positive feelings, such as “proud”, “special”, and “unique”, as well as negative feelings, such as “embarrassed”, “shamed”, or “worried”.

Explain that we are all different from each other, and that diversity is essential if we want a world that is as exciting and interesting as it is. Have them think, pair, and share their thoughts about what it would be like to live in a world where we were all the same.

Explain that sometimes people are challenged by difference. Quick list the types of differences that can challenge people and record them on the board. For example, different cultures, religious beliefs, family structures, ages, skin colours, genders, or sexual orientation.

Prompt discussion:

- Why do you think that some people are challenged by these differences?
- Is it our place to judge others? Why, or why not?

LEARNING SEQUENCE

Development

Ask the students to find a space by themselves in the classroom, get comfortable, and close their eyes. Explain that they are going to do a visualisation activity that requires them to imagine a world that is quite different to their own. They will need to do their best to place themselves in the situation being described.

Read *Imagine (Appendix 9)* to the class.

After the reading, discuss these questions:

- How would you feel if you are in this situation in real life?
- How can your sexual orientation affect your everyday life?
- In this scenario, did you get to choose who you were attracted to?
- In this scenario “that’s so straight” is used as a negative. What phrase do we more commonly hear being used?
- If someone was questioning their sexual orientation, how would it feel to hear someone say that?

Have the students move into groups, and distribute *two couples (Appendix 10)* to each group. One card represents same-sex, gay or homosexual couples. The other represents straight or heterosexual couples.

Explain that you are going to read out some questions. For each question, the groups are to consider each couple and answer according to what they imagine their reality would be. If they think the answer is “yes”, they are to move the card forward an imaginary step. If the answer is “no”, “don’t know”, or “can’t decide”, they are to leave the card/s where they are. Remind the students to answer according to how they feel these couples would experience real-life situations, not according to how they would like life to be.

The questions are:

- Is it likely that they could talk openly about their relationship at home?
- Is it likely that they could invite their partner home for dinner?
- Is it likely that they would be able to be together for large whānau gatherings, like Christmas, birthdays, weddings, or tangi?
- Do they often get to see relationships like theirs on television or in other media?
- Are you confident that people wouldn’t put them down or physically hurt them because of their relationship?
- Could they kiss, cuddle, or hold hands in public without being stared at?
- Could they easily find other couples like them, if they wanted to go out as a group?
- Could they dance closely at a party without people making fun of them?
- Could they get married?

When all questions have been responded to, have the groups discuss what they notice from this activity. Discussion prompts could include:

- What does this activity tell us about how society perceives same-sex relationships?
- How do you think this has changed over the last twenty years?
- What can people do to encourage acceptance of same-sex relationships?
- Would the feelings that people who are in same-sex relationships experience apply to the other types of difference we quick listed earlier?

Have the groups share their thoughts with the whole class.

View *If it's not gay, it's not gay*.

Discuss with the class:

- What are the main messages of this video? (To challenge some people's habit of using "that's gay" to describe something as "deeply disappointing" or "bad".)
- What strategies were used to challenge discrimination? What other strategies can we think of?
- How can we become more accepting of relationships that are different to our own?
- How can we take action to make sure everyone feels they belong in our community?

Connect the day's learning with the class guidelines. Discuss whether the guidelines are clear about accepting diversity. If not, work with the students to add a new guideline.

Ideas for alternate year

Students may wish to undertake individual or group inquiries to investigate how they could challenge discrimination in the school or wider community. For example, they could review and/or develop school policies to support diversity of gender identities and sexual orientations, or investigate how diverse genders and sexual orientations are portrayed in a range of texts. They could examine how these portrayals affect people and how negative effects might be countered.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson, ensuring inclusion of the word "diversity". Have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning including strategies that they will use to challenge discrimination regarding sexual orientation.

Assertiveness and making decisions

Learning outcome

Students will develop and demonstrate assertiveness and decision-making skills.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Large sheets of paper and marker pens, or whiteboards and whiteboard markers
- *How could you respond? (Appendix 11)*, one per student
- *Assertive responses (Appendix 12)*, one card per group
- *Giving advice scenarios (Appendix 13)*, one card per group
- Small empty box or container

CURRICULUM LINKS

Underlying concepts

- **Hauora:** communicating in ways that maintain our personal integrity while protecting the relationships we value.
- **Health promotion:** developing knowledge and skills to support themselves and others in pressure situations.

Key competencies

- **Thinking**
- **Relating to others**
- **Managing self**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Explain to the students that being able to communicate feelings and emotions honestly and respectfully is an essential ingredient of a healthy relationship. Explain that today, we are going to learn about passive, aggressive, and assertive communication, differing ways of communicating with others.

Have the students move into groups. Give them marker pens and paper and have them construct definitions for these three ways of interacting.

Explore each term focusing on body language as well as speech – facial expression and body stance as well as vocabulary and tone of voice.

Imagine a situation where somebody is waiting in a queue and somebody else pushes in. It may help to role play this scenario using the different communication styles.

- How might a passive person react? What might they look like? What might they sound like?
- How might an aggressive person react? What might they look like? What might they sound like?
- How might an assertive person react? What might they look like? What might they sound like?
- What is the likely effect of each of these responses? Will the person being shoved out of their place in the queue get what they want?

Have the groups share their thoughts, and then clarify that:

Passive communication is when you don't express your true feelings or say nothing at all.

Aggressive communication is asking for what you want, or saying how you feel in a threatening, nasty, or hurtful way.

Assertive communication is asking for what you want or saying how you feel in an honest and respectful way that does not infringe on another person's safety, dignity, or wellbeing.

Explain that most often, an assertive response is best. It is a response that shows you know yourself to be just as good as the next person. You respect yourself and you respect others. You look out for your own needs, but you also look out for other people's needs. Because you show confidence and you are fair, you tend to get what you want from life.

Clarify that different situations require different responses. If somebody is very angry, a passive response can be better, allowing them to calm down and get control of their emotions. You can address the issue later.

Explain that aggressive or passive behaviour can be the result of fear or embarrassment. For example, an angry aggressive-sounding parent may be expressing their fear that their child is in danger. Somebody who seems passive may just not be sure what to do. Understanding this can help us defuse a challenging situation.



For a New Zealand source of information for teachers, see Alana Billingham's blog, *Talk yourself into being an assertive person*.

Development

Using the following scenarios, have the students individually describe passive, aggressive, and assertive responses by completing *How could you respond? (Appendix 11)*.

1. You are shopping with your mother who keeps choosing clothes for you that you don't like.
2. You want to start shaving, but your parents don't think you're ready yet.
3. Your aunt or uncle keeps making comments about how your body is changing.
4. You want to ask someone you like out to the movies.

When completed, discuss the scenarios and compare students' responses.

- What do you think the ideal response would be in these situations? Why?

Discuss how behaviour is linked to emotions, such as fear and embarrassment.

LEARNING SEQUENCE

Put students into small groups and give each one of the scenarios from *assertive responses* (Appendix 12). Invite them to role play an assertive response to the situation to the rest of the class. After each role play, highlight the strategies that were demonstrated.

Discuss how sometimes when we need to be assertive, we can get nervous.

- How can we manage nervous feelings and take action?

Have the students consider how assertiveness might be important in a relationship and the possible consequences of being passive in a relationship.

- How might passive responses affect the person who is being passive? How might they affect a partner in a relationship?

Ideas for alternate year

Explain that in the past, there were teen magazines where people could write to a columnist with questions about growing up. Ask the students what the equivalent of that is today. You might take a moment to look at some examples that students know of, or see *0800What'sUp?*, *Youthline*, *Kidsline*, or *The Lowdown*.

Ask the students:

- Why are these sorts of websites so popular?
- Why do some young people feel the need to write to someone they don't know with their questions?
- What kinds of responsibility does the person providing advice have?

Ask the students to move into small groups. Explain that in this activity each group is working for a website that has an advice column or chat platform that supports young people who have questions or concerns about aspects of growing up.

Distribute one *giving advice scenario* (Appendix 13) to each group.

When the groups have discussed their scenario and agreed on the best course of action as a group, including suggested words that could be used, have them record their answer on the back of the scenario and place it in a box at the front of the class. When the groups have answered all scenarios, discuss each as a class, using prompts, such as:

- How did it feel having this kind of responsibility?
- Were the questions realistic? Do young people really wonder about these types of things?
- What questions stood out as being the most difficult to answer?
- What strategies did you use to make a decision about the best response?
- Why is it important to discuss concerns or worries before acting on them?
- What could someone do if they didn't feel they had a trusted person to discuss these types of things with?
- Do you think there would be differences in advice given by peer advisers and advice given by adult advisers? What might the differences be and whose advice would you most rely on?
- What is the most important piece of advice we could give to someone who had a question like the ones we have looked at?

LEARNING SEQUENCE

If you haven't done so already, refer the students to examples of online services where they can get free, confidential, expert advice.

Question box

Refer to *Theme 2 Activity 1*.

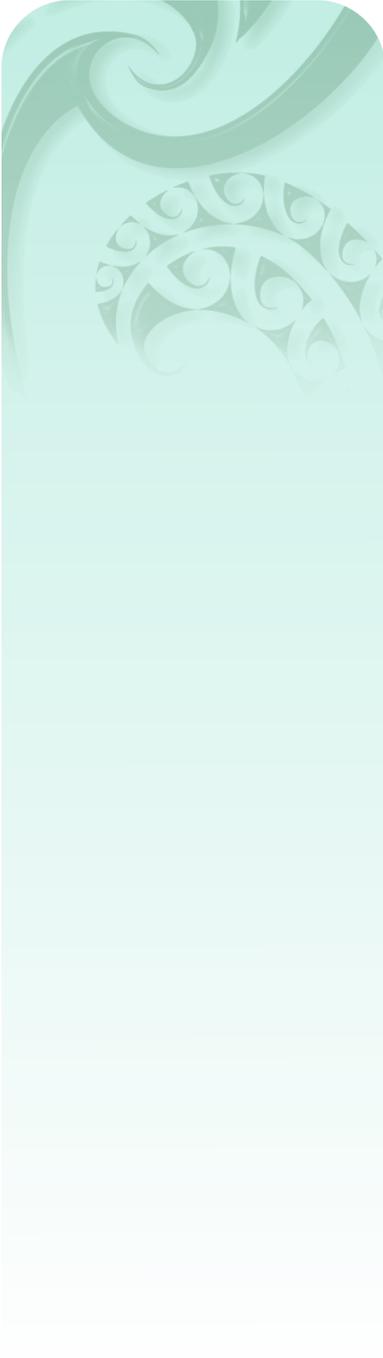
Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Encourage them to record the assertiveness strategies they think could work for them and who they can turn to for advice on personal matters.



Theme 4

Growing and changing

Te tipu me te huri o te tangata

This theme focuses on pubertal change, a time of rapid physical, emotional, social, and spiritual development. Many of the changes that take place at this time are interrelated. For example, changes in our bodies are closely associated with changes to how we feel about ourselves and others. The changes to our bodies are preparing us for the ability to reproduce so this theme includes information about intimate relationships, consent, conception, pregnancy, and contraception.

Young people can feel unsure about the changes that they will encounter during puberty. It is important to address these feelings, reassure them that they are not alone, and prepare them with the knowledge and capabilities they need to manage the changes. Comprehensive relationship and sexuality education helps young people feel good about themselves and understand that puberty is a natural stage in their journey towards adulthood.

There will be a wide range of development among the students in a typical year 7–8 class. Some will have entered puberty while others may not have begun. Keep this in mind as you select activities that address the needs of the students in your class.

Pubertal change

Learning outcome

Students will review and identify the changes that take place during puberty and recognise that most of them happen to everybody.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Pubertal change statements (Appendix 14)*, one set per group
- *Responses (Appendix 15)*, one set per group
- *Answers to pubertal change statements (Appendix 16)*, one teacher copy
- *Hauora dimensions (Appendix 17)*, one set
- *Pubertal changes (Appendix 18)*, two sets
- *Second set of pubertal change statements (Appendix 19)*, one teacher copy
- *Supporting information for statements (Appendix 20)*, one teacher copy
- *Mix & match (Appendix 21)*, one set per group

CURRICULUM LINKS

Underlying concept

- **Hauora:** identifying changes that occur at puberty and that the changes impact all dimensions of hauora

Key competency

- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Indicate today we are starting a new theme called *Growing and changing Te tipu me te huri o te tangata (Appendix 1)* and tell students that in the next series of activities, we focus on how our bodies work and change, and the relationship between those changes and the other dimensions of our hauora.

Explain that pubertal change can be a bit unsettling. Talking about it can help make us realise that the things that are happening to us are happening to other people too.

Development

Review prior learning by writing the term “puberty” on the board and asking the students to note down what they think it means.

- Have you come across this term before?
- Why do you think it is a topic we would re-visit?

LEARNING SEQUENCE

Clarify that we each make the change from childhood to adulthood at the time and pace that is right for us. Naturally, we tend to only retain information that is relevant to us, so it is helpful to re-visit what has been covered before and think about it again. Things that might not have made much sense last year, might seem more relevant this year.

Explain that the next activity will provide an opportunity for you and the students to identify what they already know about puberty and what they are unsure about. It will help you to ensure that the learning activities meet their needs.

Divide the students into small groups and give each group an envelope containing a set of *pubertal change statements (Appendix 14)* and a set of *responses (Appendix 15)*.

Have the groups read each statement and then reach a consensus about whether it is true or false or whether they are unsure. They should then place the statement card beneath the appropriate response card until they have three piles of cards.

When the groups have finished, collect and discuss the statements in the unsure piles.

Ask the students if they would like to discuss any of the other statements. You can support this with the *answers to pubertal change statements (Appendix 16)*.

Place the four *hauora dimensions (Appendix 17)* on the wall.

Let the students know that this activity will explore the changes that occur at puberty. Explain that the information about these changes will be new to many, while some will know a little or a lot about these changes, and possibly from a similar activity in *Navigating the journey Te takahi i te ara For students in Years 5-6*.

Have the students sit in a circle. Place two sets of *pubertal changes (Appendix 18)* face-up in the middle of the floor. Some of the changes affect more than one dimension of hauora so the second set is included for this reason.

Tell the students that they will take turns to take a card from the floor and place it on the wall under the hauora dimension that they think this change most affects. Remind the students and that the changes we go through before, during, and after puberty are not only physical. Some of the changes they will be considering fit under more than one heading and they have extra cards for this purpose.

Tell the students that if they're not sure about which health dimension a change will affect, they can ask the class to help them decide.

When all the cards have been placed, work through the changes as a class and correct any misinformation. Allow time for the students to ask any questions.

Ideas for alternate year

Explain that this activity will provide an opportunity for you and the students to identify what they already know about puberty and what they are unsure about. It will help to ensure that the upcoming learning covers what they need to know.

Place each of the three *responses (Appendix 15)* on the wall in different places in the room. Explain that you are going to read out some statements. After you've read each of the statements, have the students move to stand by the response card that most closely aligns with their understanding. They can change their minds during the discussion and move to another position.

LEARNING SEQUENCE

Some students may find owning their opinions challenging. Use your judgment as to whether this activity is best conducted as a class, as described. It may be more appropriate for your class to do it anonymously. For example, by using *Survey Monkey* or *Google Forms*.

Read the first pubertal change statement from the *second set of pubertal change statements (Appendix 19)* and give the class about 10 seconds to consider the question and move to their chosen response positions.

Allow a minute or two for the students to discuss with other people in their position why they think their response is correct. Invite one person from each group to report their discussion to the class. During this discussion, people may change their minds and move to another position.

If a student is standing alone, provide support by standing alongside them. If there is a corner where no one is standing, open up the discussion by moving into that corner and asking the students why they think someone may hold this view.

Use *supporting information for statements (Appendix 20)* to guide students towards the correct response to each statement.

Prompt reflection on the learning experience, with questions such as:

- How hard was it to go to a position that few people chose?
- Why might someone go to the “unsure” position?
- How can we find out if something is true or false?
- If something is not absolutely true or false, what can we do to help form our own opinion?
- What questions were more debatable? Why?
- Were there any statements that split people up. For example, by gender, culture, or age? Why might that have been?
- What would you like to discuss or research further?

Divide the students into groups of three. Give each group a set of *mix & match (Appendix 21)*. These sets include two types of cards that state examples of pubertal changes – description cards and explanatory cards.

Have the students shuffle and match the cards to create pairs that cover pubertal changes. Encourage group discussion, prompting the students to identify why the changes occur. When they have completed this task, go through any students were unsure of and discuss.

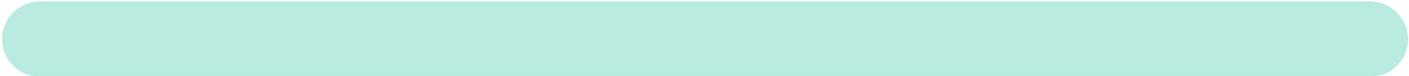
Use *hauora dimensions (Appendix 17)* to identify which dimension or dimensions each change affects. Correct any misinformation or misconceptions.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.



Conclusion

Emphasise that puberty is a normal process that everyone has to go through. Explain that it is natural to feel a little unsure and that the learning activities in this theme provide a good opportunity to ask any questions they may have.

Discuss and agree on any new vocabulary. Have the students work in groups to write statements that capture the day's learning. Put the statements with the wall display or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Encourage them to identify a pubertal change they are looking forward to experiencing.

Managing pubertal change

Learning outcomes

Students will:

- explore how people experience pubertal change and identify and discuss practical ways of managing changes and feelings
- explore concepts about body image and how to foster positive body image.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Blank postcard-sized pieces of card, one per pair
- *Photoshopping Real Women Into Cover Models* and *Photoshopping Real Men Into Cover Models*
- *This Is Me (Official Lyric Video)*, *"This Is Me" with Keala Settle*, and/or *lyrics* from *The Greatest Showman*
- *Diamond (Appendix 22)*, one per pair
- *Feelings (Appendix 23)*, one set per pair
- *Dear Puberty Pat (Appendix 24)*, one set per pair

CURRICULUM LINKS

Underlying concepts

- **Hauora:** understanding and managing pubertal changes which impact all dimensions of hauora.
- **Health promotion:** identifying the strategies and resources, including people, that can help young people manage pubertal change.
- **Attitudes and values:** valuing themselves and developing positive body image.

Key competencies

- **Managing self**
- **Relating to others**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

Explain that during puberty, some people may feel anxious. Ask the students why that might be. For example, fear of the unknown, feeling they don't fit in.

Tell the students that the purpose of this activity is to explore how people experience pubertal change and help them develop their own self-management skills, including making use of the support that is around them.

Development

Ask students to pair up with someone they feel comfortable working with. Ask students to reflect on their learning from *Theme 4 Activity 1*, the changes that occur during puberty and the four dimensions of hauora.

Ask the pairs to write a list of the pubertal changes that people might find challenging.

Give each pair a blank postcard-size piece of card. Have them select one of the challenging changes from their list and describe it on their card as if they are writing to Puberty Pat, a puberty expert who offers advice.

For example, taller than my friends

Dear Puberty Pat
I have done so much growing lately and am towering over my mates. I wish I was the same height as them because I stand out so much and I'm actually quite a shy person.
What can I do?

Tall Poppy

When they have done this, collect their postcards and redistribute them so that each pair receives a different completed postcard.

Have them read the postcard and take on the role of Puberty Pat. Together, they are to write a response on the back of the postcard, responding to the problem posed and suggesting ways to manage the change.

When they have completed their responses, the students can place their cards at the front of the room in one of two piles, one pile for challenges that the writers can deal with independently and the other for situations where the writers would need additional help.

As a class, work through postcards where the writers need additional support and discuss where a young person in that situation could get the help they need. These suggestions could go on the wall display.

LEARNING SEQUENCE

Arrange the students into small groups. Give each group some cards from the first pile and ask them to evaluate the responses and add any suggestions of their own.

Use these questions to prompt discussion:

- What makes a situation challenging?
- What do you need to consider before giving suggestions to people?
- How does it feel to give suggestions to people?
- How does it feel to find that everyone goes through similar changes?
- Why might young people become more self-conscious when going through puberty?

Discuss the contrast between the impacts of a positive and a negative body image and how this can affect self-worth. Draw out the idea that a negative body image can make us lose confidence in other parts of our lives, whereas a positive body image can give us confidence in ourselves. We can be more willing to try new things and more forgiving of ourselves when things don't work out.

Remind students that images we see in the media are often photoshopped giving us a false sense of reality, especially regarding peoples' bodies. Discuss what students have noticed and share examples.

View *Photoshopping Real Women Into Cover Models* and *Photoshopping Real Men Into Cover Models*. Discuss the "models" responses to their photoshopped bodies. Ask students what their take away points are from the clips.

Watch *This Is Me (Official Lyric Video)* and/or *"This Is Me" with Keala Settle* from The Greatest Showman. Use the following questions to prompt discussion:

- Who do you think the target audience is for this song?
- What are the key messages the *lyrics* communicate?
- What are the take away ideas for your management of changes at puberty and developing a positive body image?

Ideas for alternate year

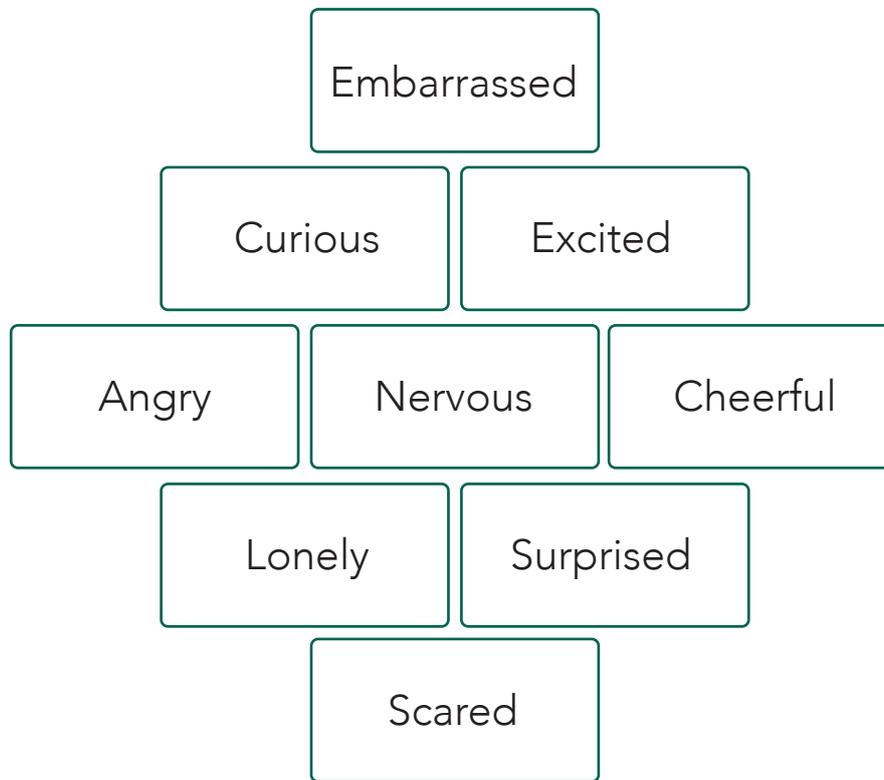
Use the wall display to review the concept of hauora – our health and wellbeing, which has four dimensions that are of equal importance.

Emphasise the normality of puberty. Explain to students that it is natural to feel a little unsure about it all and that this series of learning activities is an opportunity to ask questions about any aspects they're unsure of. Reassure them that support doesn't stop with these activities – it is available and they can ask questions at any time.

Ask the students to pair up with someone they feel comfortable working with and give each pair a *diamond (Appendix 22)* and a set of *feelings (Appendix 23)*.

Explain that in this exercise students will explore feelings associated with the changes at puberty. Each card names a feeling and the groups are to arrange these cards within the diamond-shaped outline according to the frequency with which they experience the feeling. There are more feelings cards than required and alert the students to the blank cards. They may identify and add feelings that they want to include, which are not included in the pack.

Have them place the card with the feeling they agree is most frequently felt by their pair at the top of the outline. The feeling they agree is experienced the least frequently is to be placed at the bottom of the outline. They can then complete the rest of the diamond.



Have the students look at each other's diamonds, and then ask these questions to prompt class or group discussion:

- What do you notice?
- Are the card placements the same for all the groups?
- What three feelings are most frequently felt?
- Are the most frequently-felt feelings positive or negative, and why?
- What feelings did you add in?

Explain that during puberty, we experience a range of feelings that change often. Sometimes these feelings are positive and sometimes they are negative.

- What can we do when we experience overwhelmingly negative feelings and support our taha hinengaro (emotional wellbeing)?
- Who could we talk to?

Remind the students that there are people in their lives who they can talk to about the changes they are experiencing. All adults have gone through puberty and they know it can be challenging at times. If they want to talk to somebody anonymously, they can do so through services like [0800What'sUp?](#), [Youthline](#), [Kidsline](#), or [The Lowdown](#).

LEARNING SEQUENCE

Have the students work in pairs as puberty experts in responding to the *Dear Puberty Pat* questions (*Appendix 24*). Have them share their questions and responses, either in small groups or as a class. They can evaluate the responses and add suggestions of their own.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Reassure the students that it's okay to feel differently from others about changes. Everybody feels different at different stages. Some of us feel unsure, and that's okay, too. The more we learn and understand, the easier it will become.

- How do you feel about the changes you are experiencing?
- What is something you are looking forward to about the changes of puberty?
- How might you show this in your visual landscape?
- Who are the people that can support you?

Discuss and agree on any new vocabulary. Have the students work in groups to write statements that capture the day's learning. Put the statements with the wall display or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Prompt them to recognise the support that is available to them at home and in the community. Who stands on your maunga? It may not be an immediate member of the whānau, but perhaps an aunt or an uncle who would love to help. A neighbour you have known for a long time? A coach?

Getting to know our reproductive systems

Learning outcome

Students will explore the human reproductive system, its functions, and be comfortable using correct terminology.

Suggested time allocation

90 minutes (**Note:** This is a long lesson and you may wish to split the topic into 2 sessions.)

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- TeensHealth: Slide shows on *Female Reproductive System*, *Male Reproductive System*, and *Menstruation*
- Samples of sanitary products, including *sustainable ones*
- *Internal and external reproductive parts labels (Appendix 25)*, one set per pair
- *Categories for teachers (Appendix 26)*, one teacher copy
- *Internal and external reproductive parts (Appendix 27)*, one set per pair
- *Internal and external reproductive parts labelled (Appendix 28)*, one teacher copy
- *Detailed descriptions (Appendix 29)*, one set per pair
- *Detailed descriptions for teachers (Appendix 30)*, one teacher copy

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** as students learn to understand and talk about the reproductive system, they also learn to treat themselves and others with respect.
- **Hauora:** gaining further knowledge about the physical body, its growth and development, and the part it plays in reproduction.

Navigating the journey Te takahi i te ara for Years 5-6.

*It is important to note that Family Planning had chosen to remove the male/female labels from the reproductive parts handouts to support the discussion of sexual diversity.

LEARNING SEQUENCE

Development

Ask the students to quickly list the names they can remember for the parts of the human internal and external reproductive system, and write these on the board. It is important for students to be able to use the correct terminology when talking about their bodies. This normalises this type of discussion and gives the message that our reproductive systems are as important as any other part of our body.

If you haven't already done so, explain that lots of people think there are only two sexes – females and males. But actually, there are lots of ways our bodies can be. Some bodies may have some female and some male characteristics. We use the word *intersex* to describe someone who has this mix of characteristics. Intersex Youth Aotearoa has a *brochure* you can use to support conversations about being intersex.

Explain that the primary function of our reproductive system is to make a pregnancy possible. This activity takes a closer look at how our reproductive system works.

Use the slide shows *Female Reproductive System* and *Male Reproductive System* to provide a brief introduction of the human reproductive system. Be sensitive to the fact that the images may make some students feel uncomfortable. If necessary, remind the students of their guidelines for interaction and invite them to suggest how they apply to this type of activity.

Ask students:

- What do you know about menstruation/periods?
- Why is it important to learn about the functions of reproductive parts different to your own?

Have the students view *menstruation*. Discuss and clarify any areas of uncertainty. Follow-up questions to check understanding could include:

- Why does the uterus develop a lining? What causes the lining to fall away every month?
- If pregnancy is going to happen, where do the sperm and egg meet?
- Where is sperm made?
- Which part of the body releases eggs?

Provide an opportunity for students to explore and ask questions about a range of menstrual items available to manage periods. These could include *sustainable ones*. Some students will be more knowledgeable than others.

Discuss also the strategies they can use when they are away from home or at school if their period comes unexpectedly and how they can support each other. Students might inquire into the student health and support services at their school and how they could support students more effectively regarding the provision of menstrual items and related processes to access them. They may even wish to draft a policy for the Board of Trustees to consider. *Dignity* can support schools in ensuring menstruating students can attend school by providing menstrual items to the school.

Students might also inquire into specific menstrual items or the realities of *period poverty*. Focus could be on determining which methods and products are best in meeting specific user needs. For example, for those just starting their periods, environmentally friendly and sustainable items, how to manage and get support with heavy and painful periods, which items are easy to use, cheapest and effective options etc). Inquiries should include recommendations and could be presented as part of *Theme 5 Activity 5* at the end of this sequence of learning experiences.

Most people have periods every month or so and they are easy to manage with pads, tampons, menstrual cups and sometimes light pain relief (paracetamol, ibuprofen). Some people get periods that start, then stop for a while, and that's okay.

Some people have periods that are painful, heavy, and hard to manage. It might stop them from going to school or enjoying their usual activities. If this happens, you are not alone. Ask a trusted adult or friend to take you to your doctor, youth clinic, sexual health service, or Family Planning. There are ways to make periods easier to manage so you can carry on with your normal life during your period.

More information about menstruation is available on the *Periods* page of the Family Planning website.

Give each pair an envelope containing *internal and external reproductive parts labels (Appendix 25)* and ask students to shuffle and sort each label into two categories - *All of us have this* and *Some of us have this*. Ask the students to discuss what they notice. Discuss any parts that students are unsure of where to place using *categories for teachers (Appendix 26)*.

Be mindful that different whānau and hapū have different names for the same body parts. Some may be viewed as more acceptable than others. The language for body parts is specialist and likely to be challenging, particularly for English language learners. *ESOL Online* offers vocabulary strategies you could use to scaffold learning about key terms – strategies that could be helpful and engaging for any of your students.

Then ask pairs to match the labels used earlier with *internal and external reproductive parts (Appendix 27)* noting that these are representing typically female and male bodies. Placement can be checked using the information from either *Female Reproductive System* and *Male Reproductive System* or *internal and external reproductive parts labelled (Appendix 28)*.

Give each pair another envelope containing *detailed descriptions (Appendix 29)* and ask the students to take turns to read each description and discuss the name and function of each part, and then invite students in turn to place the descriptions next to the appropriate internal and external reproductive parts labels.

When all pairs are confident they have completed this activity, check it as a class using the *detailed descriptions for teachers (Appendix 30)*.

Use these questions to prompt discussion:

- What are the similarities between the bodies?
- What are the key differences? What do we notice about the differences? (The differences are mostly within the reproductive parts.)
- How do these reproductive parts differ between children and adults?
- When do the reproductive parts of our bodies begin to change? (During puberty)
- Why do these parts change so much as we reach adulthood? (Bodies developing the ability to make a baby)
- What is responsible for the changes that occur during puberty? (Hormones)
- Do our body parts define who we are? (No. Some people with penises might feel more like girls and some people who identify as boys might have female body parts.)
- Do we all look the same? (No, and that's a good thing.)

LEARNING SEQUENCE

Explain that many of the changes that occur during puberty happen to prepare our bodies for reproduction. Our reproductive system is the parts of our body that are involved in creating a pregnancy.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on any new vocabulary. Have the students work in groups to write statements that capture the day's learning. Put the statements with the wall display or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Encourage them to identify something they found interesting about reproductive systems.

Conception

Learning outcome

Students will identify and describe the sequence leading to conception.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Conception sequence (Appendix 31)*, one set per group
- *How fertilisation happens*
- *Welcome to life!*
- *Inside pregnancy videos*
- *Plenty of Room* by Sarah Johnson, School Journal, Level 3, June 2018

CURRICULUM LINKS

Underlying concept

- **Hauora:** developing knowledge about the process of conception.

Key competencies

- **Thinking**
- **Managing self**

LEARNING SEQUENCE

Getting started

Ask the students why we go through puberty.

Clarify that puberty is the stage where our bodies prepare to be able to reproduce – to create another human being.

This activity looks in more detail at the process of conception.

Development

Divide the class into small groups. Give each group a set of *conception sequence (Appendix 31)*.

Have them shuffle and re-order their cards to show the sequence of conception. Check and discuss.

Point out that not all pregnancies are conceived through sexual intercourse. However, in all pregnancies an egg and a sperm combine and they are implanted in the uterus. Explain that in most cases, a sperm fertilises an egg as a result of sexual intercourse. This is when a person puts their penis inside another person's vagina. They feel sexually excited. If ejaculation occurs, sperm leaves

LEARNING SEQUENCE

the penis through the urethra and enters the vagina. The sperm then makes its way up through the cervix and can fertilise an egg should one be ready to be fertilised. Invite students to share their knowledge of other ways an egg can be fertilised.

People with fertility challenges or same-sex couples who cannot begin a pregnancy on their own may choose other methods, like in vitro fertilisation and surrogacy. An increasing number of children today have been conceived through in vitro fertilisation or surrogacy. Make sure these students feel included and that everybody understands that the moment of conception is the same – the joining of an egg and a sperm – and that the development through pregnancy, within a uterus, is also the same for all people.

How fertilisation happens, *Welcome to life!*, and *Inside pregnancy videos* include various examples of images and videos that illustrate the process of conception. Use your knowledge of your students to review these options and select those that are most suitable.

Be prepared for questions about miscarriage and abortions. Family Planning's free resources include a *abortion resource (Abortion – What you need to know)*. While not suitable for students, it will provide you with background information with which to answer student questions.

If students ask about twins, explain that only one sperm can fertilise one egg. If an egg splits after it has been fertilised, then identical twins may develop. They are identical because they have the same set of genes.

If two eggs leave the ovaries at the same time and are both fertilised, then non-identical twins are born. They may or may not look alike.

When two or more babies are born from one pregnancy, this is called a multiple birth.

Discuss different cultural and familial perspectives on pregnancy.

- How do parents prepare for childbirth?
- What do you know about how people care for the parents during pregnancy?
- How does the arrival of a new baby affect the four dimensions of someone's hauora?

Ideas for alternate year

Give each of the groups a set of shuffled *conception sequence cards (Appendix 31)*. Ask them to work together to put the labels into the correct sequence.

Explain that in most cases, a sperm fertilises an egg as a result of sexual intercourse. This is when a man puts their penis inside a woman's vagina. They feel sexually excited. If the man ejaculates, sperm leaves the penis through the urethra and enters the vagina. The sperm then makes its way up through the cervix and can fertilise an egg should one be ready to be fertilised. Invite students to share their knowledge of other ways an egg can be fertilised.

As a class, explore the stages of conception while viewing *Welcome to life!* Groups can then review their conception sequence. Discuss the sequence with the students and clarify any misunderstandings.

If students ask about twins, explain that only one sperm can fertilise one egg. If an egg splits after it has been fertilised, then identical twins may develop. They are identical because they have the same set of genes.

If two eggs leave the ovaries at the same time and are both fertilised, then non-identical twins are born. They may or may not look alike.



When two or more babies are born from one pregnancy, this is called a multiple birth.

Refer to the concept of hauora, as symbolised in the whare tapa whā (or the alternative symbol your class has selected). Explain that while our bodies may have matured enough to reproduce, our other dimensions of hauora may not be as ready.

Have the students consider in small groups what would be needed across all the dimensions of hauora for a person to be ready to have children.

The students could inquire into different cultural practices for pregnancy and childbirth. They could start by exploring what happens in their own whānau, and then share what they learn and compare their family traditions with others. They might like to invite visitors, such as midwives, to the class to learn more.

The students could invite whānau to bring their babies or toddlers to visit the class. Students could take responsibility for setting up the space for the visit, and ensuring the little ones are safe and well cared for.

The students could read *Plenty of Room* by Sarah Johnson to explore how it feels to adjust to a new sibling.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby. Key words for today should include “conception”.

Have the students re-visit their personal landscapes and use them to capture the day’s learning. Encourage them to identify any aspects they may want to find out more about.

Safer sex

Learning outcome

Students will explore contraception and its use in preventing pregnancy and sexually transmissible infections (STIs).

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Youth pamphlet - Contraception*
- *Contraception*
- *Samples*
- *Sexually transmissible infections*

CURRICULUM LINKS

Underlying concepts

- **Attitudes and values:** developing a responsible attitude to their wellbeing and that of others.
- **Health promotion:** developing knowledge to support them to implement safer sex strategies to positively support their sexual health.

Key competencies

- **Thinking**
- **Managing self**

LEARNING SEQUENCE

Getting started

This activity is focused on contraception to prevent a pregnancy or the transmission of sexually transmissible infections (STIs). Consider the needs of your students and school community when planning to teach this activity.

The main reason people take part in sexual activity is for pleasure. Sexual activity between two people who feel attracted to each other, and who both consent, feels good.

Remind the students that just as in any other relationship, communication is the key. Being able to talk to each other openly, honestly, and respectfully means that the people involved can feel confident that they understand each other. They know that their boundaries will be respected, and they will be safe.

Tell the students that the focus today will be on two possible consequences of sexual activity and how they can be prevented from happening.

- What do you think those consequences may be?

Students are likely to have many ideas, including about people regretting early sexual experience or having sex with a particular partner. Let them share their thoughts, but then tell them that the focus today will be on just two possible consequences – pregnancy and sexually transmissible infections (STIs).

Some students may already be sexually active, while others may not be ready for a long time. This affects how much they know and how much they need to know. Use what you have learnt from your observations, community consultation, and what you have found out from the question box to decide how much detail is appropriate. It is important that all students know where to find help, especially if they are not asking questions.

Development

Review what students know about how a pregnancy can begin. Refer to *Theme 4 Activity 3* and *Activity 4* to refresh their memories.

Ensure the students can identify that the two cells that need to join are the egg and sperm.

- What are the three things that need to be in place for a pregnancy to occur? (an egg, sperm, and a uterus)
- How does conception take place? (Through sexual activity, in vitro fertilisation)

Make sure the students understand that pregnancy can occur if sperm enters the vagina in any way. This is very important – sperm can be present on the end of a penis before and after ejaculation. If the penis touches the vulva or entrance of the vagina, sperm can make their way up through the vagina and into the uterus where a pregnancy may begin.

Ask the students:

- Why might people not want to have a baby?
- Why might they not feel ready? For example, they may be too young; have educational commitments, feel unprepared to be parents or feel their relationship is not ready.

Ask the students what someone could do if they were sexually active but did not want to get themselves or their partner pregnant.

Check that the students understand that sexual intercourse between opposite-sex couples does not have to result in pregnancy. Contraceptives can be used to prevent pregnancy and these are easy to get.

Find out and clarify what the students know about different types of contraception. Share *Youth pamphlet - Contraception, contraception*, or *samples* of the types they name and invite the students to take a closer look if they wish. Make students aware that they have ownership over which method of contraception they use, not their parents, partner or anyone else, because it is their body. They have to be able to give informed consent about the method they end up using.

Remind the students that the other risk associated with sexual intercourse is that of *sexually transmissible infections* – STIs. Explain that these are infections that can be caught through unprotected sexual activity.

Explain that some STIs have signs that tell us we have them, such as pain and itching. Others can be there without our knowing. If not treated, some of them can make us very sick and can make it hard for us to create a pregnancy in the future.

LEARNING SEQUENCE

Explain that most STIs are curable or at least can be managed. To do this, we need to see a doctor or nurse as soon as we suspect that we may have contracted an STI. And we need to tell our sexual partner, so they can be treated, too.

Ask the students if they know what can be used to protect against STIs. Clarify that the safest method is not to have sexual contact. However, if someone is sexually active, condoms and oral dams provide the best protection, as they provide a barrier between the skin and bodily fluids. Have some *samples* to hand around and answer questions from the students.

Explain that when we become sexually active, we should get regular tests and checks to monitor our health, just as we go to the dentist to have our teeth checked.

- Where might someone go to have these checks?

Students need to know that doctors can provide contraceptives to young people under the age of 16, and this service is confidential.

Make sure the students know that one of the places they can go to is Family Planning, and that visits are free for people who are under 22 and a New Zealand resident.

Highlight the fact that if the students are thinking about having sex, it's important to talk to their doctor or nurse about how to keep themselves and their partner safe. It doesn't matter whether they are a same-sex or an opposite-sex couple – any couple is at risk of STIs. Identify the services in your area that can provide free support and make them known to your students.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Have the students identify local health clinics in their area and add these places to the maunga on the wall display. Alternatively, invite a doctor or nurse to visit the school to talk about how to have safer sex and to answer students' questions.

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby. Key words for today should include “contraception”, and “sexually transmissible infections”.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Encourage students to identify strategies they can use to prevent a pregnancy or STIs.

Theme 5

Staying safe

Te noho haumaru

All people deserve to feel supported. As they mature and develop, many young people feel a sense of excitement and anticipation. They experience thoughts, feelings, and sometimes anxieties that they may never have been felt before and should be encouraged to discuss any issues or concerns with a trusted adult. In many instances, parents will be the main source of support, but for others they are not. For this reason, we need to make all students aware of the confidential support available to them at school, in the community, and online.

It is important to explore the issue of confidentiality, as some young people don't access the support they need because they assume that their parents will be told. This is not the case, unless the young person is considered to be at risk, a risk to others, or a risk to themselves.

Young people need practice at recognising unsafe situations, both in person and online, in a safe learning environment. Learning to listen to their feelings and gut instincts supports the development of their problem-solving and decision-making skills, as does identifying those who can help them. The online environment can provide positive experiences, but students require help in being able to navigate it safely. Topics such as bullying, pornography and sexting must be underpinned by learning about digital literacy and citizenship, and critical thinking skills.

Listening to our feelings

Learning outcome

Students will develop a process for using their feelings to decide whether a relationship or situation is safe and what to do next.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Listening to our feelings scenarios (Appendix 32)*, one set per pair or group

CURRICULUM LINKS

Underlying concept

- **Hauora:** Trusting that our feelings about a relationship or situation – emotional, physical, social, or spiritual – can guide us on how to respond.

Key competencies

- **Thinking**
- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

Indicate that today we are starting a new theme called *Staying safe Te noho haumarū (Appendix 1)* and tell students that in the next series of activities, we focus on making safe decisions in a range of contexts including online. Tell students that there will be further opportunity to identify who our supporters are, both in our whānau and in our community.

Explain that sometimes we can feel pressured to take action. It can be hard to know what to do. It helps to have a process for checking how we're feeling sometimes. Our gut instinct can tell us what to do. Discuss the following scenario and invite the students to listen to their gut instincts as they process strategies to keep themselves and others safe.

Maia has made good friends with Sam online. They message each other every night talking about all sorts of things, including intimate touching and meeting in person one day. Sam has messaged Maia that they should meet after school this week. Maia could miss basketball practice and instead meet Sam at the park. He said he would be wearing a green top so she will be able to find him. Maia is unsure about what to do.

In pairs, discuss the following questions:

- What are your gut instincts?
- How did your body respond as the scenario was read out?
- What feelings did you experience?
- Should Maia meet Sam in the park? Why/why not?

Emphasise that all feelings are valid. It's our action that needs to be well thought through.

Discuss the fact that sometimes people do meet for the first time online. They can feel connected through their online chats. That can mean that when they meet in person, they feel that their relationship has progressed.

Draw out the idea that when people meet online, they tend to only reveal part of themselves to each other – the best parts or the parts they think will be most appealing to the other person. We don't really know them. Sometimes it is a person who may want to hurt us. We need to be very careful to remember this and take time to get to know new people properly before saying or doing things we may regret.

- What strategies can we use to keep ourselves safe when making friends online? (Keep devices in common areas at home, parents are able to check our conversations and be one of our "friends" on our social media, discussing online chats regularly with parents, older siblings or friends, telling them immediately if it anything feels uncomfortable or unsafe).

We can prepare by keeping in mind a simple checklist with three simple questions to help us decide whether it is safe to take the next step. The questions are:

- Do I feel safe?
- Do I feel comfortable?
- Do this person's actions show that they care about me?

If we can confidently answer yes to these questions, we will know that we feel safe, in control, comfortable, and can proceed. It is at this point that it can be valuable to discuss our decisions with a trusted adult, especially if considering meeting up with an online friend.

If we answer no to any one of the questions, then we need to consider the action further and work out carefully what to do.

Development

Explain that our emotions and feelings are often felt physically. When we encounter a situation, our bodies react based on how we feel emotionally. Being in tune with our physical response to an emotion can act as an early warning that a situation is unsafe or can reassure us that it is safe. This means that by listening to these early signals, we can do our best to manage the situation before our emotions, or the situation, gets out of control.

A strategy can be asking ourselves what feelings do I feel in my body right now and what are they telling me I need to do? For example, they might have sweaty palms and feel butterflies in their stomach.

Using the table below as a guide, discuss the range of physical and emotional responses we can experience in "safe" and "unsafe" situations, listing them under each heading.

The questions below could prompt student responses:

- How do the various parts of your body feel when you're uncomfortable or don't feel safe? For example, sweaty, muscles get tense, feel sick to our stomach, butterflies in the stomach, light-headed, shivering, goosebumps, racing heart, tingly.
- What happens to your head? eyes? mouth? shoulders? hands? stomach? legs? skin?
- What sensations do you experience?

LEARNING SEQUENCE

	Safe situation	Unsafe situation
Possible physical responses	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
Possible emotional responses	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

Discuss with the students:

- Do some feelings share common physical and emotional responses?
- If yes, how do you know how to respond?
- What feelings are considered positive?
- What feelings are considered negative?
- Are negative feelings always bad? (No, not when they are telling us we need to speak up or get away from a situation that doesn't feel right.)
- What are your thoughts when you are experiencing a negative feeling?
- What can you do when you feel unsafe? Who can you talk to? Where can you go?

Have the students work through the *listening to our feelings scenarios (Appendix 32)*. Expand on the questions to identify what lies behind the students' answers.

Read Scenario 1 aloud to the class. Allow time for general discussion about the situation.

Read through the questions and use them as a springboard for discussion. Reiterate that if the last three questions receive a "yes" answer, the main character is more likely to be safe when proceeding. If there are any "no" answers, discuss why this is and explore any issues. Perhaps something could be done to rectify the situation, or perhaps something needs to change to allow the situation to progress. In some situations, it might be in everyone's best interests to decide not to proceed – stopping or doing nothing can be a very good decision!

Students repeat the process with the other scenarios in pairs or small groups, discussing and deciding on the most appropriate course of action for each relationship.

Advise the students that if in any relationship the answer is often "no" to any of the last three questions, then it is helpful to talk to somebody, such as a trusted adult or a helping service like *0800What'sUp?* or *Kidsline*.

Explain that if a person hurts you or does something that is not okay, it's not your fault. Sometimes a situation can change after a decision has been carefully thought through. Whenever someone does something that makes another person feel unsafe or yukky, they are responsible not the other person.

Discuss these questions:

- What could we do if somebody told us to ignore our yukky or uncomfortable feelings about them?
- Who could help? Where could we go?

Issues of personal safety are likely to be raised during this lesson. It is important to explore and identify which trusted adults the students could talk with if they find themselves in a threatening situation.

If a student discloses abuse or any other situation where they are vulnerable, respond with comments such as, "It's not your fault", "I believe you", and "Are you safe now?" Ensure you know your school's policies on disclosures of abuse and bullying, and have information on agencies and supports for young people in your local community. This [webpage](#) from Child Matters offers advice on dealing with disclosures of abuse. [The Bullying Free NZ School Framework](#) (Ministry of Education) provides practical information for schools to support the effective prevention and management of bullying behaviour.

Question box

Refer to [Theme 2 Activity 1](#).

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to [Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources](#).



Are your students working through guided inquiries? Are you planning a celebration of the learning and the journey at the end of the unit? Now is a good time to check your preparations are all on track. This may include having the students invite speakers with expertise in caring for people's relationships and sexual health and wellbeing. They would need to prepare for their guests with pōwhiri, questions, and protocols for the discussion. If the students were to invite several speakers, this could become an expo to which friends and whānau could also be invited.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning, adding the resources they have identified to their maunga.

Online safety: Cyberbullying

Learning outcome

Students will identify and manage the impact of online bullying.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *What is bullying?*
- *What is cyberbullying? (Appendix 33)*, one per group
- *Cyberbullying: When bullying goes online*
- *Cyberbullying: There is a way out*
- *Cyber bullying*
- *Sticks 'n Stones*
- *Being Safe on the Internet*
- *Safe Websurfing: Top Tips for Kids Online*
- Large sheets of paper
- Copies of your school guidelines/policies for the use of digital technology or digital citizenship

CURRICULUM LINKS

Underlying concept

- **Health promotion:** developing the skills to address online bullying.

Key competencies

- Thinking
- Managing self
- Relating to others

LEARNING SEQUENCE

Getting started



Before you begin this activity, you might like to consult your school policy on bullying prevention to check any procedures, values, or programmes specific to your school that your students need to know about. *The Bullying Free NZ School Framework* (Ministry of Education) provides practical information for schools to support the effective prevention and management of bullying behaviour.

Explain to the students that they are growing up with lots of new media that wasn't available twenty years ago. Quick list some examples and discuss the pros and cons of new media.

- How do new forms of media, like texting, Snapchat, Instagram, and Twitter help us, and how can they put us at risk?

Digital media	
Pros	Cons

Explain that the connections we can make through digital media can enhance our lives, but they can also put us at risk of bullying – bullying that is especially nasty because it is so hard to get away from it. This activity focuses on this kind of bullying, which is known as “cyberbullying”.



Need help understanding the concept of digital citizenship? Check out TKI's [digital citizenship modules](#). The second module focuses on cybersafety.

Development

Work with the students to construct a definition of bullying. View [What is bullying?](#) and draw out the points that bullying is:

- deliberate
- involves misuse of power – one person is trying to control or dominate another person
- is usually repeated
- is harmful.

Clarify that sometimes what looks like bullying, isn't. Two friends might be teasing each other, or two people may be arguing or fighting.

Working in small groups, have the students use [What is cyberbullying? \(Appendix 33\)](#) to create definitions that clarify what cyberbullying is and isn't and what it looks like.

Discuss how cyberbullying might be different from regular bullying. Select one or two of the following to view with the students:

[Cyberbullying: When bullying goes online](#)

[Cyberbullying: There is a way out](#)

[Cyber bullying](#)

[Sticks 'n Stones](#)

[Being Safe on the Internet](#)

LEARNING SEQUENCE

Prompted by this viewing, have the groups revisit their definitions to clarify what cyberbullying is and isn't and what it looks like.

Have the students view *Safe Websurfing: Top Tips for Kids Online*.

- Was any of this new information to you?
- Can you recall what the tips were? Do you know how to carry them out?

Back in their groups, have the students use the links suggested above to record their top tips for staying safe online on large paper.

Display a copy of your school guidelines/policies for the use of digital technology or digital citizenship and discuss them as a class.

- Which of these rules are there to protect us from online bullying?
- What do they require us to do?
- How will they help keep us safe?
- What are we told to do whenever we experience cyberbullying?

Discuss any required follow-up action. For example, the students may feel that:

- the school guidelines could be improved
- they need to revise their own class guidelines to take into account the need for online safety
- they need support to learn how to enact some of the tips for being safe online
- they would like to take further action to contribute to a healthier online environment for everyone.



These resources can help schools develop and implement policies and practices for ensuring online safety: *Family Planning: Staying Safe Online*; *TKI: Digital citizenship*; *Cert NZ*; *Netsafe*, noting especially the *Netsafe Kit for Educators*; Ministry of Education's *The Bullying Free NZ School Framework*.



Parents and whānau may be looking for help with how to keep their children safe online. As well as other sources of information suggested in this activity, whānau may be interested in the information and *online safety agreement* offered by the Department of Internal Affairs.

Ideas for alternate year

TKI's *digital citizenship module* offers further resources and student activities on cybersafety.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning.

- How do you feel about online bullying?
- What do you think you might choose to do to keep yourself and others safe?
- Who can support you with this?

Online safety: Pornography and sexting

Learning outcome

Students will think critically about online pornography and sexting and identify strategies to keep themselves safe.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Fact or Fiction*
- *Pornography*
- *It's time we talked*
- *Sexting*

CURRICULUM LINKS

Underlying concepts

- **Socio-ecological perspective:** beginning to develop an understanding of the influences pornography and sexting can have on our relationships and sexual health.
- **Health promotion:** developing skills to manage the impact of pornography and sexting on our relationships and wellbeing.

Key competencies

- **Thinking**
- **Managing self**
- **Relating to others**

LEARNING SEQUENCE

Getting started

This activity is focused on pornography and sexting. Consider the needs of your students and school community when planning to teach this activity.

If you haven't completed *Theme 5 Activity 2*, explain to the students that people today are growing up with lots of new media that wasn't available twenty years ago. Quick list some examples and discuss the pros and cons of new media.

- How do new forms of media, like texting, Snapchat, Instagram, and Twitter help us, and how can they put us at risk?

Digital media

Pros	Cons

Explain that the connections we can make through digital media can enhance our lives, but there are ways they can also put us at risk. One of those ways is by being exposed to online pornography and the other is by receiving sexts. This activity focuses on these two risks.

Most young people in this age group will only come across pornography accidentally. However, because it is so prevalent, this happens all too often.



You will find more information about pornography in *Navigating the journey: Relationships and sexuality education Te takahi i te ara: Te mātauranga mō ngā hononga tāngata me te hōkakatanga A guide for the Years 1-10 resources*. You may also find it useful to read Family Planning's advice to parents about *How to talk with your children about pornography*.

Development

Explain that pornography is sexual content that is designed to entertain.

Have students view *Fact or Fiction*. In groups have them discuss and record their responses to the questions:

- What is pornography?
- What are the issues with pornography?
- What should we do if we see pornography?

Discuss the students' responses and talk through the advice about *Pornography* on What's Up.

Explain that:

- Pornography is performed by actors and designed to entertain. It isn't real. One reason why people worry about pornography messing with our heads is because it can give a totally false idea about what our bodies should look like or what sex should be like.
- Pornography can be very disrespectful and violent. Often, it doesn't show consent, and we know that sexual activity should always be something both parties have clearly said they want.
- Pornography often shows unprotected sex which does not prevent a pregnancy or transmission of STIs.
- It is legal to watch pornography when you are 18 or older, but you may not show it to a person under 18. Some porn is illegal for everybody, such as porn that is extremely violent or involves children.

LEARNING SEQUENCE

- It is against the law to send pornography to anybody under the age of 18. If somebody sends you pornography, tell an adult immediately.
- Sometimes children are made to take part in pornography. This is child abuse. If you come across this or experience it yourself, it's very important to tell an adult or contact a helping service like *0800What'sUp?*, *Kidsline* or *Light Project*.

Discuss the following quote:

"I started watching porn when I was 12. I wish I hadn't because I got it all wrong. Girls don't like that stuff and I got dumped pretty quickly." Matt, age 16.

- What can Matt do to change his thinking about relationships and sex?

In their groups, ask students to list suggestions and tips for young people managing pornography. They can check their ideas using *It's time we talked* and discussing those they hadn't thought of.

Ask the students what they know about sexting. Play *Sexting* and have the students move back into their groups to discuss and later share their responses to the questions:

- What is sexting?
- What are the issues with sexting?
- What strategies can you use if someone sends you a sext or wants you to send them a nude photo?

It is illegal to share (or threaten to share) sexually explicit pictures/videos (sexts) of someone online. It is an offence under the *Harmful Digital Communications Act*. This is sometimes called revenge porn.

If an image or video is shared without your consent, you can get help from *Netsafe*. Netsafe runs a free and confidential service, and they can tell you what options you have to deal with the situation. You can call them, email them or fill out an online report form.

If someone shares private sexual images or videos of you on social media, you can also report it to the site and they should remove it. Social networks don't allow nudity so it should be easy to report. This is especially true if the image is of someone under 18.



Active Bystanders: Sex, Technology, and Respect provides a brief but useful introduction to online pornography and sexting, which we have drawn on here.



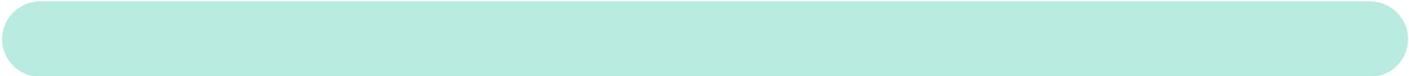
These resource can help schools develop and implement policies and practices for ensuring online safety: *Family Planning: Body Image, Media, and Porn*, *Family Planning: Staying Safe Online*; *TKI: Digital citizenship*; *Cert NZ*; and *Netsafe* - note especially the *Netsafe Kit for Educators*.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.



Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning.

- How do you feel about pornography and sexting?
- What might you do to keep yourself and others safe?

Who is on our maunga?

Learning outcome

- Students will identify where they can find support in a range of situations.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Who could you go to? (Appendix 34)*, one set per group
- *Getting support scenarios (Appendix 35)*, one set per group
- Art materials

CURRICULUM LINKS

Underlying concept

- **Health promotion:** identifying the people and places that can support us to care for our relationships and sexual health.

Key competency

- **Managing self**

LEARNING SEQUENCE

Getting started

Use the wall display to remind the students that there are many people and organisations they can turn to for support in navigating their journey.

This activity focuses on other resources students can turn to when they need help, especially in situations where they don't feel comfortable sharing their issues with whānau or friends, or when they need help from experts.

Explain that they're going to explore some real-life situations that young people might experience and identify local agencies that could help in these situations.

Development

Do a quick list with students:

- Can you think of some organisations and groups in our community that help youth?
- What kinds of things do these organisations do? What sort of support do they offer?
- Which websites do you know of that provide online advice?

Group the students and distribute a set of *Who could you go to? (Appendix 34)* to each.

Have the students shuffle the cards, and read and match up the names of the organisations with the descriptions of the types of support they offer. Discuss and clarify their answers.

Distribute the *getting support scenarios (Appendix 35)* to each group. Have the students identify the people and/or places that could best help in each of the scenarios outlined. Discuss and clarify their answers. *Who could you go to? (Appendix 34)* could provide ideas too.

Some students may identify family members who they would go to for support and this is great! Highlight that sometimes we may want help, but not from a family member, and this activity can increase our awareness of who is available if needed.

Point out that the descriptions of services offered by people and organisations often use the word “confidential”. Discuss what this means and why it is important to the support service and to the people that seek their help that they keep all information given to them confidential.

Explain the “rule of three harms”. An organisation you turn to needs to get further help and talk to other people if any of these things are happening or if there is a possibility of one of them happening:

You are being harmed

You’re hurting yourself

You’re hurting others.

Have the students choose the people or agencies in their local community that they feel they would be most likely to use in times of worry or concern. They can then locate their contact details and add them to their personal landscapes. If they like, they could also add the numbers to their phones or make small cards to put in their wallets. Highlight that they can take a support person with them to appointments. This may be a family member, other trusted adult, or friend.

Highlight that sometimes we go to someone for help and it’s not quite right for us. This could be for many reasons (don’t connect with the person, your needs have changed, the suggestions they make are not helpful etc.). Identify and discuss what students could do in this situation. For example, try a different counsellor or doctor.

Ideas for alternate year

To build on learning from the previous activity, invite the students to select an organisation from this list:

- *What’s Up*
- *Kidsline*
- *Family Planning*
- *Common Ground*
- *Netsafe*
- *ICON (In Case of Online Negativity)*
- *Mental Health Foundation*
- *Healthline*
- *Rainbow Youth*
- *InsideOUT*
- *The LowDown*
- *Safe to talk*

LEARNING SEQUENCE

You may wish to add other local organisations, and students may identify some that they would like to choose to design a presentation that:

- explains briefly the services the organisation offers
- includes contact details
- is youth friendly.

Encourage the students as a class to select a good range so diverse organisations are represented in their presentations.

Before the students create their presentation, they are to find out about the organisation and ensure they have a clear understanding of what the agency does to support their local community.

Students can work on their own or with a partner to create their presentation. They have freedom of choosing how they will present their information. This may be digital or in hard copy. Students determine how they would like to share their findings within the school community. It may be at the following activity's celebration.

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Discuss and agree on the key vocabulary for this lesson and have the students work in groups to write statements about each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a shared book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Students may like to add people and organisations identified as their supporters through these activities for future reference.

Celebrating our journeys

Learning outcomes

Students will:

- share the results of their inquiries
- reflect on and celebrate their learning about relationships and sexuality and how it can help them navigate their personal journeys.

Suggested time allocation

Flexible, dependent on the extent of the inquiries and of the celebration.

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Presentation materials
- Internet, telephones
- Treats for a class celebration
- *Scars To Your Beautiful* by Alessia Cara and *lyrics*

CURRICULUM LINKS

Underlying concepts

- **Health promotion:** identifying the people and places that can support us to care for our relationships, sexual health, and wellbeing.
- **Attitudes and values:** valuing and celebrating themselves and each other respecting each other and the unique journey each is on.

Key competencies

- **Thinking**
- **Managing self**
- **Participating and contributing**

LEARNING SEQUENCE

Getting started

You will need to have thought ahead and planned for the celebration with the students. It need not be elaborate, but it should be a genuine celebration of the diverse identities of all class members, each of whom is on their own unique journey into adulthood.

LEARNING SEQUENCE

Development

Review the wall display with the students, emphasising the learning the class has shared, along with just how special and unique every member of the class community is.

Have the students present the results of their inquiries or their presentations if they have completed them in earlier activities.

As part of concluding their inquiries or making their presentations, the students could invite speakers with expertise in caring for people's relationships, sexual health and wellbeing. They would need to prepare for their guests with pōwhiri, questions and protocols for the discussion. If the students were to invite several speakers, this could become an expo to which friends and whānau could also be invited.

Another alternative would be for the class to use their wall display as the basis of a presentation for guests, such as whānau and other members of the school community.

You may wish to view and sing *Scars To Your Beautiful* by Alessia Cara using the *lyrics*. Celebrate everyone's differences, similarities, and unique journeys.

Revisit this whakataukī with the students:

Ka puāwai, ka hiki ki te haere

A blossoming takes place, a journey is set out on

Ask students to think about what this whakataukī now means to them. What pictures do they see in their head when they review it?

Question box

Refer to *Theme 2 Activity 1*.

Allow enough time to answer as many student questions possible, as some may require an urgent response.

For further support in answering student questions, setting up the question box, and handling disclosures of abuse, please refer to *Navigating the journey Te takahi i te ara A guide for the Years 1–10 resources*.

Conclusion

Provide the opportunity for individual reflection on the day's learning. Encourage the students to make any final changes to their landscapes and to reflect on where their journey is likely to take them next and where they can find support. Suggest that they keep their landscapes somewhere safe so that they can continue to re-visit them when needed, and the following year.

Discuss a plan for the question box, and how it can be an ongoing learning tool when this sequence of learning activities has finished.



APPENDICES

- Appendix 1 Landscape wall display
- Appendix 2 What do we already know about relationships and sexuality?
- Appendix 3 Opportunities
- Appendix 4 Rights and responsibilities questions

- Appendix 8 Intimate relationships guidelines
- Appendix 9 Imagine
- Appendix 10 Two couples
- Appendix 11 How could you respond?
- Appendix 12 Assertive responses
- Appendix 13 Giving advice scenarios
- Appendix 14 Pubertal change statements
- Appendix 15 Responses
- Appendix 16 Answers to pubertal change statements
- Appendix 17 Hauora dimensions
- Appendix 18 Pubertal changes
- Appendix 19 Second set of pubertal change statements
- Appendix 20 Supporting information for statements
- Appendix 21 Mix & match



Appendix 22	Diamond
Appendix 23	Feelings
Appendix 24	Dear Puberty Pat
Appendix 25	Internal and external reproductive parts labels
Appendix 26	Categories for teachers
Appendix 27	Internal and external reproductive parts
Appendix 28	Internal and external reproductive parts labelled
Appendix 29	Detailed descriptions
Appendix 30	Detailed descriptions for teachers
Appendix 31	Conception sequence
Appendix 32	Listening to our feelings scenarios
Appendix 33	What is cyberbullying?
Appendix 34	Who could you go to?
Appendix 35	Getting support scenarios



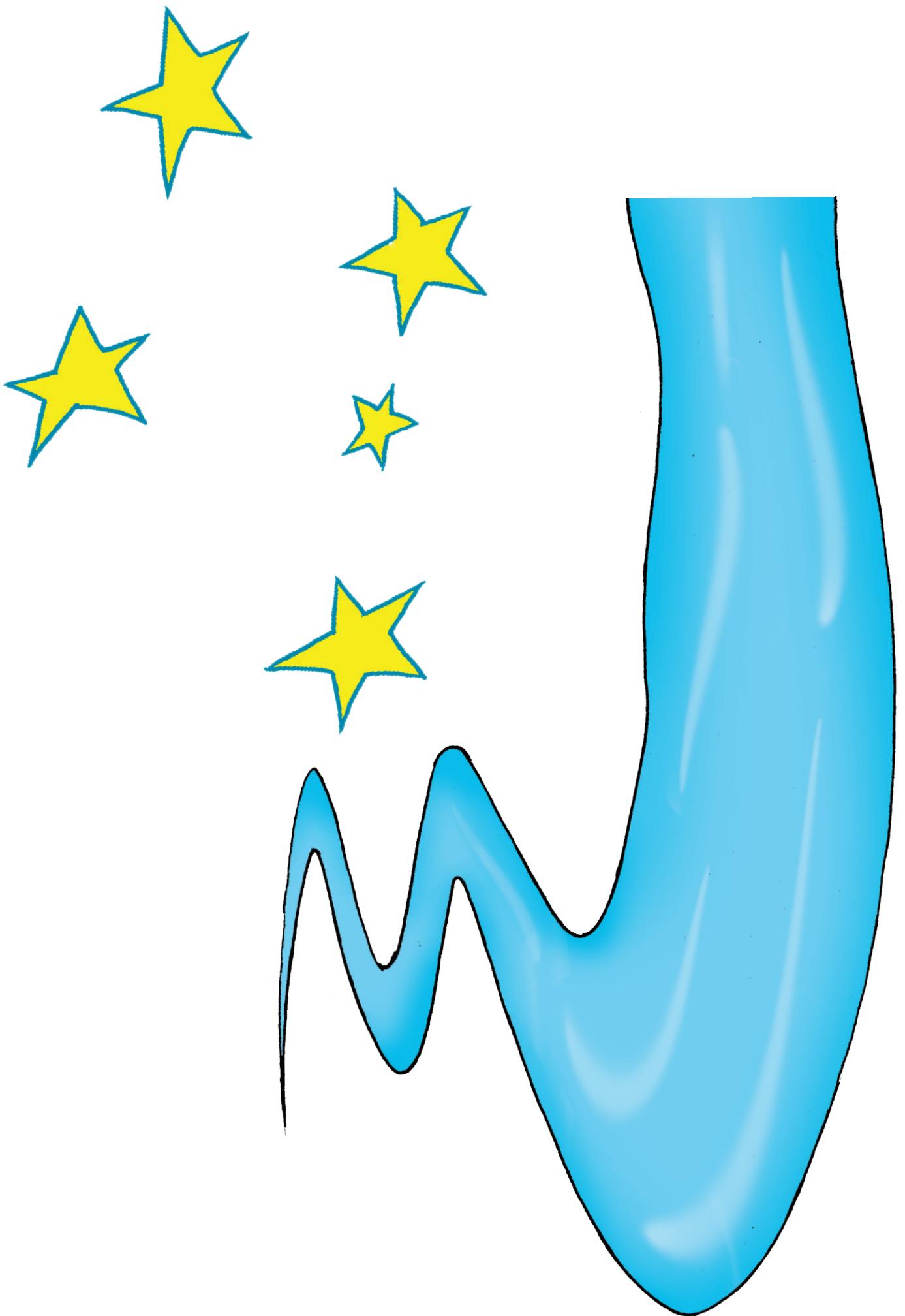
Establishing a positive
learning environment
Te whakarite i tētahi
ao ako huapai

Who am I? Ko wai au?

Relationships
Ngā whanaungatanga

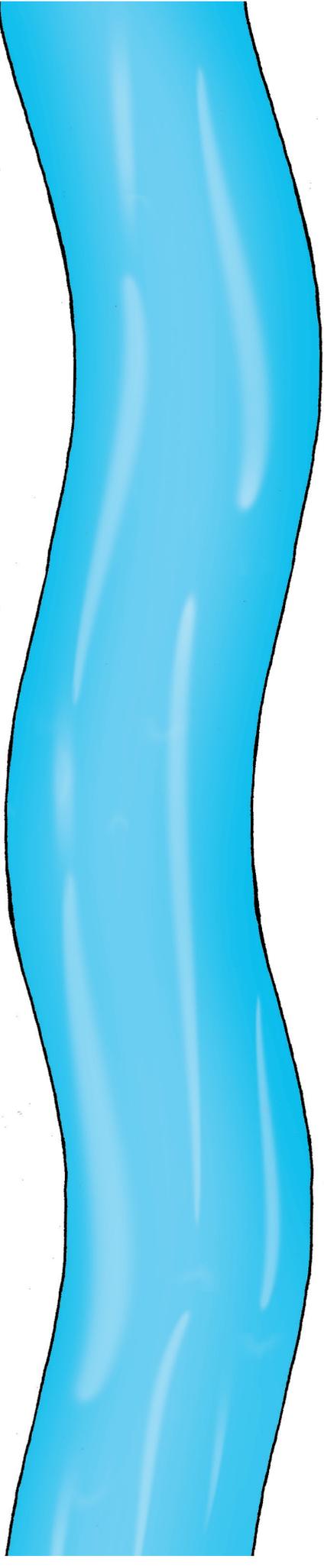
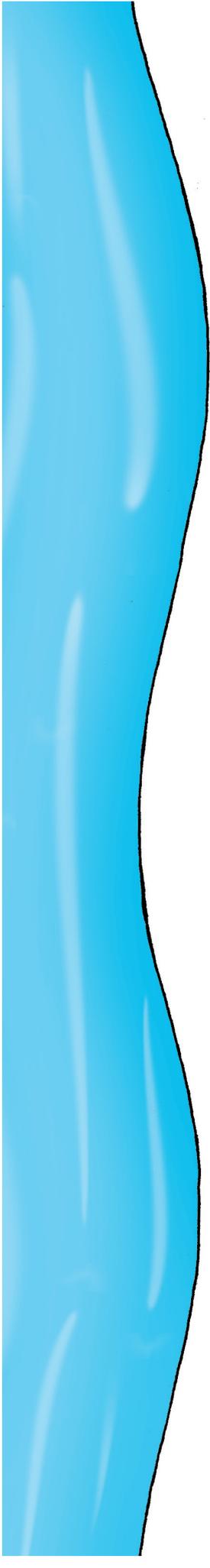
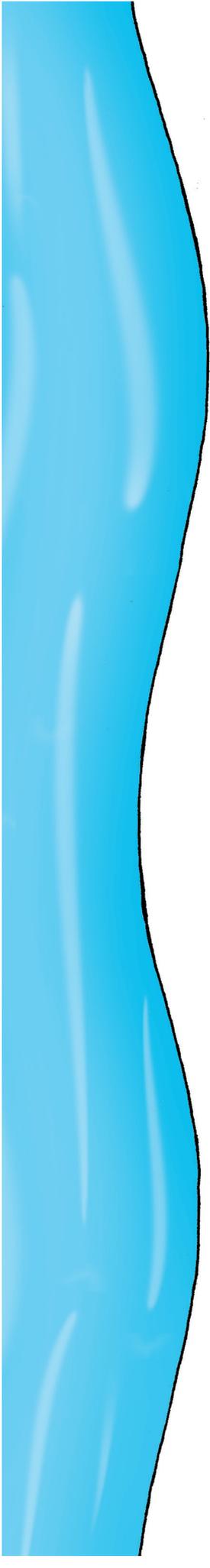
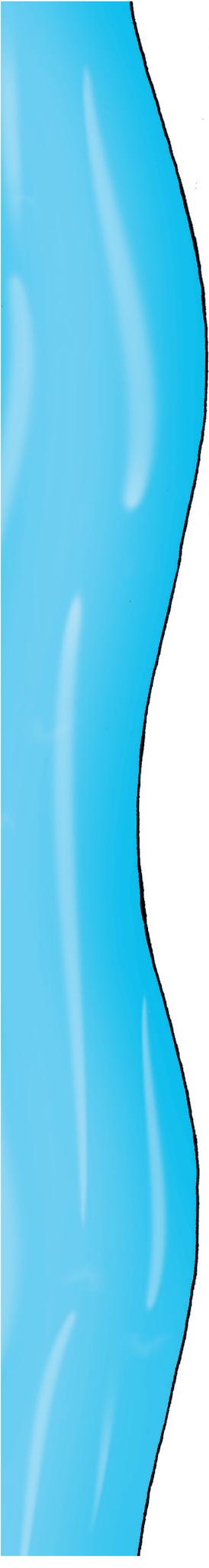
Growing and changing
Te tipu me te huri
o te tangata

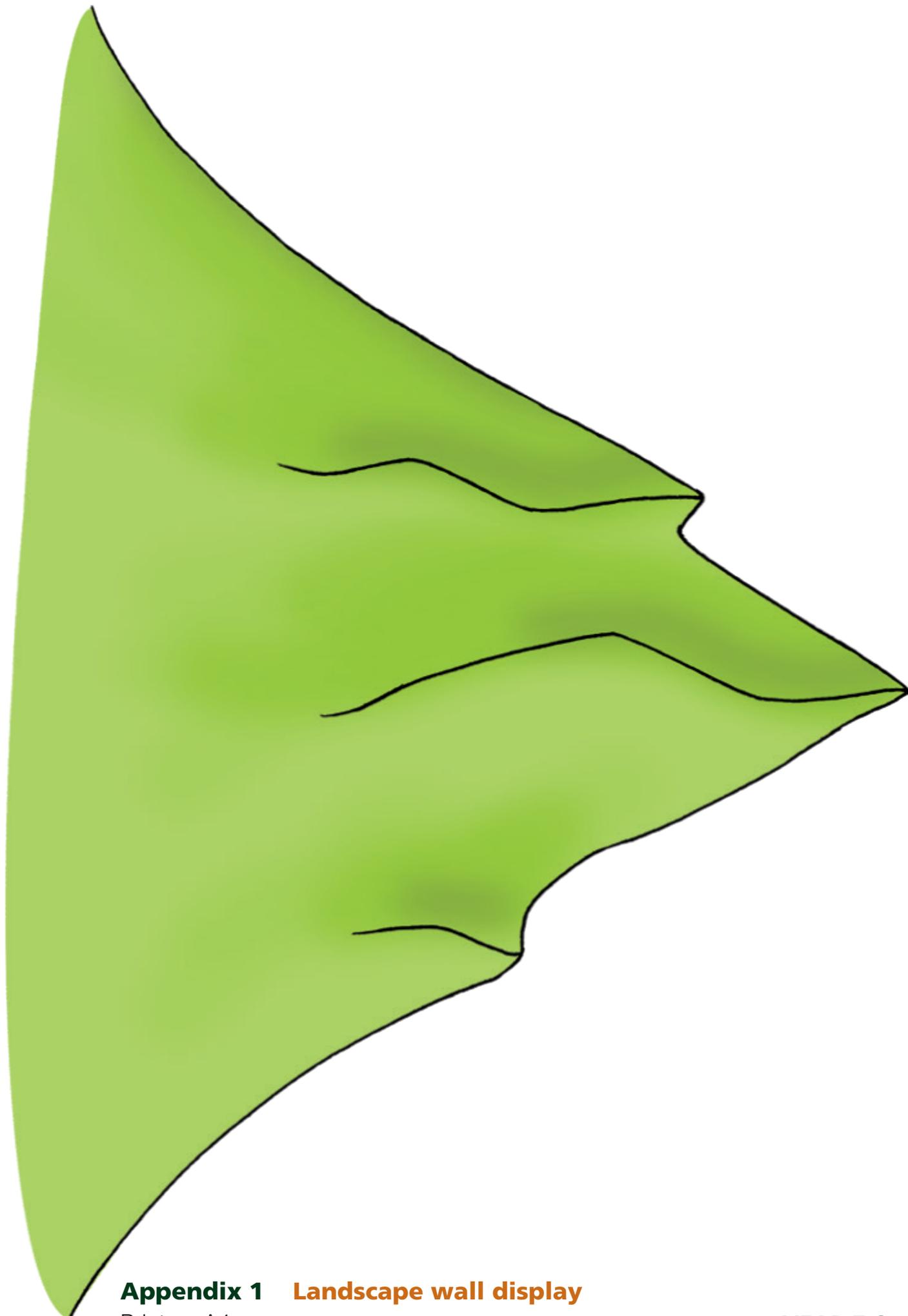
Staying safe
Te noho haumaru



Appendix 1 Landscape wall display

Print on A4 paper





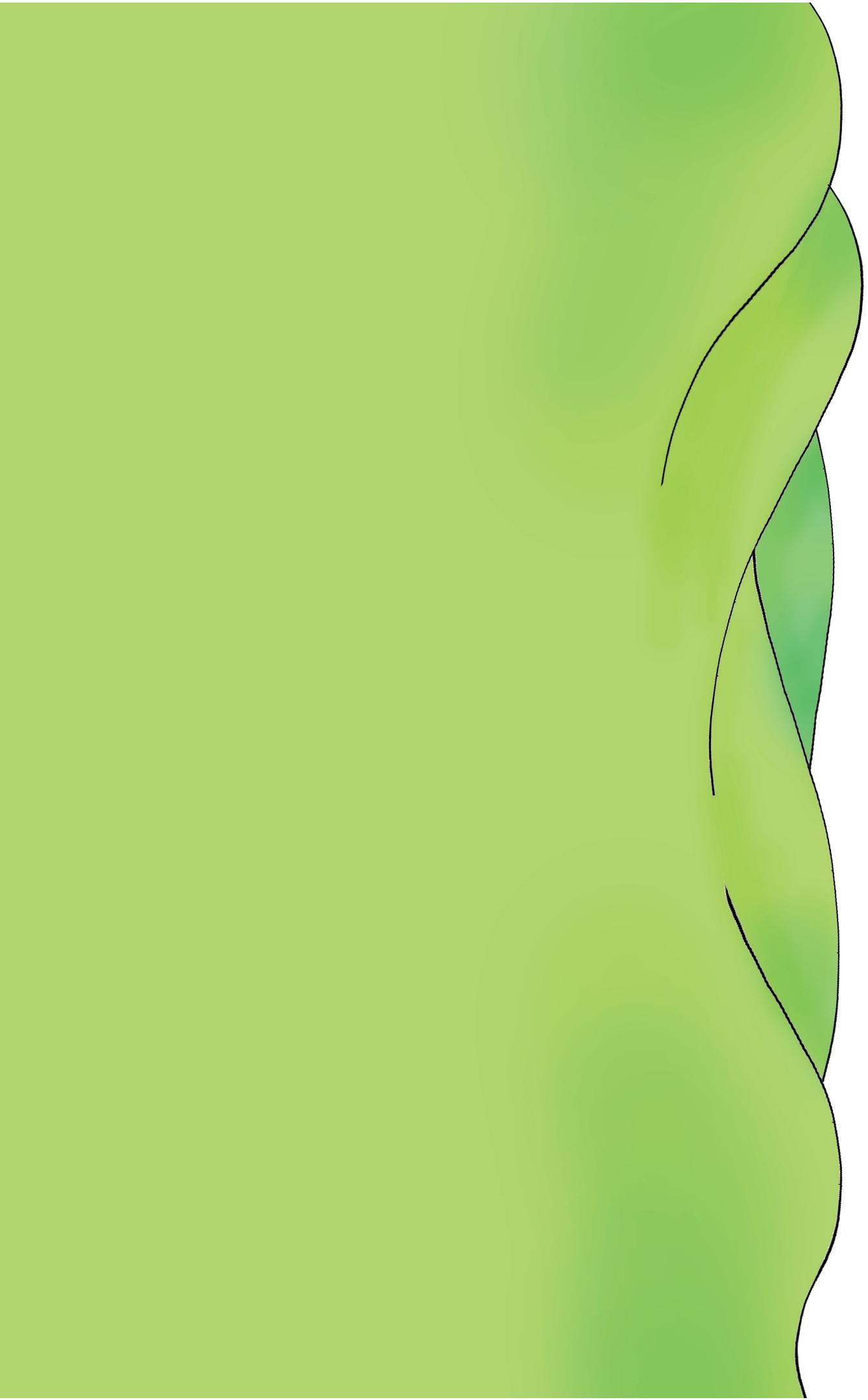
Appendix 1 Landscape wall display

Print on A4 paper

Appendix 1 **Landscape wall display**

Enlarge and print 3 copies on A3 paper

familyplanning.org.nz **YEAR 7-8**





Appendix 1 Landscape wall display

Print on A4 paper

Maunga

Awa

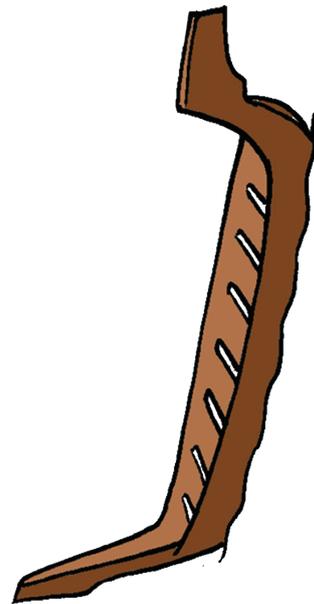
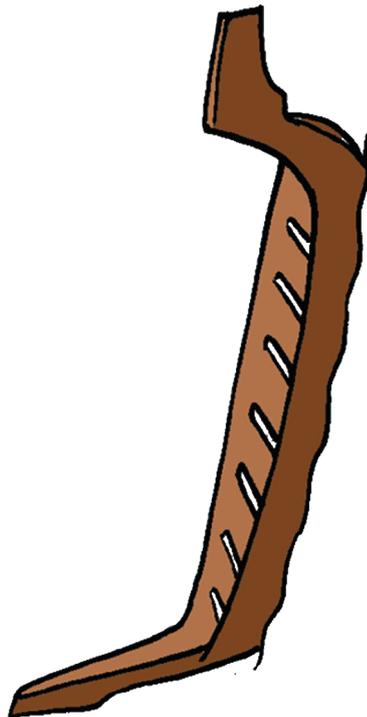
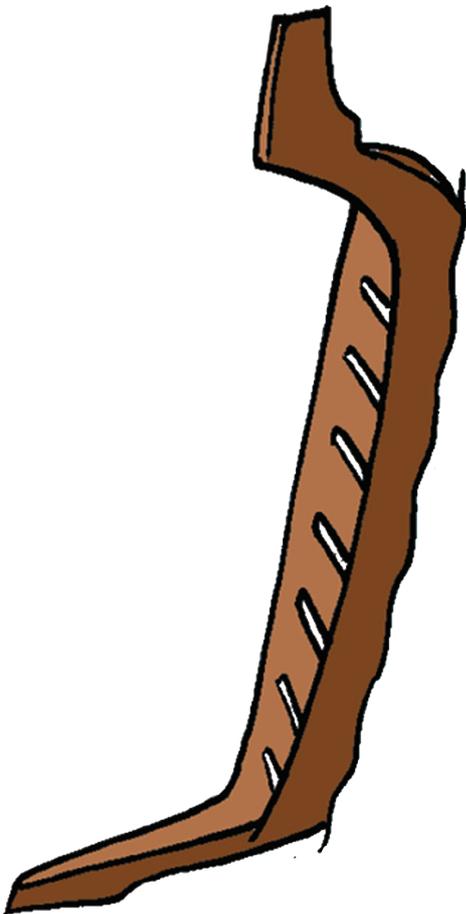
Waka

Whenua

Forest
of Tāne

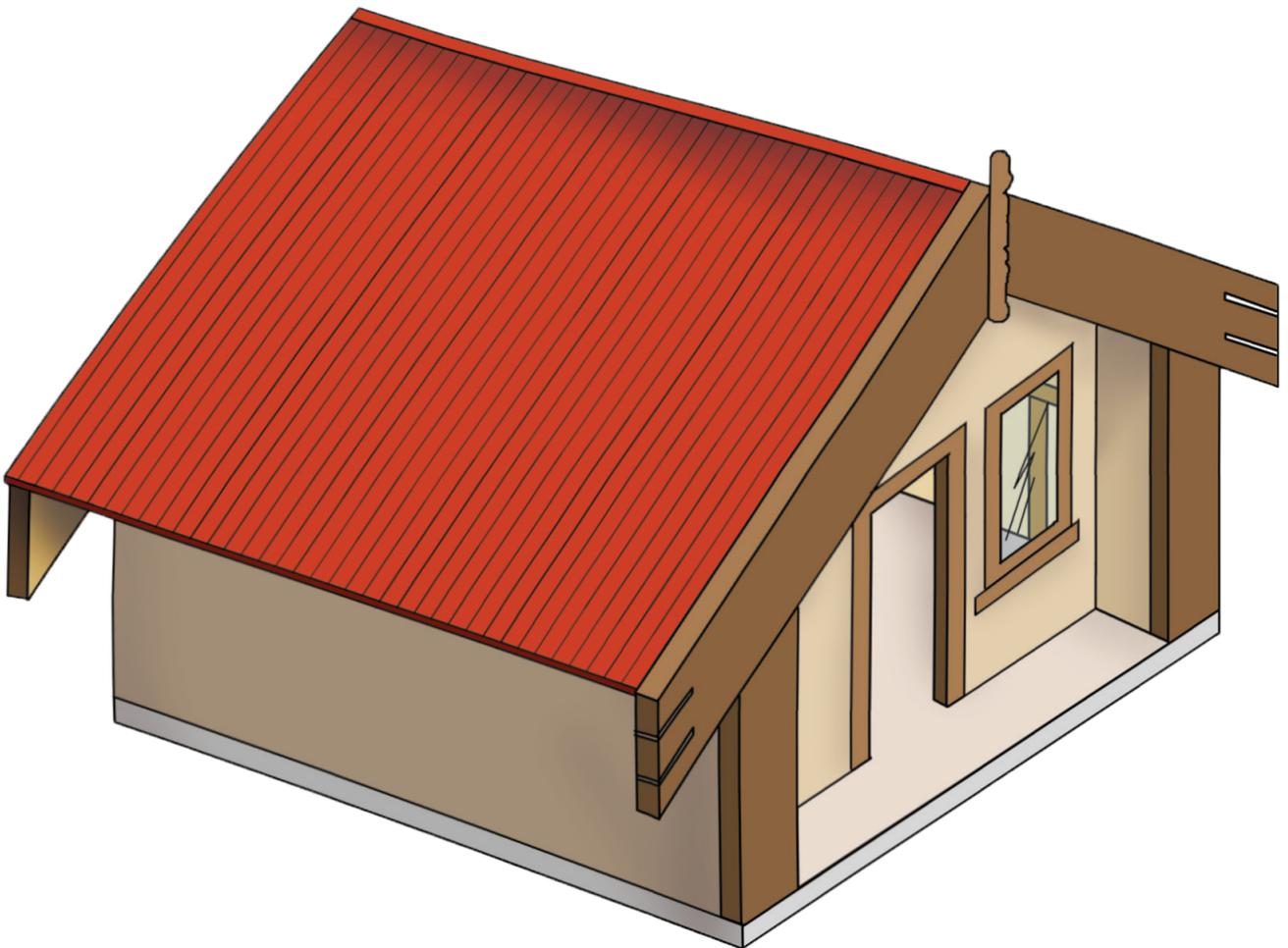
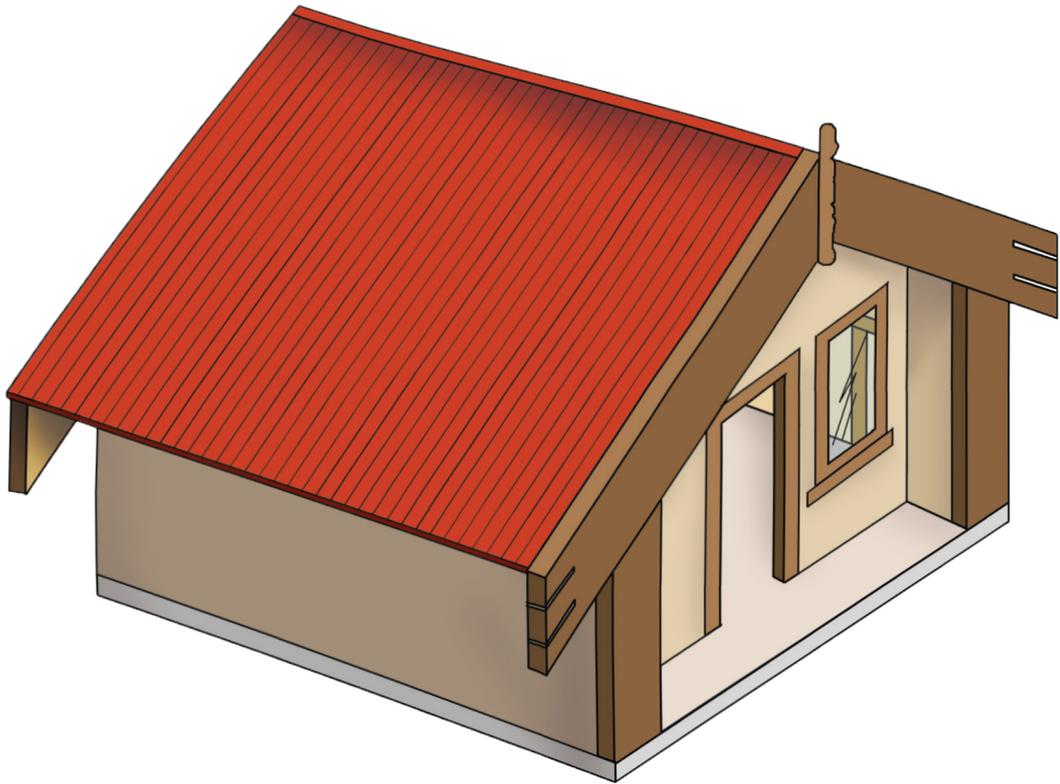
Whetū

Te whare
tapa whā



Appendix 1 Landscape wall display

Print on A4 paper



Appendix 1 Landscape wall display

Print on A4 paper

We've learnt about relationships and sexuality from	Friends	Digital media			
Some of the things we've learnt from these sources are that ...					
The information we trust the most is the information we get from ... (tick those that apply)					
We would like to learn more about ...					
It's important to learn about these things because ...					

Think about the changes your body goes through; feelings about your body; your relationships; expectations of yourself and others; rights and responsibilities; risks and issues; thoughts about gender and sexual orientation; knowledge about how to access health care etc.

Appendix 2 What do we already know about relationships and sexuality?



Having a
mobile phone

Going to
the movies
without adults

Having a
house key

Privacy in
your bedroom

Deciding
what to have
for lunch

Running a
cake stall at
school

Earning money
babysitting

Learning
to drive

Appendix 3 Opportunities

Print on A4, one card per pair



Drinking
alcohol

Having an
Instagram
account

Cooking a
meal for your
whānau

Taking your
siblings to
the dairy

Taking the
bus into town
to meet friends

Having an
Eftpos card



What rights do you have when you are given this opportunity?

What responsibilities do you need to consider when taking advantage of the opportunity?

What might happen if you misuse the opportunity?

At what age do you think a person should be allowed to have this opportunity, and why?

Appendix 4 Rights and responsibilities questions

Most intimate

Least intimate





Making eye
contact with
them

Hugging

Telling them
you really like
them

Holding hands
in public

Kissing on
the cheek

Light kiss on
the mouth

Tongue kissing

Talking on the
phone for ages

Appendix 6 Intimacy actions

Print on A4, one set per pair



Sharing your feelings

Crying in front of them

Meeting their parents

Touching or rubbing each other's private parts

Talking about having or not having sex

Saying, "I love you."

Oral sex

Having sexual intercourse

1. It's important to be good friends with someone before starting an intimate, dating type of relationship.
2. It's easy to talk about sexual decisions with someone else.
3. People sometimes stay quiet instead of saying when they don't like something.
4. Relationships and intimacy shown online are just like real life.
5. It's important for people in a relationship to have common interests.
6. It's okay for someone to be attracted to someone of the same sex.
7. Different genders want different things in relationships.
8. People our age should go out in groups rather than get all serious with one person.
9. It's ok to dump someone via an online message.

1. *It's important to be good friends with someone before starting an intimate, dating type of relationship.*

Often, intimate relationships start as friendships. The qualities that make a good friendship provide a solid foundation for building a relationship involving strong or romantic feelings. Starting with friendship allows a couple to get to know each other at a non-physical level and lets things develop at a pace that both people feel comfortable with.

2. *It's easy to talk about sexual decisions with someone else.*

This sometimes depends on how easy it has been to talk about relationships and sexuality while you were growing up. If someone has been brought up to talk openly about relationships and sexuality, they are more likely to be able to do so with someone else.

Discussing sex and other sexuality-related issues before making decisions can make things clearer and provide greater understanding, leading to better decision-making.

3. *People sometimes stay quiet instead of saying when they don't like something.*

A person may go quiet when they're feeling afraid, scared, or unsure. This is not giving consent. We must ask ourselves why they've gone quiet. Perhaps they are afraid of what the person will do or say?

Communication is only partly verbal. It's important to watch body language and hear the way someone is saying their words. If you're in a situation where someone goes quiet, encourage them to be open about how they are feeling. If you're not sure how they're feeling, or anything makes you think they're scared or not able to speak up, it's not okay to do anything intimate, like kissing or touching. They have not given you consent. It's only okay to be physically intimate when you're sure the other person feels good about it and has said "yes".

4. *Depictions of relationships and intimacy online are just like real life.*

No. Lives and relationships in the media are experienced on "fast forward". Often, much of what would normally happen in real life is kept out to keep viewers hooked. Real life is very different to what we see in the media and we must give ourselves and our relationships with others time to develop and grow.

Drama is often what attracts viewers, so the media often portrays relationships as full of drama, excitement, and sometimes sex. This is not often the case in real life.

Appendix 8 Intimate relationships guidelines

5. It's important for people in a relationship to have common interests.

It is important in relationships for both people to be able to relate to each other, even if they have different interests. Having a balance of doing things together, as well as doing things separately, allows for a healthy, happy relationship. Being interested in and supporting each other's interests is important too, even if the interests may not be shared.

6. It's okay for someone to be attracted to someone of the same sex.

It is normal for young people to be attracted to others of the same sex. As they grow and mature, their sexual orientation will become clear – they will come to understand themselves and the gender to which they are attracted. It is just as natural and normal to be attracted to someone of the same sex as someone of the opposite sex.

Different people have different ideas about same-sex relationships. Things are changing, but it can still be challenging to be openly attracted to someone of the same sex. In some cultural groups and whānau it is seen as more acceptable than others.

If you have questions about your sexual orientation, it is important to have at least one trusted adult with whom you can talk and find support.

7. Different genders want different things in relationships.

Everybody is different, so we shouldn't generalise. In any relationship, it is important to discuss hopes, expectations, attitudes, and beliefs so that each person understands the other. Effective communication is essential and needs to take place consistently. By communicating openly and honestly, both people can understand what the other partner wants out of the relationship. Sometimes compromise is necessary but again, both must feel that their needs are being met.

8. People our age should go out in groups rather than get all serious with one person.

It is a good idea to start with group outings before having one-on-one dates. It is important to listen to your intuition – your gut feelings. Do only what makes you comfortable and if going out on your own with someone else does not feel right, then go out in groups.

9. It's ok to dump someone via an online message.

Breaking up with someone can be challenging and it is important to do it respectfully as sometimes strong feelings are involved. An approach could be to take time to share why things aren't working for you and state clearly that you no longer want to be in the relationship. Some people choose to remain friends, others find a complete break from each other works best.

Imagine you are 12 years old and heterosexual (attracted to the opposite sex). You live in a society where most people are attracted to people of the same sex. Your teacher, your sports coach, and your grandmother, your older sisters and brothers are in relationships with people of the same sex.

In the lunch break at school, kids talk about “straights” and how disgusting they are. Everyone uses the word “straight” as a negative description. They say things like: “That movie was really bad, it was so straight.” Even your dad says negative things about heterosexual relationships on television.

Inside, you feel complete. Being into people of the opposite sex is who you are. It is not a decision or a choice you made. It is how you were born and being any other way would seem strange.

Who could you talk to about how you feel?

There is a school dance on Friday night. Everybody is really excited and talking about who is going and who they hope is going to be there.

Your friends are into people of the same sex and your best friend keeps talking about a person who likes you. They keep asking you if you like them too, but secretly you like someone of the opposite sex who is in your class. You think they're cool, and they make you laugh. You think they might like you, too.



Same-sex couple

Same-sex couple

Straight couple

Straight couple

Describe passive, aggressive, and assertive responses.

1. You are shopping with your mother who keeps choosing clothes for you that you don't like.
2. You want to start shaving, but your parents don't think you're ready yet.
3. Your aunt or uncle keeps making comments about how your body is changing.
4. You want to ask someone you like out to the movies.

Scenario	Passive	Aggressive	Assertive
1			
2			
3			
4			

Appendix 11 How could you respond?



It is lunchtime and Max has gone to the canteen to get some lunch. While he is in line, a couple of older boys approach him. They have no lunch and want to “borrow” some money. “Give us some cash. We want a drink,” says the tallest one.

Charlie has just got home from town and is late. Her parents are very angry and have told her that she is grounded. “Go to your room!” says her dad.

Tina is at the mall with some friends who have seen a group of boys they think are cute. The boys are going to the movies and Tina’s friends have decided they will too. Tina knows she has to go home, but her friends want her to come with them. “Come on, Tina, let’s go,” calls her best friend.

Josh is playing rugby after school when one of the boys on the opposing team starts making jokes about his mother. “Your mother’s so ugly, she makes onions cry,” laughs the mean kid.

Things haven’t been going so well in Blake’s relationship with Raina. Blake misses spending most of her time with her friends and Raina just won’t stop messaging her. Blake wants to break up in a respectful way.

Appendix 12 Assertive responses

Print on A4, one card per group

familyplanning.org.nz **YEAR 7-8**



Casey and Motu are walking home after school. A car pulls over and the driver, who they don't know, calls out offering them a ride. "Hey kids, jump in, I'll take you home," he says.



All my friends have a girlfriend/boyfriend and I don't. I'm happy hanging out with them all and doing my own thing. One of my friends keeps trying to get me a girlfriend, but I don't really want one and it's embarrassing! How can I tell her to back off?

From Independent

I have had crushes on both girls and boys in my class. Is it normal to feel attracted to both girls and boys? I'm so confused and feel like I need to decide which one now.

From Confused

My parents won't let me spend as much time with my friends as I'd like to. They say that homework is more important as I have to get a good job when I grow up. They make me do extra study every night. I just want to have a little more time with my mates, I'm just a kid! How can I talk to my parents?

From Miss My Mates

I go kind of still and quiet if my girlfriend starts touching me more than just kissing. I feel really uncomfortable and want her to stop. How can I tell her how I feel?

From Not Consenting

My coach always puts me in the goal and I'm finding the pressure a bit too much. I get really nervous and start to shake and feel sick. I worry about fumbling the ball and losing the game for my team. How can I tell Coach that I prefer playing in other positions?

From Fear of Fumble

Appendix 13 Giving advice scenarios

Print on A4, one card per group

familyplanning.org.nz **YEAR 7-8**



I've been talking to a girl in my class some nights on the phone. I think I really like her and want to ask her out. But when I go to ask her, I really feel the pressure of getting it right, the words get stuck and I just shut up. What should I do?

From Shy Guy.

Now that I am going out with someone, I feel pressure to have sex. How do I know when I am ready?

From Pressured



All young people reach puberty at the same time.

Menstruation is the start of puberty.

People with a penis can grow breast tissue during puberty.

A period is when the lining of the uterus breaks down and comes out the vagina.

Ovulation is when an egg is released from the ovary.



Strong feelings towards people of the same-sex are common during puberty.

If someone has a wet dream, it means they could make a baby if they had sexual intercourse.

Erections are easier to control as a person with a penis gets older.

Everyone's voice gets deeper during puberty.

It is against the law for someone to have sex with a 12-year-old.



It is more common for penises to be uncircumcised.

All people with penises have wet dreams at puberty.

People with a vagina can only use tampons after they have become sexually active.

It is normal to have a sticky discharge from the vagina.



True

False

Not sure

F	People with a vagina usually begin and reach puberty before people with a penis.
F	Menstruation is the start of puberty.
T	People with a penis can grow breast tissue during puberty.
T	A period is when the lining of the uterus breaks down and comes out the vagina.
T	Ovulation is when an egg is released from the ovary.
T	Strong feelings towards people of the same sex are common during puberty.
T	If someone has a wet dream, it means they could make a baby if they had sexual intercourse.
T	Erections are easier to control as a person with a penis gets older.
T	Everyone's voices get deeper during puberty.
T	It is against the law for someone to have sex with a 12-year-old.
T	It is more common for penises to be uncircumcised.
T	All people with penises have wet dreams at puberty.
F	People can only use tampons after they have been sexually active.
T	It's normal to have a sticky discharge from the vagina.

Appendix 16 Answers to pubertal change statements

Taha tinana

Taha whānau



Taha hinengaro

Taha wairua





Begin having periods

Eggs are released

Hips get wider

Start producing
hormones

Get more hair on face



Start having wet
dreams

Start making sperm

Get more erections

Shoulders and chest
get wider

Penis gets bigger



Begin having
vaginal discharge

May feel worried about
what others think

Grow taller

May feel moody

May get pimples



Breasts develop

Sweat more

Pubic hair grows

Hair grows under arms

May get
embarrassed easily



May start to have
crushes

May have questions
about puberty

Eat more

Voice changes

Get stressed easily



May want to sleep
more

Skin is more oily

Hair is more oily

Spend more time
with friends

Want more time to do
own thing



Hygiene is more
important

Muscles get bigger

May question the actions
and feelings of self,
whānau, and friends

Things that were once
important may not seem
as important

May think differently when it
comes to making decisions
or coming to judgments



Masturbating
(touching genitals
for sexual pleasure)

Penis and testicles
get bigger

Vagina gets wet
and slippery when
sexually excited

May have sexual
thoughts

May need to shower/
bathe more often



1. Males usually reach puberty before females.
2. The physical changes of puberty can affect the emotions.
3. All the changes at puberty are visible.
4. Only male voices get deeper at puberty.
5. People develop in different ways and at different ages.
6. Young people are able to get pregnant during puberty.



7. Some people don't finish puberty until they are in their 20s.

8. It is normal for boys to develop breasts during puberty.

9. You sweat and smell more during and after puberty.

10. Hormones are chemicals created by the body and are responsible for puberty.

11. All people who have a penis feel as if they are a boy or man.



All young people reach puberty at the same time.

False. Young people with a vagina usually begin puberty before people with penises. Most people begin to experience puberty between 10 and 14 years of age.

The physical changes of puberty can affect the emotions.

True. Puberty is a time of dramatic change, emotionally, physically, socially and spiritually. Young people experiencing changes at puberty may feel more tired or irritable. They may become teary and want time alone. They may feel quite anxious or confused about what is happening.

It's important to reinforce that all this is normal and discuss how young people could manage at this time. Coping strategies could include time out, participating in social activities, or discussions with a trusted person.

All the changes at puberty are visible.

False. People often focus on the visible changes because they can see them, but it is important to understand that there are an enormous number of changes that occur internally: physically, emotionally, socially and spiritually.

Everyone's voice gets deeper at puberty.

True. Although people with a penis experience a much more noticeable drop, everyone's voice does get deeper. The reason for the change is that the larynx grows creating a larger space in which sound vibrates.

People develop in different ways and at different ages.

True. We all develop differently and puberty begins for most between 10 and 14 years of age.



Young people are able to get pregnant during puberty.

True. Being physically mature does not necessarily mean that one is also emotionally, socially and spiritually mature. Just because someone's body is sexually ready to reproduce does not mean that they are ready to become sexually active or to become parents.

Some people don't finish puberty until they are in their 20s.

True.

It is normal for people with a penis to develop breasts during puberty.

True. Because of the changes in levels of hormones, it is common for people with a penis to experience an increase in the size of their breasts. This is temporary and over time their breast tissue will return to normal.

You sweat and smell more during and after puberty.

True. Again, due to hormone levels, our sweat glands develop and become active. It is important that we wash our entire bodies daily and wear clean clothing. Some people will begin to use deodorant which helps to minimise perspiration, as well as disguise the smell of the bacteria that causes body odour.

Hormones are chemicals created by the body and are responsible for puberty.

True. At the beginning of puberty, the brain instructs the pituitary gland to release our growth hormones, testosterone and oestrogen. These chemicals are responsible for the changes that occur.



All people who have a penis feel as if they are a boy or man.

False. Gender isn't just about how somebody looks; it is also about how they feel. Every person has the right to express the person they are. Nobody should be forced to act, talk, or dress in ways that don't feel right to them.



Hair grows under arms	We don't know why! Possibly, to help draw sweat and other moisture away from the skin.
Breasts develop	Mainly made up of fatty tissue. They contain mammary glands which produce milk.
May get embarrassed easily	Puberty can be a time of feeling self-conscious and feeling embarrassment more often.
Sweat more	Glands develop, which become more active during and after puberty. They respond to any raise in the heart rate, whether caused by exercise or emotions.
Shoulders and chest get wider	Muscles strengthen and develop
May have questions about puberty	Lots of changes occur during puberty so it is very natural to have questions to ask.

Appendix 21 **Mix & match**

Print on A4, one set per group



Pubic hair grows	We don't know why! Possibly, to help draw sweat and other moisture away from the skin.
May get stressed easily	When there are so many emotional, physical, social and spiritual changes happening at once during puberty, it is easy to get stressed.
Grow taller	Growth spurt hormone changes occur and help us reach our adult height.
Begin having periods	Occurs when the lining of the uterus breaks down. This happens after ovulation when the egg is not fertilised.
Masturbating (touching genitals for sexual pleasure)	Touching our genitals in a way that gives sexual pleasure is normal and a safe form of exploring our bodies. This is something that should happen in a private space. For example, in your bedroom.
Hips get wider	This happens to allow room for a pregnancy.



Spend more time with friends	Time away from whānau and more time with friends becomes increasingly more important.
Get more hair on face	Hormones cause this to grow. How much we have is hereditary.
Voice changes	Our voice box (larynx) grows. As it gets larger, the sound within it vibrates over a larger space. This makes a deeper sound.
May question the actions and feelings of self, whānau and friends	Being unsure about actions and feelings and expressing personal opinion may increase.
Get more erections	The penis becomes hard more often and sometimes for no reason at all. This is very common during puberty. They become less frequent over time.
Start having wet dreams	When the penis becomes erect and ejaculates while sleeping. It happens while the body gets used to producing sperm.



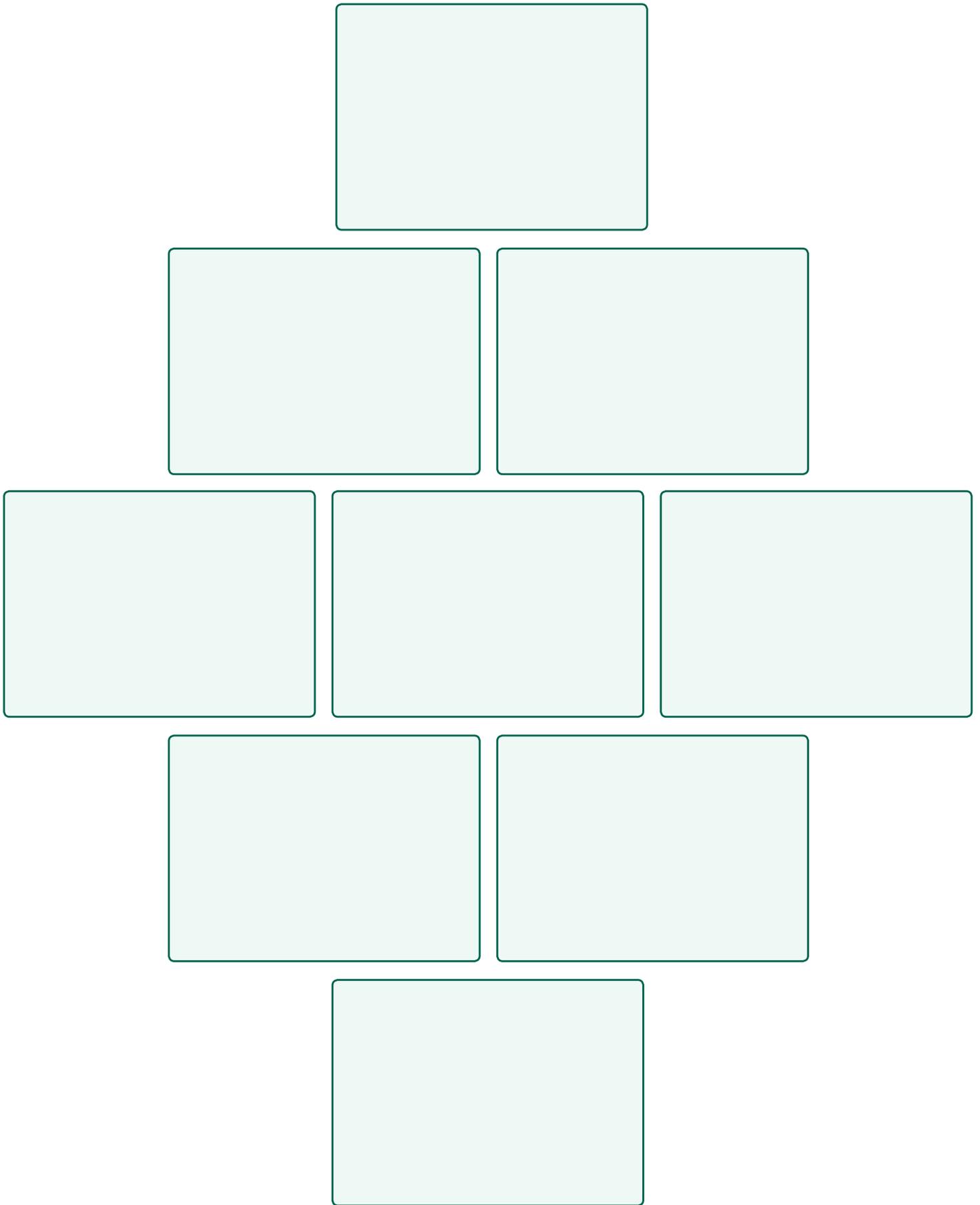
May think differently when making decisions	Priorities can change resulting in different decisions being made. Some decision-making may be rushed or not result in the best outcomes.
Start making sperm	This is the smallest cell in the human body. It is made inside the testicles. It contains half the genetic material required to create a pregnancy.
May get pimples	Caused by a build-up of sebum in skin pores. Regular washing can help reduce these.
Start producing hormones	Chemicals produced in the body are responsible for the changes we experience during puberty.
Eat more	Rapid growth requires more fuel.
May want to sleep more	All these changes can be exhausting!



Begin having vaginal discharge	This helps clean and lubricate the vagina. Also can happen when an egg is being released from the ovaries.
Muscles become bigger	The body becomes stronger with muscle growth.
May start to have crushes	This is when you start to like someone more than as a friend. Feeling this way can get stronger during and after puberty.
Want more time to do your own thing	As we get older, we want to live our own lives and be more independent.
Penis and testicles get bigger	Everything gets bigger as we become an adult.
May feel more moody	Changes in hormones can make you feel all kinds of emotions.



Skin and hair can become more oily	Changes in hormones create more oils on the face and head.
Vagina gets wet and slippery when sexually excited	The vagina lubricates itself in preparation for possible sexual intercourse.
May have sexual thoughts	Thinking about sexual activities can increase and is a part of being a sexual being.
May feel worried about what others think	Puberty can be a time of feeling self-conscious and worrying about what others think. Be confident in who you are and that everyone goes through puberty. Share your worries with a trusted adult or friend.
May need to shower/bath more often.	Hormones make bodies smell different during and after puberty. Body odour is more likely and therefore washing with soap and water daily is important in keeping our bodies clean and healthy.



Appendix 22 Diamond

Print on A4, one per pair



Embarrassed

Shy

Relieved

Lonely

Cheerful

Nervous

Angry

Worried

Scared

Happy

Surprised

Excited

Curious

Appendix 23 Feelings

Print on A4, one set per pair



Dear Puberty Pat,

When my friends and I were at the river, I wouldn't go swimming in my underpants because sometimes I get an erection when people are looking at me. Now they say I'm a wimp. What can I do?

Dear Puberty Pat,

I am 12 years old and I have developed faster than the other girls in my class, and my breasts are bigger than everyone else's. Boys in my class tease me, call me names, and ping my bra strap. Some of the boys who are my friends have started teasing me, too. What can I do? Mum and Dad say I can't stay home from school.

Dear Puberty Pat,

I'm feeling really confused because Dad asks if I'm getting keen on any boys and wants to know if I have a boyfriend. The only person that I want to spend time with is my best friend who's a girl. I think that I want her to be my girlfriend. What's going on? I'm scared that there's something really wrong with me.

Dear Puberty Pat,

A girl in my class keeps calling me ugly. It makes me feel sad, stupid, and ugly. What can I do?

Appendix 24 Dear Puberty Pat

Print on A4, one set per pair



Dear Puberty Pat,

My big sister told me that girls have eggs in their tummies to make babies and men have to put things in the eggs with their penis. Is that true?

Dear Puberty Pat,

I'm always the last person to be picked for sports teams because I'm the smallest person in the class and I'm quite shy. I feel really left out. I'm quite good at sport but no one lets me try. People are always sniggering at me and making up things about me that are horrible. What can I do?

Dear Puberty Pat,

I'm too shy to talk to anyone because my voice keeps going squeaky and then deep. It's horrible. I know it happens to other boys but mine is worse. Also, Nanny says I smell. What can I do?

Dear Puberty Pat,

I'm 14 years old and I haven't got my period yet. Everyone else in my class has theirs. I'm too embarrassed to ask my mum about it because she goes all red. Is there something wrong with me?



Fallopian tube
Pūkākano

Cervix
Waha kōpū

Ovary
Wharekano

Vagina
Tara

Uterus
Kōpū

Clitoris
Tonetone

Pubic hair
Huruhuru

Urethra
Pūaha mimi

Vulva
Puapua

Vaginal opening
Putanga tara

Labia majora
Ngutu puapua rahi

Anus
Tero

Labia minora
Ngutu puapua iti

Appendix 25 Internal and external reproductive parts labels

Print on A4 paper, one set per pair



Seminal vesicle
Pū waitātea

Vas deferens
Pū ara tātea ki
te roma mimi

Epididymis
Pōkai tātea

Prostate gland
Repe ure

Testicle
Raho

Penis
Ure

Scrotum
Pūkoro raho

Foreskin
Kirimata

These surplus cards are for use with Appendix 27
in the next activity

Pubic hair
Huruhuru

Penis
Ure

Urethra
Pūaha mimi

Anus
Tero

Scrotum
Pūkoro raho



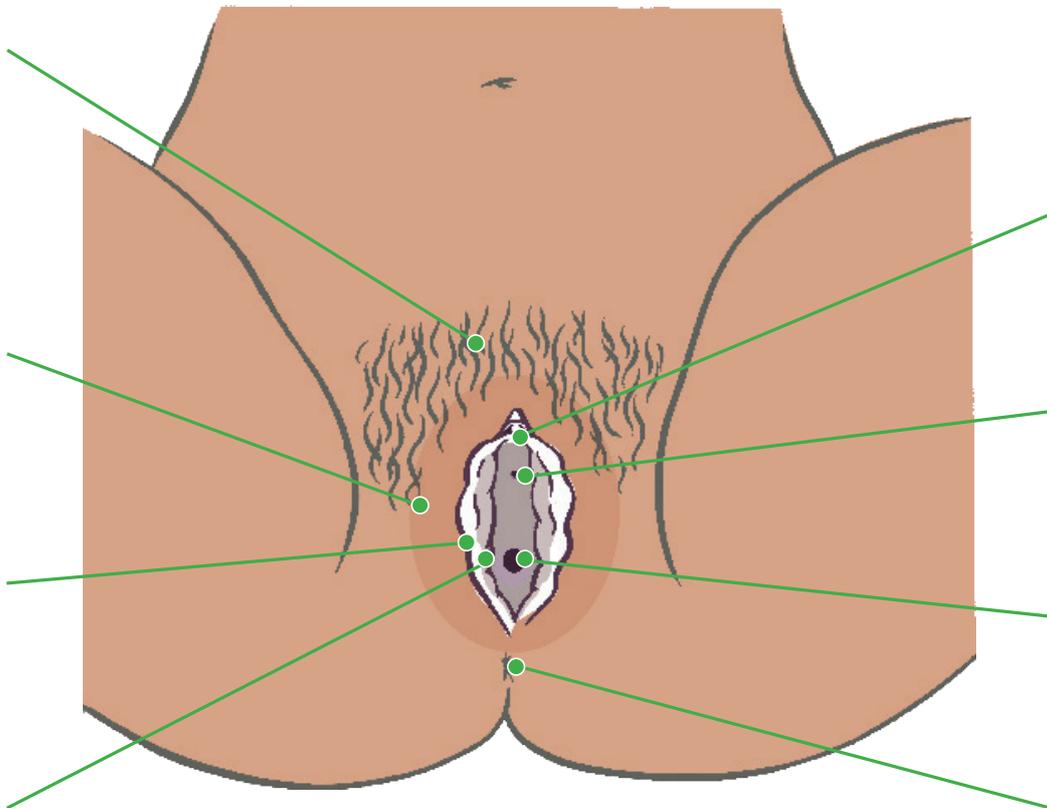
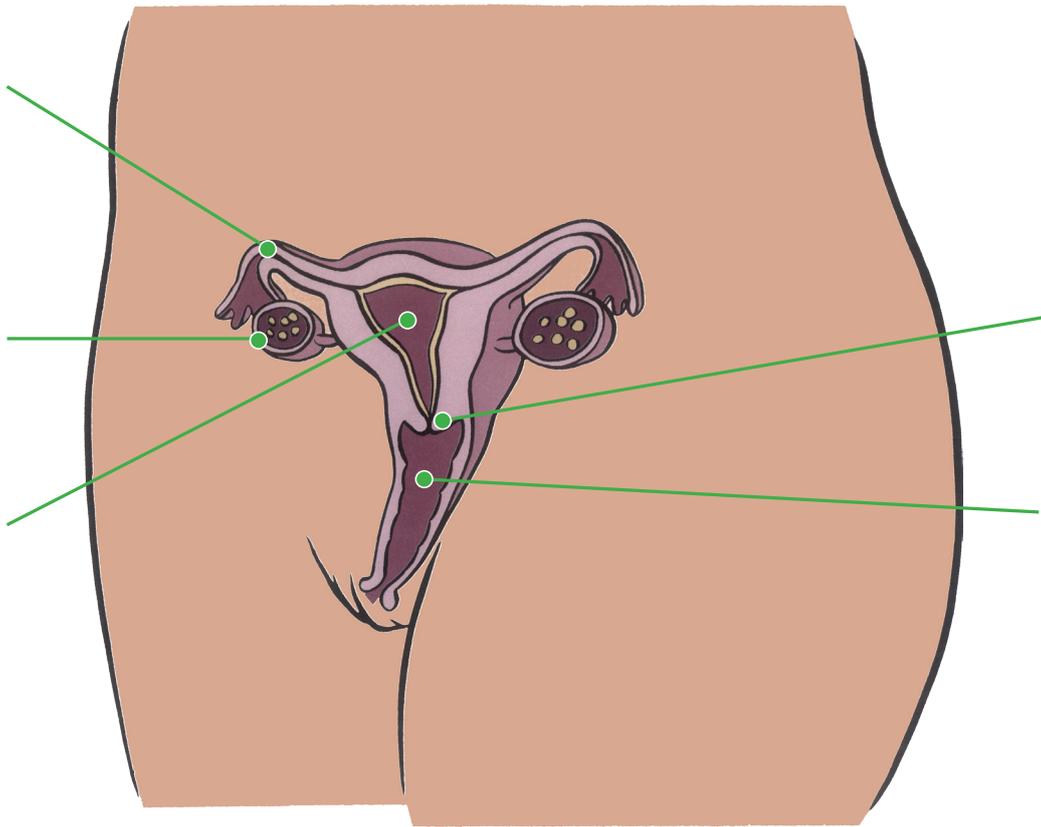
Some of us have this

All of us have this



Teacher answers

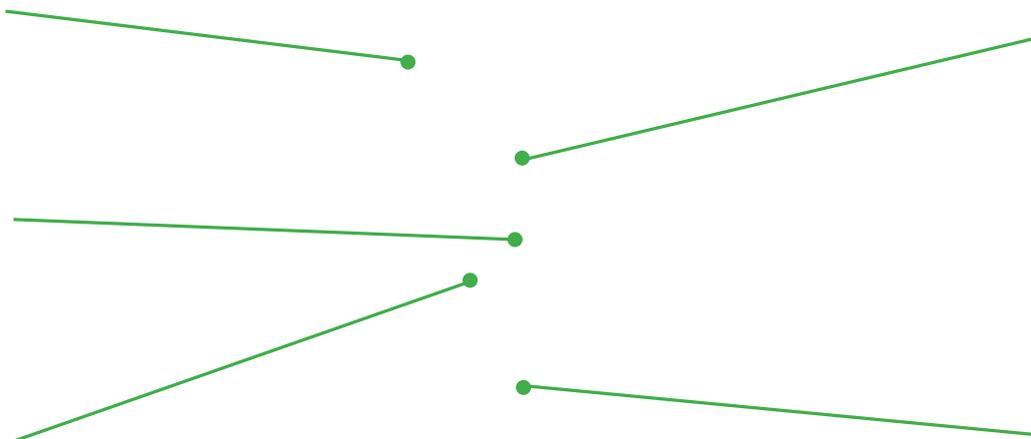
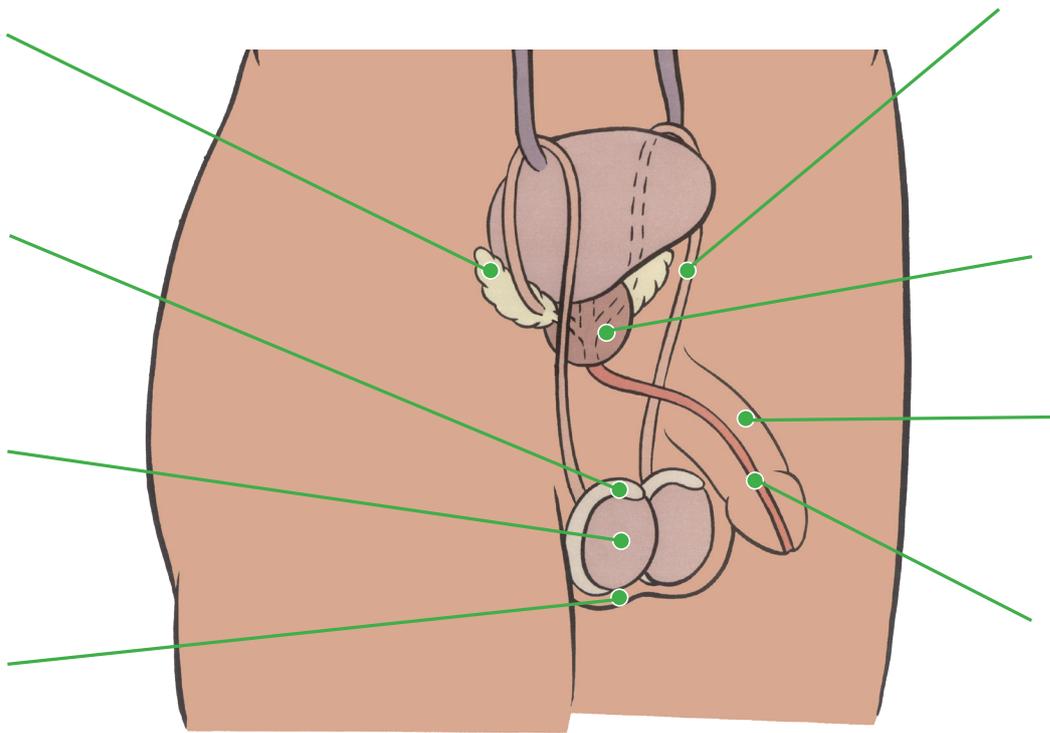
All of us have this	Some of us have this
urethra – pūaha mimi	<i>Typical female reproductive parts</i>
anus – tero	labia majora – ngutu puapua rahi
pubic hair – huruhuru	labia minora – ngutu puapua iti
	uterus – kōpū
	fallopian tube – pūkākano
	vaginal opening – putanga tara
	clitoris – tonetone
	vulva – puapua
	ovary – wharekano
	vagina – tara
	cervix – waha kōpū
	<i>Typical male reproductive parts</i>
	scrotum – pūgoro raho
	epididymis – pōkai tātea
	seminal vesicle – pū waitātea
	vas deferens – pū ara tātea ki te roma mimi
	testicle – raho
	prostate gland – repe ure
	foreskin – kirimata
	penis – ure



Appendix 27 Internal and external reproductive parts

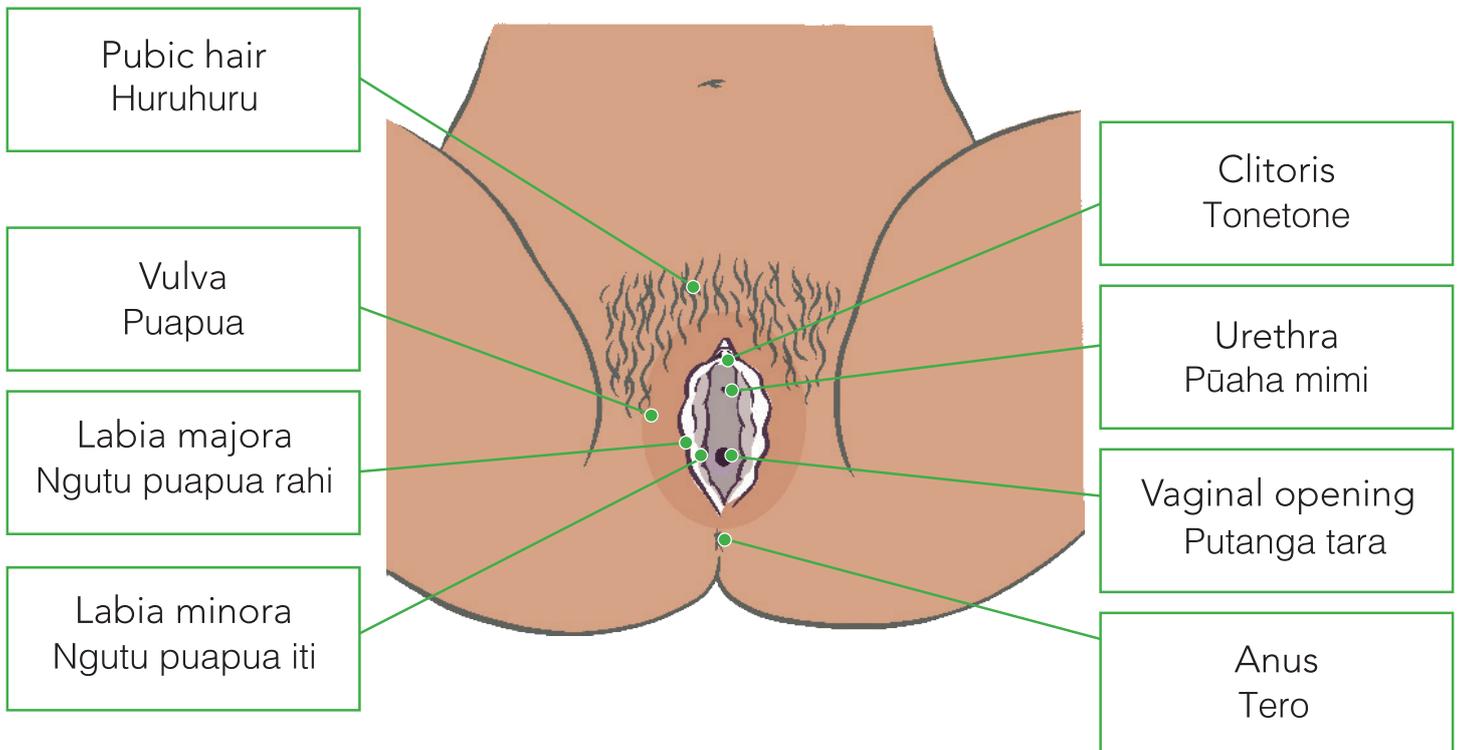
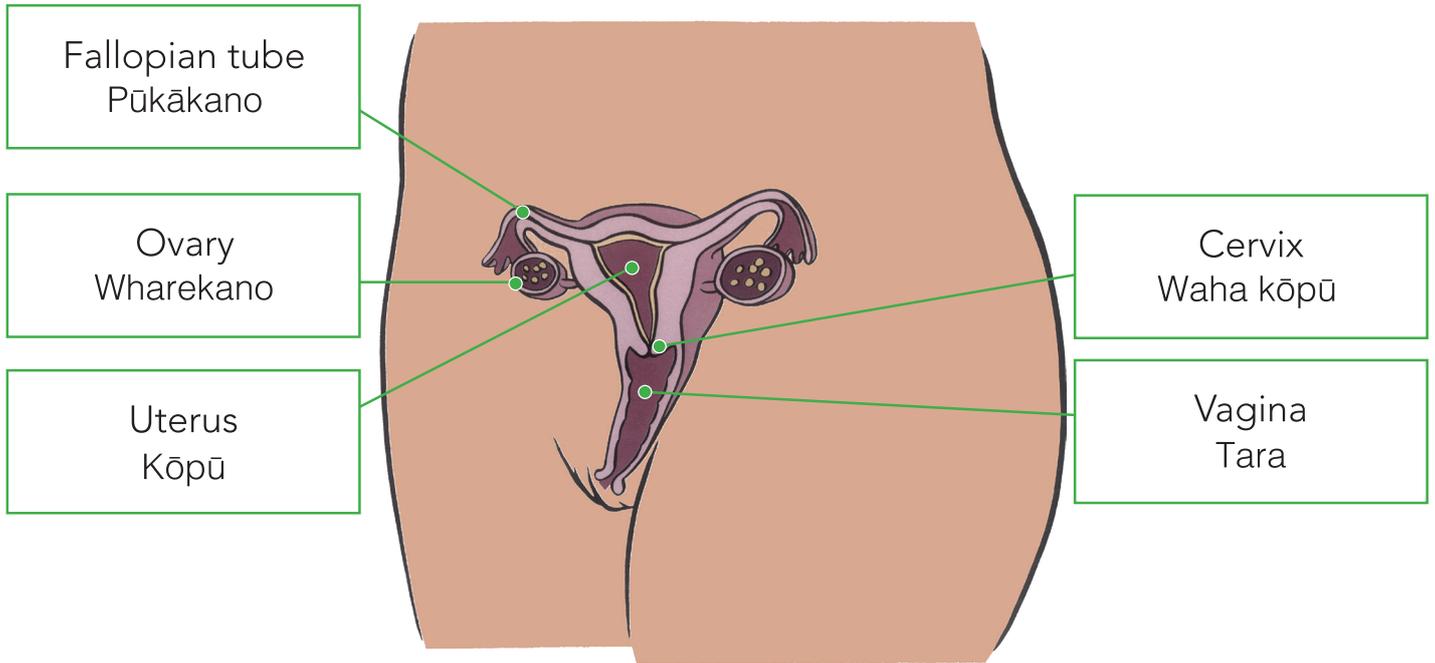
Enlarge and print on A3 paper, one per group

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Appendix 27 Internal and external reproductive parts

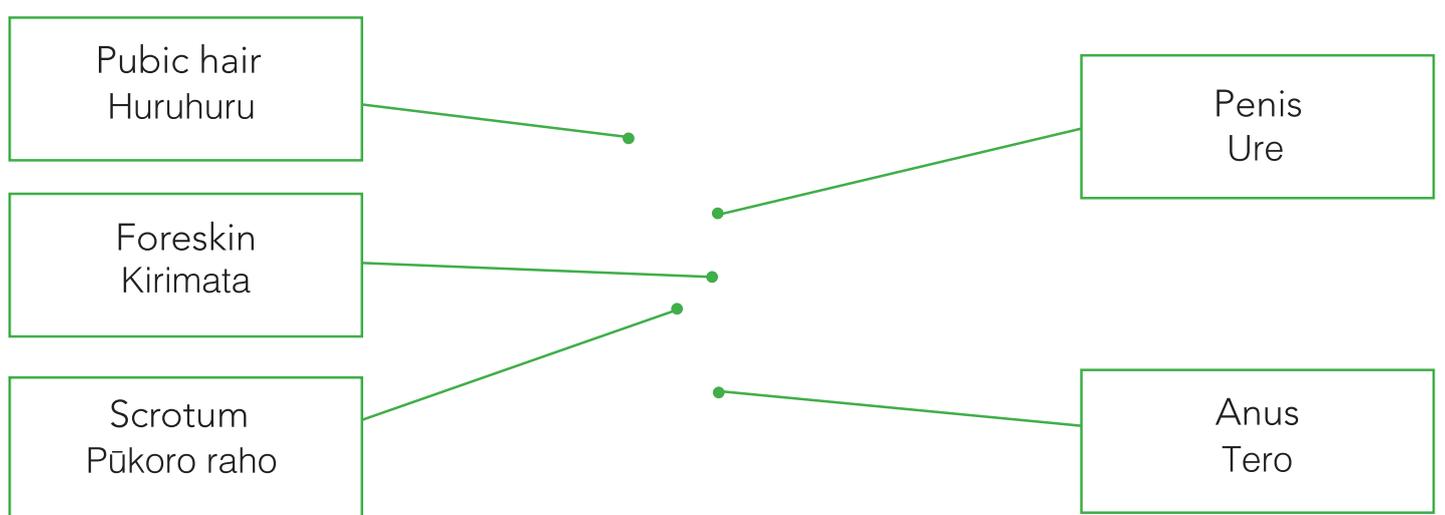
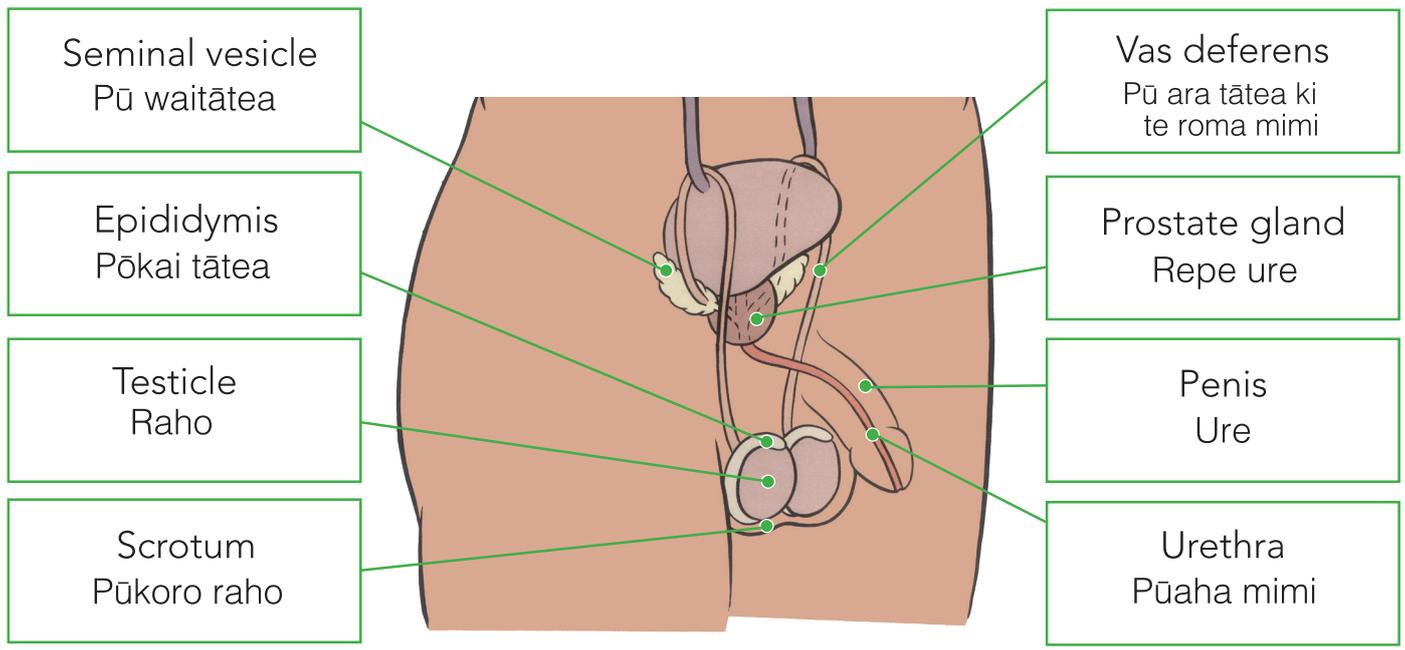
Enlarge and print on A3 paper, one per group



Appendix 28 Internal and external reproductive parts labelled

Print one copy on A4 paper, one teacher copy

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Appendix 28 Internal and external reproductive parts labelled



When an egg leaves the ovary, it is caught by the fringes at the end of this passageway. The egg is then pushed through the passageway towards the uterus. This journey usually takes several days.

If fertilisation takes place (when the egg joins with the sperm), it will normally happen inside these before the egg settles inside the uterus.

There are two of these. They are about the size of two large olives. They contain the eggs. There are between 1 and 2 million eggs at birth. When puberty begins, they start to release at least one egg per month. An egg can survive for up to 24 hours.

This is a hollow organ about the size of a fist. It is the strongest muscle in the human body. It is here that a baby will grow if an egg is fertilised. If an egg is not fertilised, the blood and tissue that line this place breaks down. It leaves the body through the vagina. This is called 'menstruation' or 'period'.

This part lies at the top of the vagina. It feels like the tip of your nose. It makes mucus, which changes throughout the menstrual cycle. During birth, it stretches to let the baby out of the uterus.

This is a muscular passage that connects the uterus to the outside of the body. It has walls that are very stretchy and will expand to let a baby out of the body or to allow a tampon.

Appendix 29 Detailed descriptions

Print on A4 paper, one set per pair



This small bump is covered by a fold of skin. It is sensitive to touch.

The external genitals including labia, the opening of the vagina, and urethra.

A tube that runs from the bladder to discharge urine outside the body.

Grows on the vulva, between both legs and around the anus.

An opening through which faeces is excreted.



Outer folds of skin of external genitals.

Inner folds of skin around the outside of the vagina.



This produces a fluid called seminal fluid. This fluid contributes to semen.

This is a sensitive organ that produces one of the fluids in semen. It acts like a pump to push the semen out of the penis during orgasm.

These are the tubes that store and carry sperm from the epididymis to the urethra.

This is the tube that runs from the bladder to the seminal vesicle and then to the opening at the head of the penis. Semen and urine can pass down this tube, but not at the same time.

This is a long, folded length of tubing where sperm mature while moving from the testicles to the vas deferens (or 'sperm ducts').



This is where sperm and testosterone are produced. They produce about 60,000 sperm per minute. Stored sperm last up to two weeks.

This covers the head (or 'glans') of the penis and is mainly used for protection. It is removed from some babies.

This is a soft pouch of skin that holds the testicles. It acts like a kind of air conditioner to make sure the testicles remain at the right temperature. When it's cold, it will tuck in closer to the body. When it's hot, it will drop further away from the body.

This organ is made from spongy tissue that becomes stiff sometimes. They can be circumcised or uncircumcised.

Hair that grows around the base of the penis, between both legs and around the anus.



An opening through which faeces is excreted.



Fallopian tube (Pūkākano)

When an egg leaves the ovary, it is caught by the fringes at the end of this passageway. The egg is then pushed through the passageway towards the uterus. This journey usually takes several days.

If fertilisation takes place (when the egg joins with the sperm), it will normally happen inside these before the egg settles inside the uterus.

Ovary (Wharekano)

There are two of these. They are about the size of two large olives. They contain the eggs. There are between 1 and 2 million eggs at birth. When puberty begins, they start to release at least one egg per month. An egg can survive for up to 24 hours.

Uterus (Kōpū)

This is a hollow organ about the size of a fist. It is the strongest muscle in the human body. It is here that a baby will grow if an egg is fertilised. If an egg is not fertilised, the blood and tissue that line this place breaks down. It leaves the body through the vagina. This is called 'menstruation' or 'period'.

Cervix (Waha kōpū)

This part lies at the top of the vagina. It feels like the tip of your nose. It makes mucus, which changes throughout the menstrual cycle. During birth, it stretches to let the baby out of the uterus.

Vagina (Tara)

This is a muscular passage that connects the uterus to the outside of the body. It has stretchy walls that are very stretchy and will expand to let a baby out of the body or to allow a tampon.



Clitoris (Tonetone)

This small bump is covered by a fold of skin. It is sensitive to touch.

Vulva (Puapua)

The external genitals including labia, the opening of the vagina, and urethra.

Urethra (Pūaha mimi)

A tube that runs from the bladder to discharge urine outside the body.

Pubic hair (Huruhuru)

Grows on the vulva, between both legs and around the anus.

Anus (Tero)

An opening through which faeces is excreted.



Labia majora (Ngutu puapua rahi)

Outer folds of skin of external genitals.

Labia minora (Ngutu puapua iti)

Inner folds of skin around the outside of the vagina.



Seminal vesicle (Pū waitātea)

This produces a fluid called seminal fluid. This fluid contributes to semen.

Prostate gland (Repe ure)

This is a sensitive organ that produces one of the fluids in semen. It acts like a pump to push the semen out of the penis during orgasm.

Vas deferens (Pū ara tātea ki te roma mimi)

These are the tubes that store and carry sperm from the epididymis to the urethra.

Urethra (Pūaha mimi)

This is the tube that runs from the bladder to the seminal vesicle and then to the opening at the head of the penis. Semen and urine can pass down this tube, but not at the same time.

Epididymis (Pōkai tātea)

This is a long, folded length of tubing where sperm mature while moving from the testicles to the vas deferens (or 'sperm ducts').



Testicle (Raho)

This is where sperm and testosterone are produced. They produce about 60,000 sperm per minute. Stored sperm last up to two weeks.

Foreskin (Kirimata)

This covers the head (or 'glans') of the penis and is mainly used for protection. It is removed from some babies.

Scrotum (Pūkoro raho)

This is a soft pouch of skin that holds the testicles. It acts like a kind of air conditioner to make sure the testicles remain at the right temperature. When it's cold, it will tuck in closer to the body. When it's hot, it will drop further away from the body.

Penis (Ure)

This organ is made from spongy tissue that becomes stiff sometimes. They can be circumcised or uncircumcised.

Pubic hair (Huruhuru)

Hair that grows around the base of the penis, between both legs and around the anus.



Anus (Tero)

An opening through which faeces is excreted.



When people are in a sexual relationship, they often take pleasure in touching each other in sexual ways.

When we are being sexual, a penis can become erect and a vagina can become moist and slippery.

If they both consent to having sexual intercourse, this is when a penis is put inside a vagina. It should feel pleasurable for both people.

During ejaculation, semen containing sperm is released through the penis and enters the vagina.

Millions of sperm swim through the vagina and cervix, into the uterus, and then on into the fallopian tubes.

If there is an egg in the fallopian tubes, a sperm may enter it. Once the two have joined, no other sperm can get in.

If the egg is fertilised, it travels down the fallopian tube towards the uterus. After a few days, the single cell starts dividing.

Eight to ten days later, the fertilised egg reaches the uterus where the cells attach themselves to the lining of the uterus. This the beginning of a pregnancy.

Appendix 31 Conception sequence

Note: These are in correct order. Ensure they are shuffled for group activity.

Print on A4, one set per group

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Scenario 1

Discuss this scenario from Pieta's point of view:

Pieta has known Kewa all her life. Their parents are very close and although Kewa lives in another town, Pieta has always had a crush on him. One weekend, Kewa and his mother come and stay at Pieta's house because Kewa is competing in a national swimming competition. As soon as Pieta found out they were coming, she felt very excited and had butterflies in her stomach.

On Sunday morning, Kewa comes into Pieta's room in his pyjamas. He jumps on her bed to wake her up. He climbs in with her and they talk. Pieta wants to tell him how she feels. She is really nervous because she doesn't want this to ruin their friendship. How can she decide whether to tell him or not?

- What feelings might Pieta be experiencing?
- Who or what could be influencing Pieta's decision?
- Does Pieta feel safe?
- Does she feel comfortable?
- Do Kewa's actions show that he cares about Pieta?

Scenario 2

Discuss this scenario from Harvey's point of view:

Harvey has been chatting with Ray online for a couple of months. They have so much in common it's unbelievable. They're both 12 years old, into gaming, love dogs, and live in the same town.

Ray wants to meet up tomorrow. Harvey thinks he should tell his Mum first, but he kind of wants to make the decision on his own. Harvey knows that it can be unsafe to meet up with online friends in person, but he's pretty sure Ray isn't a creepy old guy.

- What feelings might Harvey be experiencing?
- Who or what could be influencing Harvey's decision?
- Does Harvey feel safe?
- Does he feel comfortable?
- Do Ray's actions show that he cares about Harvey?

Appendix 32 Listening to our feelings scenarios

Print on A4, one set per pair or group

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Scenario 3

Discuss this scenario from Rose's point of view:

Rose started puberty earlier than her friends. She already gets periods and has been wearing a bra since year 5. Around that time, she noticed she was interested in boys and in year 6, she started having boyfriends. Some were a couple of years older than her. A few of Rose's classmates have spread rumours that she has a bad reputation and have made up stories about what she's done with boys, even though Rose has never gone further than holding hands and kissing.

At her best friend's house one Saturday, she is pleased to see her friend's brother Marcus is home. Rose has been keen on Marcus for a while and when he sits really close to her on the couch, she decides she'd like to kiss him.

Marcus knows Rose is keen on him, and because of the rumours he has heard about her reputation, decides to go further than a kiss. As they turn to each other to kiss, Rose feels Marcus's hand moving towards her breast.

How can she decide how far she wants to go?

- What feelings might Rose be experiencing?
- Who or what could be influencing Rose's decision?
- Does Rose feel safe?
- Does she feel comfortable?
- Do Marcus's actions show that he cares about Rose?

Scenario 4

Discuss this scenario from Sienna's point of view:

Sienna has lots of male friends at school and enjoys playing sport and having fun with them during lunchtime. Although she doesn't really hang out with any girls, Sienna has started thinking about one of the girls in her class, Mel, in a more romantic way. Mel seems like a really nice girl and has been making a special effort to get to know Sienna better.

One day after school, Sienna is invited to the park with a group of other students. When they get there, Mel suggests that they should all play catch and kiss. Sienna has never kissed anyone before and feels very nervous about it. She knows that the girls will all try to catch the boys, but secretly she would want to catch Mel. She is so confused. How can she decide whether to join in or not?

- What feelings might Sienna be experiencing?
- Who or what could be influencing Sienna's decision?
- Does Sienna feel safe?
- Does she feel comfortable?
- Do Mel's actions show that she cares about Sienna?



Scenario 5

Discuss this scenario from Ricky's point of view:

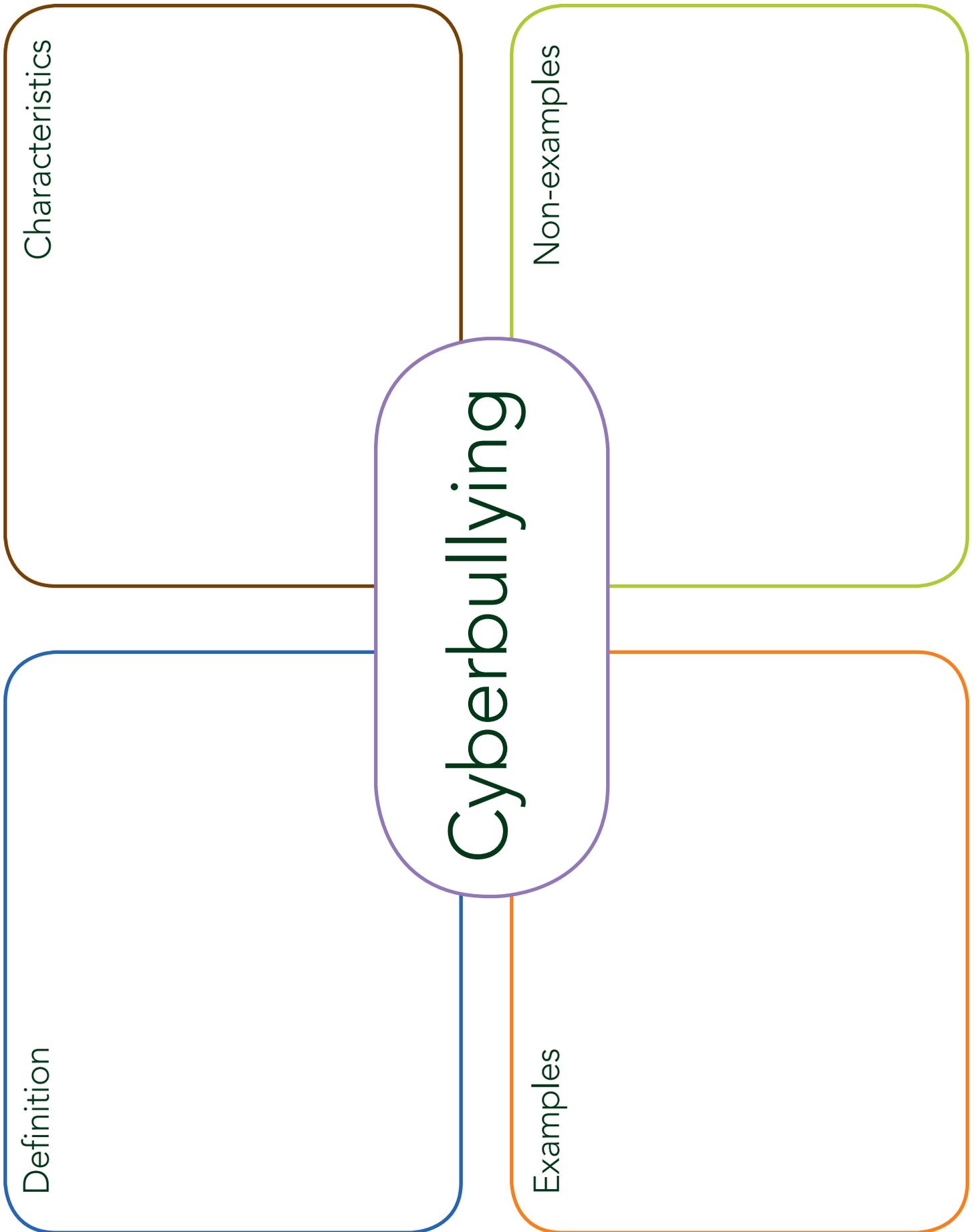
Ricky thinks that he should have a girlfriend. Three of his friends say that they have already kissed girls, and they talk and joke about sex a lot. Ricky feels excluded and grossed out sometimes, especially since he's not even interested in any girls. He has even secretly wondered what it would be like to kiss a guy.

At school one Friday, Ana, a girl in Ricky's class seems interested in him and talks to him. Ana is popular and good looking and though Ricky doesn't know her well, he feels pleased that she is paying such a lot of attention to him. He doesn't have any other feelings for Ana, but he knows that all of his mates would die to have her talk to them!

He talks about what has happened with his mates and he is right. They are so envious! By the end of the week, Ricky's mates have been bugging him about it so much that he thinks that he will try to kiss Ana.

He's so confused. How can he decide whether to kiss her or not?

- What feelings might Ricky be experiencing?
- Who or what could be influencing Ricky's decision?
- Does Ricky feel safe?
- Does he feel comfortable?
- Do Ana's actions show that she cares about Ricky?



Appendix 33 What is cyberbullying?

Print on A4, one per group

Source: <https://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html>



Public Health Nurse

People who visit schools to help the students keep healthy. They sometimes do health talks or immunisations and are available to talk to you about any health concerns.

Doctor

If you are unwell, this person may be able to find out what is wrong and help you to get better. They can also help to keep you safe by providing prescriptions for preventative medicine and condoms for those who need them.

Family Planning

This place specialises in sexual health. If someone is having sex, but does not feel ready to have a baby, they can go here to discuss ways to prevent a pregnancy. They can also help with any concerns about sex, private body parts, and sexually transmissible infections (STIs). They provide free confidential services to people under 22 and cheap services to others.

Sexual Health Clinic

If anyone has had sex and is concerned they may have caught a sexually transmissible infection (STI), this place provides help. The people there can also do check-ups for people who want to keep sexually healthy. All their help is free and confidential.

Appendix 34 Who could you go to?

Print on A4, one set per group

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Counsellor

If anyone has a problem, these people are trained to help by listening to you. They help you to work out what it is that you want to do.

Minister or priest

These people belong to a church or other religious group. They can be a place to go for help if you don't know what to do. If they can't help, they may help you to find people who can.

Guidance counsellor

This person is usually found in a school. Their role is to help people make wise decisions about their problems or concerns. They will listen to you and help you decide what to do.

Rainbow Youth

Sometimes people discover they are attracted to people of the same sex or gender as themselves or they may be wondering about their identity. The people in this group will help and support you. Sometimes, they have weekly or monthly support groups. They can help you find a similar group in your own community.



Oranga Tamariki

This organisation helps children who are under 18, who may not be in safe environments. Its role is to make sure that all children are in a safe, secure environment where they are cared for and protected. The people there often work alongside the police.

Sparx

This is a free online tool for young people dealing with depression, anxiety, or stress. It helps people deal with the thoughts and behaviour that is making them feel bad.

Aunty Dee

This is a free online tool for young people dealing with depression, anxiety, or stress. It helps them break their problems down into parts, so they can work their way to a solution.

Safe to Talk

Trained specialists are available 24/7 for free and confidential help for those who have been sexually harmed or are worried about something that has happened. They can also support people wanting to help someone else, or if you're worried about your own thoughts or harming someone else.



Your parents are arguing all the time at home. Sometimes, their arguments wake you up at night.

You are feeling really unhappy at school. You feel that no one understands you.

A friend told you she was worried about getting pregnant.

One of your friends at school is too frightened to go home.

You have a problem with your periods. They are very painful, and you are too embarrassed to tell anyone.



A friend tells you that she overheard some others saying that her brother is gay. Her brother always seems to be unhappy, but she doesn't know why.

You've got problems of your own, but you also seem to be the person your friends turn to for advice. You want to help, but it feels too much.

Your aunty has been really unhappy in her relationship. You overhear her asking your mum who she could go to for help.

You are at home alone and feel very sad. You just want to speak to someone, but there doesn't seem to be anyone around right now.

