



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 5-6 LEVEL 3

### **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 – I am unique
- Activity 2 – Understanding our personal learning journeys
- Activity 3 - Recognising media influences on identity
- Activity 4 – Thinking about gender

### **THEME 3 – Relationships – Nga Wanaungatanga**

- Activity 1 – Relationship qualities
- Activity 2 – Different types of relationships
- Activity 3 – Managing relationships
- Activity 4 – Communication skills
- Activity 5 – Understanding different perspectives
- Activity 6 – Making decisions

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

- Activity 1 – Stages of life
- Activity 2 – Pubertal change
- Activity 3 – The human reproductive system
- Activity 4 – Menstruation and conception - Taught in year 7 and 8.**
- Activity 5 – Looking after our bodies
- Activity 6 - Truths and myths about hygiene

### **THEME 5 – Staying safe – Te noho haumaruru**

- Activity 1 – Safety online
- Activity 2 – Available supports
- Activity 3 – Supporting others
- Activity 4 – Let's celebrate

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**

### **Y5/6 ODD YEARS**

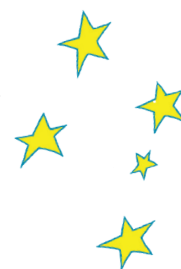
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Theme 1</b>  Establishing a positive learning environment.	<b>Theme 5</b>  Staying safe	<b>Theme 4</b>  Growing & changing	<b>Recap</b>

### **Y5/6 EVEN YEARS**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Theme 1</b>  Establishing a positive learning environment.	<b>Theme 2</b>  Who am I ?	<b>Theme 3</b>  Relationships	<b>Recap</b>

# 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 5-6  
Level 3

## 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.

Family Planning gratefully acknowledges all those involved in the creation, piloting and evaluation of the first two editions of this resource and of this current edition.

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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 sexuality education in years 5 and 6.

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 5 and 6 focuses on sexuality and diversity; critical thinking about gender; individual rights; dealing with social messages and stereotypes; friendships; supporting self and others; pubertal change; body image; risks and issues; and how to access health care.

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 Level 3 of *The New Zealand Curriculum*. These learning intentions derive from the strands and achievement objectives for health and physical education. The activities also provide opportunities for students to work towards the key competencies outlined in *The New Zealand Curriculum*.

It is important to note that students in years 5 and 6 are likely to be learning across at least two curriculum levels. Some may be achieving below or beyond those levels. We encourage you to adapt the learning activities to suit the diverse needs and interests of your students.

## Suggested learning intentions for Relationships and Sexuality Education at years 5-6

LEVEL 3	<b>KO AU — ALL ABOUT ME</b> <b>Knowledge, understandings, and skills relating to physical and sexual health and development: emotional, mental, social, spiritual, and environmental</b>	<b>KO AKU HOA — FRIENDSHIPS AND RELATIONSHIPS WITH OTHERS</b> <b>Understandings and skills to enhance relationships, for example, in relation to friendships, intimate</b>	<b>KO TŌKU AO — ME AND THE WORLD</b> <b>Critical inquiry, reflection, and social-action skills related to issues of equity, gender, body image, risk, and safety</b>
<b>Ākonga can show that they:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Are able to take part in collective action to implement school and community policies that support young people during pubertal change.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Are able to use strategies to address relationship challenges (in friendships, groups, and teams, with whānau, and online).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>

# Relationships and sexuality education themes

The 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 haumaru

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 3-4*, 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 5 and 6 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
<b>1.</b> <b>Establishing a positive learning environment</b> <b>Te whakarite i tētahi ao ako huapai</b>	Respect for self and others Manaakitanga, aroha and responsibility Being inclusive Safe learning environment	<p><i>Understanding the landscape and creating a safe place for the journey p. 12</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 p. 16</i></p> <p>Students will identify prior knowledge about sexuality</p> <p>Students will develop strategies for safely asking and answering questions about aspects of sexuality</p>
<b>2.</b> <b>Who am I?</b> <b>Ko wai au?</b>	Identity and uniqueness Influence of media Gender and gender stereotypes	<p><i>I am unique p. 21</i></p> <p>Students will describe and appreciate the qualities that make them unique and identify strategies for enhancing their own self-worth and that of others.</p> <p><i>Understanding our personal learning journeys p. 24</i></p> <p>Students will reflect on aspects of their own identities in their personal learning journeys.</p> <p><i>Recognising media influences on identity p. 26</i></p> <p>Students will explore messages communicated in the media and how these can influence our identity and self-worth.</p> <p><i>Thinking about gender p. 29</i></p> <p>Students will reflect on gender stereotypes and their impact on relationships, roles, and behaviours</p> <p>Students will challenge society's assumptions about gender.</p>

Theme	Key concepts	Activities and learning outcomes
<b>3.</b> <b>Relationships</b> <b>Ngā</b> <b>whanaungatanga</b>	<p>Taking ownership of our personal opinions</p> <p>Qualities of friendships/relationships</p> <p>Different types of relationships</p> <p>Managing relationships</p> <p>Those who can support us</p> <p>Passive, aggressive and assertive communication</p> <p>Different perspectives</p> <p>Consent, body ownership</p> <p>Dilemmas and decision-making</p>	<p><i>Relationship qualities p. 35</i></p> <p>Students will express opinions about relationships and demonstrate respect when listening to those of others</p> <p>Students will identify relationship qualities important to them.</p> <p><i>Different types of relationships p. 38</i></p> <p>Students will explore the different types of relationships they have</p> <p>Students will identify qualities of positive relationships</p> <p>Students will explore and discuss the behaviours and actions in different types of relationships.</p> <p><i>Managing relationships p. 42</i></p> <p>Students will identify strategies for coping with changes in friendships</p> <p>Students will identify who they can rely on in different situations.</p> <p><i>Communication skills p. 44</i></p> <p>Students will explore and practice passive, aggressive, and assertive communication.</p> <p>Students will explore the concept of consent and ownership of their bodies</p> <p>Students will demonstrate appropriate responses in a given situation.</p> <p><i>Understanding different perspectives p. 47</i></p> <p>Students will develop awareness that the same situations can be perceived differently by different people.</p> <p>Students will appreciate that if someone makes a bad decision, they are not necessarily a 'bad person'.</p> <p><i>Making decisions p. 50</i></p> <p>Students will identify the factors that influence decision-making</p> <p>Students will practice making decisions in a range of contexts.</p>

Theme	Key concepts	Activities and learning outcomes
<b>4.</b> <b>Growing and changing</b> <b>Te tipu me te huri o te tangata</b>	Growth and development Reproduction and conception Managing hygiene and changes Gender and sexual identity Body image Media Stereotypes Relationships, roles and behaviours	<p><i>Stages of life p. 55</i></p> <p>Students will discuss the stages of growth and terms used to express these stages.</p> <p><i>Pubertal change p. 58</i></p> <p>Students will identify prior knowledge about puberty            Students will use the correct terminology for private body parts            Students will identify the changes that occur during puberty and recognise that most of the changes happen to everybody.</p> <p><i>The human reproductive system p. 61</i></p> <p>Students will use the correct terms for the reproductive parts of their bodies and understand their functions.</p> <p><i>Menstruation and conception p. 65</i></p> <p>Students will explore the processes of menstruation and conception.</p> <p><i>Looking after our bodies p. 68</i></p> <p>Students will explore strategies to look after their bodies before, during, and after puberty.            Students will critically analyse the influences of media on consumer choices and identify strategies to support their own choices.</p> <p><i>Truths and myths about hygiene p. 71</i></p> <p>Students will explore and evaluate some common beliefs about pubertal change            Students will discuss useful strategies for managing change during and after puberty            Students will develop some key statements that will reinforce learning about hygiene.</p>
<b>5.</b> <b>Staying safe</b> <b>Te noho haumaru</b>	Digital safety and citizenship Those who can support us Ways we can support others Celebrating the journey	<p><i>Safety online p. 75</i></p> <p>Students will investigate and practice strategies to stay safe online</p> <p><i>Available supports p. 78</i></p> <p>Students will identify the types of support that are available in different situations.</p> <p><i>Supporting others p. 81</i></p> <p>Students will identify strategies for supporting others.</p> <p><i>Let's celebrate p. 85</i></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 sexuality education, it's crucial that students feel safe. Setting a positive, safe classroom environment where the expectations are clear, will encourage full participation and ensure all your students feel included. Creating a safe environment begins with understanding 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* for an explanation.
- Students will 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.
- *Guidelines cards (Appendix 2)*, one set per group
- Drawing materials
- A class book or digital journal for recording key messages
- Students' personal learning journals (hardcopy or digital)

## CURRICULUM LINKS

### Underlying concepts

- **Socio-ecological perspective:** 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 sexuality.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

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

Explain that each of us began navigating 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 sexuality is 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 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.

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. For example:

- The maunga represents people and resources in our environment we can turn to for help with our health and wellbeing – like our parents, pastor, kaumātua and kuia, local community, and 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?
- Have the students sketch the whare and work in groups to recall what they know about the concept of hauora and some examples of what it means to look after the four dimensions of hauora. You could help them 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)?

## LEARNING SEQUENCE

Leave the *Southern Cross and 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 represents one of the five themes that help us navigate our learning journey as we progress from year to year. As you place each theme card by one of the whetū (stars), 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. For example, Our first whetū 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.

### 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 do you make of this word?

Put the students into small groups. Give each group the *guidelines cards (Appendix 2)* which have the key concepts about safe group interaction. Invite each group to develop guidelines relating to that concept. You could provide a model, for example:

Comfort: People have the right to share as much or as little as they want. They have the right to pass if they don't want to contribute.

Move around, checking that the students understand the concepts they are discussing and prompting discussion about appropriate guidelines. Do we already have guidelines in place in our class that could help us with these?

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 have different words that we use for talking about sexuality. Different names for parts of the body and talking about relationships. How could this impact on the way we talk to each other here at school? What can we do about this to make sure everyone feels comfortable?
- Sexuality is an important part of our lives. We need to take it seriously, but let's not forget that it's also a part of our lives that brings joy, love, connection, and fun! How will we make sure that we do the learning without forgetting the fun part?

## LEARNING SEQUENCE

Have each group share and explain the guidelines they have created. Prompt discussion to reach class agreement on a finalised set of guidelines.

Incorporate discussion about the kind of language people feel comfortable using with each other, recognising that this will differ in different homes and communities.

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

### 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.



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? What is on their maunga? What do they do to keep their bodies, minds, emotions, relationships and spirits well? What are some important 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.

As a class, discuss and agree on the key terms for this lesson. For this learning sequence, these are likely to be the key concepts about safe group interaction. Assign a term to each group and have the students work in groups to write a key message about their term. Put the vocabulary, with the key message alongside the words, on the wall display, in a big book or shared journal, or in the students' learning journals.

Revisit the whakataukī:

**Ka puāwai, ka hiki ki te haere**

A blossoming takes place, a journey is set out on

You might like to make this whakataukī a heading for your landscape.

# Establishing safe ways to ask questions and inquire together

## Learning outcomes

- Students will identify prior knowledge about sexuality.
- Students will develop strategies for safely asking and answering questions about aspects of sexuality.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* begun in the previous activity
- The students' personal learning journals (hardcopy or digital)
- *What do we already know about sexuality? (Appendix 3)*, one per group
- Felt tip pens and highlighters
- Blank cards or sticky notes for key terms
- A box with a slot in the lid
- Small sheets of paper and pens

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** developing an understanding that our sexuality relates to our whole selves.
- **Health promotion:** developing skills to ask and respond to questions about relationships and sexuality to support the wellbeing of themselves and others.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Review the *landscape wall display (Appendix 1)* where you and the students have begun describing the landscape through which we all journey during our lives.

Referring to the wall display, talk about the fact that as we grow up, our bodies, feelings, and emotions change, and so may our values and beliefs. This is natural and happens to us all throughout our lives. Puberty is an especially busy time as we start to move from childhood to

## LEARNING SEQUENCE

adulthood. Most people begin to experience puberty between 10 and 14 years of age. Everyone experiences puberty in their own time. It is important to understand what is happening so that we can manage these changes.

Discuss the idea that people need to feel safe to express their ideas and participate in learning about sexuality. Sometimes, people may have things that they want to talk about that are embarrassing or personal and require a level of safety within the group. Having guidelines, or a group agreement, begins to build safety by making it clear how people are expected to treat each other.

### Development

What do we know about sexuality? Refer to the *Relationship and Sexuality education: A guide for teachers, leaders, and boards of trustees* for a teacher definition of sexuality.

Split the class into small groups. Give each group *What do we already know about sexuality? (Appendix 3)* and ask questions to help them identify their prior knowledge about 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 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 sexuality?
  - What would you like to learn about sexuality?



Provide an opportunity for students to think, pair, and share what they learnt from their conversations at home about sexuality. Amend the wall display as appropriate.

## LEARNING SEQUENCE

### 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 sexuality. You can use what you learn to plan the next steps for learning.

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. There may be times when 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's 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

Emphasise the normality of puberty. Explain that it is natural to feel a little unsure and that the learning activities will provide a good opportunity for them to ask any questions they may have.

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 big 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. During puberty, young people become increasingly interested in what others think of them and aware of messages about aspects of their self, such as their body image. It is important to balance these concerns with affirming messages about diversity and individuality, fostering resilience and increasing their ability to be comfortable with themselves, as well as others.



# I am unique

## Learning outcome

Students will describe and appreciate the qualities that make them unique, and identify strategies for enhancing their own self-worth and that of others.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)*
- The students' personal learning journals
- *Individuality* by Kath Bee and performed by Hokowhitu School – lyrics available from [songs4kids](#)
- *Touch N Go: 8 most common fingerprint patterns*
- Blank sheets of coloured card
- Inkpads and cleaning utensils
- Felt tips, pens, or pencils
- Scissors

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** building a greater sense of personal identity and self-awareness to enhance taha wairua (spiritual wellbeing).
- **Attitudes and values:** learning to value ourselves and others and appreciate each other's similarities and differences.

### Key competencies

- **Thinking**
- **Relating to others**

## LEARNING SEQUENCE

### Getting started

Indicate the whetū for *Who am I? Ko wai au? (Appendix 1)* and explain that in the next series of activities, we will learn more about identity and celebrating diversity. These activities will support our resilience and being comfortable with ourselves and others.

If the students don't already know it, introduce the song *Individuality*. Play the YouTube clip and have the students enjoy singing along and doing the actions. Lyrics are available from [songs4kids](#).

Explain that the class is going to do an exercise to illustrate the ideas in the song – that we're all special and unique, but we also have a lot in common. Ask the students to stand up and find

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someone in the room who is like them in some way (for example, same iwi, neighbourhood, hair colour, shoe size, love of chop suey, favourite sport, favourite book). Have them discuss what they have in common and then explain this to the rest of the class. Repeat this activity several times. Discuss how this activity highlights both the ways we are the same and the ways in which each of us is unique.

### Development

Invite each student to choose a blank card.

Have the students use the inkpads to create a design, pattern or image unique to them using their fingerprints on their card. (Hint: allow the students to practice on scrap paper first to identify how to get the best prints.)

Have the students compare their fingerprints and identify whether theirs are a whorl, an arch, or a loop. There are lots of images on the internet that the students could use to compare fingerprint patterns, such as [\*Touch N Go: 8 most common fingerprint patterns\*](#).

Invite them to write the words “I am unique.” around their fingerprints. Discuss the meaning of the word “unique” and ask them to write words that describe themselves. Encourage them to consider and include the qualities that make them unique. (Examples could be, “I have curly hair.”; “I have a small brown birthmark on my arm.”; “I wear glasses.”; “I can juggle.”; “I have a dog.”; “I have two mums.”)

Place the cards where you and the class think they belong on the wall display, overlapping them to convey the message that we are all connected.

Use questions such as these to prompt discussion, first in small groups and then with the class.

- What makes each set of prints unique? What makes each person unique?
- Why do people sometimes choose to compare themselves to other people? When can comparing oneself to other people be helpful? When might it be unhelpful? Can you think of someone who is a positive role model who motivates you in a way that is good for you?
- Can you think of examples where comparisons make people feel bad about themselves or do things they shouldn't do? (For example, doing silly things to try to be like someone who seems to be more popular.)
- What makes people feel good about who they are? (Examples might include doing something well; being kind, helpful, and thoughtful; taking part in enjoyable activities; being told that you're appreciated.)
- What can people do to feel good about themselves and the special person they are? (Examples might include spending time with whānau, trying new experiences; getting outside; exercising; working hard at accomplishing tasks they enjoy, learning from experiences with unexpected outcomes; celebrating success.)
- What can people do to help others feel better about who they are? (Examples might include giving genuine compliments; offering help; being kind and doing thoughtful things to show you care; working on challenges together; spending time with them; giving them a surprise gift of a homemade card or some baking).

## LEARNING SEQUENCE

Invite the students to think, pair, and share the name of a person who inspires them in a positive way. Encourage them to think of a person they know personally. Who is this person, how are they unique, and what are the qualities you admire?



Encourage the students to think about one thing they could do for someone tonight to show that they appreciate them. Next time you gather, have a conversation about what happened. How did the person respond?

### 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.

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

Reiterate that reminding ourselves how special we are and celebrating the qualities that make us unique, helps to build our sense of self-worth. Comparing ourselves to others can sometimes inspire us to make positive changes. At other times, comparing ourselves to others can lead us to feel sad or negative about who we are.

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

Sing the song again and do the actions as a fun wrap-up for the session. Re-visit the song from time to time, perhaps performing it to visitors in the final session.

# Understanding our personal learning journeys

## Learning outcome

Students will reflect on aspects of their own identities in their personal learning journeys.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Drawing materials

## 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 to do with relationships and sexuality.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Review the *landscape wall display (Appendix 1)* and the meaning of each of the symbols on page 12 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, awa, waka, where tapa whā, maunga, forest of Tāne, and whenua. Re-visit the learning so far, in relationship to each of these symbols.

Discuss the fact that the wall display is a very public place to record our learning. But we know that everyone is unique and so our journeys and personal landscapes will be different. For that reason, you want the students to re-create the wall display for themselves in their personal learning journal. This will be their 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. Encourage the students to be creative and to choose images that are meaningful to them.

If you need ideas to prompt their thinking, you might consider other *Māori models of health*, such as Te Wheke (Rose Pere) or Te Pae Mahtonga (Mason Durie.) Or you might consider a Pasifika model, such as *Fonofale* (Fuimaono Karl Pulotu-Endemann).

## LEARNING SEQUENCE



If the students don't already have journals for recording their learning in health education, please set one up now. These are private places, either on their digital devices or in a notebook.

### Development

Prompt the students to think through how they will represent the different elements of their personal learning journeys, for example:

- Is maunga a good symbol for where we live? Is there a symbol that might better represent the people who help us be healthy in all parts of our lives, including our relationships and sexuality?
- Who or what stands on your maunga? Where do you find support for your wellbeing?
- How do you view your health and wellbeing? Does the image of a whare work for you? What would be a good symbol for you?
- Where is the whenua on which you stand? Is there a word or idea other than whenua that might better reflect who you are and where you come from?
- Does the symbol of a waka work for you? What might be a better symbol for showing how you journey through the changes as you move from childhood to adulthood?

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

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

### 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 big book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning. Reflecting on today's discussion, where do you think you sit at this moment? 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?

# Recognising media influences on identity

## Learning outcome

Students will explore messages communicated in the media and how these can influence our identity and self-worth.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Large sheets of paper
- Drawing materials

## CURRICULUM LINKS

### Underlying concepts

- **Socio-ecological perspective:** exploring the impact of the media on how people feel about their bodies and their gender identities.
- **Hauora:** strengthening a sense of personal identity and self-awareness through analysing messages in media to enhance taha wairua (spiritual wellbeing).

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Explain that in this lesson, you will be looking at how expectations about gender can influence the way we see ourselves and others. 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.

We learn how we should act from people and society. We are all highly influenced by the media, and that is the focus of this activity.

Have the students list the types of media with which they typically engage.

In the past, the main medium was books, and later it was television – what is it now? Where would you usually go for information or entertainment?

They can then think, pair, and share examples of the media they tend to view or read and the advertisements they see. List these on the board.

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Type of media	What we view, read, or listen to	Advertisements we view, read, or listen to
<ul style="list-style-type: none"> <li>Television</li> </ul>	<ul style="list-style-type: none"> <li>The Simpsons</li> </ul>	<ul style="list-style-type: none"> <li>Deodorant</li> </ul>



Suggest that the students ask family members about any imagery they were exposed as they were growing up that influenced how they felt about themselves and the way they thought they should look. Do they think the media has as much influence as it used to? Why do they think this?

### Development

Divide the students into small groups and give each group a large sheet of paper and some felt pens.

Ask the students to split their page into quarters. They are to consider the forms of media and advertising they view regularly and answer questions, comparing and reflecting on the messages given to their age group. The groups should focus on any expectations about how to look and act that are communicated directly or indirectly.

Have the students consider these questions:

- What is the ideal for how people are supposed to look? Prompt the students to consider body type, colouring, skin type, hair type, clothing styles, and accessory styles.
- What words could describe how people should dress? Prompt the students to consider descriptors, such as “up-to-date”, “trendy”, “fashionable”, “designer”, “labels”, “feminine”, and “masculine”.
- What kinds of products are supposed to make us more interesting or attractive to other people? Prompt the students with a few examples, such as make-up, lip gloss, deodorant, cleanser, tanning creams, body moisturizer, perfume/cologne, hair gel, or creams for pimples.
- What interests and hobbies are young people in this group supposed to be involved in? Prompt the students with a few examples, such as selected sports, music, dance, going out with friends, video games, or technological equipment.
- What are the assumptions about the sorts of relationships people should be having? Examples are sexual versus platonic friendships, heterosexual versus homosexual relationships.

After the students have shared and recorded their opinions, discuss some of these questions with them:

- How many people do we know who actually look like this?
- How would we feel if someone said we should look like this and we looked nothing like it?
- Should we always try to look the way other people say we should look? Why, or why not?

## LEARNING SEQUENCE

- Why do you think people tell us we should look a certain way?
- Who are the people who say we should look a certain way?

Draw out the students' ideas about how the media and advertising influence our perceptions about how people should look and behave. Discuss why they do this (to develop a market for their products or services).

- How might someone feel if they had a particular skill or talent that might not be commonly considered "cool", like collecting cacti or folk dancing?
- What do you think about advertisements or programmes where young children are dressed up to look like mini adults? Should people impose adult ideas about body image on young children?
- Which of these groups of people do you think is under the most pressure to look and act a certain way: children, teenagers, adults, males, or females? Why?

Reiterate that we are all individuals. Even when we belong to a particular group, we will have specific characteristics that reinforce our uniqueness. It is important that we are aware of this and feel comfortable with ourselves and our values as individuals. Labels are limiting and contribute to sexism. Everyone deserves to be treated equally.

Have the students digitally create collages with a medley of advertisements illustrating the points they are making.

### 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 explaining each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a big book nearby.

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

- Has the media ever influenced your feelings about yourself?
- What resources in your environment can help you counter this impact?

# Thinking about gender

## Learning outcomes

- Students will reflect on gender stereotypes and their impact on relationships, roles, and behaviours.
- Students will challenge society's assumptions about gender.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Who are You?* by Brook Pessin-Whedbee or *I am Jazz* by Jazz Jennings

## CURRICULUM LINKS

### Underlying concepts

- **Socio-ecological perspective:** exploring how society's values and beliefs about gender and sexual identity impact on individuals.
- **Hauora:** strengthening a sense of personal identity and self-awareness through analysing gender stereotypes to enhance taha wairua (spiritual wellbeing).

### Key competencies

- **Thinking**

## LEARNING SEQUENCE

### Getting started

Remind the students 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.

We learn how we should act from people and society. 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 boy or a girl and that's ok, too.

Show *Who are you?* by Brook Pessin-Whedbee or *I am Jazz* by Jazz Jennings

Prompt discussion about what the students learnt through the story.

- What are some words people use to describe themselves?
- What are some ways people show who they are as a person?

Be as inclusive as possible in this discussion. Although you can't make any assumptions about the identities of your students, you may be aware of some students whose gender identity is different from their biological sex. Ensure that all students feel included at all times.

## LEARNING SEQUENCE



*Kids Guide to Gender* offers a range of ideas for classroom teaching that you may wish to pursue.

*Science News* for students has articles that help explain gender fluidity.

### Development

Have the students make themselves comfortable in small groups.

Ask the students to use their imaginations and consider the following scenario:

Imagine waking up one morning and discovering that your gender has changed. What that would that be like?

Allocate two questions per group for the students to discuss:

- How would your life be the same? How would it be different?
- Would any of your ambitions change?
- What could be some negatives about living with this “new” gender?
- What could be some positives about living with this “new” gender?
- Do you think people would treat you differently?
- What couldn't you do anymore?
- What would you be able to do that you may not have been able to yesterday?
- What would you need to learn?
- How would you be expected to dress?
- If you looked different but were exactly the same on the inside, would you still fit in with your friends and family?
- Are the expectations for genders the same? Or are there different expectations?
- How do you suppose it feels to be transgender? What are the expectations if you are transgender?

Discuss any stereotypes or challenges associated with growing up.

Also discuss:

- What can we do to make sure everyone in our community feels safe and comfortable and able to achieve their ambitions?
- How might we ensure that our class or school guidelines make everyone feel included and that they belong?

### 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*.

## LEARNING SEQUENCE

### Conclusion

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

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





## 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 relationships and develop the interpersonal skills and understandings needed to manage relationships.

The concept of “relationships” is closely connected to how we communicate and make decisions. Young people need to be able to identify how they are influenced by other people, when they are being pressured, and how to respond. They 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 ways 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 assertively to challenging situations and keep their personal integrity and their relationships intact.



# Relationship qualities

## Learning outcomes

- Students will express opinions about relationships and demonstrate respect when listening to those of others.
- Students will identify relationship qualities important to them.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Continuum response cards (Appendix 4)*, one set
- *Statements (Appendix 5)*, one set
- *Count on Me* by Bruno Mars

## CURRICULUM LINKS

### Underlying concepts

- **Attitudes and values:** respecting each other's opinions; understanding that everyone deserves to be heard and it is also our responsibility to listen; understanding how listening to different ideas and opinions can help us to clarify our own opinions.
- **Hauora:** identifying important qualities of positive relationships to support taha whānau (social wellbeing).

### Key competencies

- **Thinking**
- **Relating to others**

## LEARNING SEQUENCE

### Getting started

Indicate the whetū for *Relationships Ngā whanaungatanga (Appendix 1)* and explain that in the next series of activities, we will learn more about relationships and skills to support positive interactions. These activities will develop our ability to respond assertively in challenging situations while being true to ourselves and maintaining positive relationships.

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

Explain that this activity is going to provide an opportunity to 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.

## LEARNING SEQUENCE

Explain to the students that they will be using *continuum response cards (Appendix 4)* to show where they stand in response to a set of *statements (Appendix 5)*. There is no right or wrong answer to these statements, as they will be responding according to their own values and opinions, rather than to facts. The statements are designed to make them think and their purpose is to promote discussion.

Discuss the difference between a fact and an opinion. Refer to the class guidelines and point out how they apply to this activity. If necessary, discuss and agree upon specific rules, such as, we will listen to people and think about what they say before saying what we think.

### Development

Ask the students to imagine that a line has been drawn down the centre of the room. Place a card with the words “Strongly agree” at one end of this line and another with the words “Strongly disagree” at the other end. In a central place, which is not on the continuum, put a card saying, “I think that ...”.

As you read out the *statements (Appendix 5)*, have the students stand on the continuum in the place that best indicates their response. After each response, give the students the opportunity to explain why they’re standing where they are and to listen to each other’s opinions.

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

Prompt further thinking with questions such as:

- What did we learn from this activity?
- How can we talk to each other when we have different opinions?
- Let’s look at our class guidelines – do they reflect the values we’ve been talking about? Do we need to change them or add to them?
- What about our school values? Do they reflect the idea that everyone’s opinion is important and should be valued?

Explain that today will be a day for reflecting on our relationships and what we value in them. Talk about a friend or family member of yours and the qualities you value in that person.

Have the students list the qualities they think are important in any kind of relationship. Record these on the whiteboard.

Students individually record the relationship qualities that are specifically important to them and how well they demonstrate these qualities in their relationships in their personal learning journals.



Encourage students to discuss their top three relationship qualities with family members and identify those in common.

Play the song, *Count on Me* by Bruno Mars. Encourage the students to join in. Ask them to share any other songs they know about friendship.

- What do you like about these songs?
- What messages do they convey about friendship? What are the friendship qualities they celebrate?

## LEARNING SEQUENCE

### Ideas for alternate year

Present the same or similar *statements (Appendix 5)* and use them as the subject for debate. The students' questions could suggest ideas for statements or you could invite the students to suggest statements for consideration.

### 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 explaining the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a big book nearby.

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

Prompt the students to think about the people in their lives. Parents, friends, kaumātua, coach, pastor, school nurse etc. What are the qualities they value in these people? Where might these people belong in their personal landscapes? How might they provide support for strengthening hauora?

# Different types of relationships

## Learning outcomes

- Students will explore the different types of relationships they have.
- Students will identify qualities of positive relationships.
- Students will explore and discuss the behaviours and actions in different types of relationships.

## Suggested time allocation

60 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Am I a good friend? (Appendix 6)*, one copy per student
- *Levels of relationships (Appendix 7)*, one set
- Writing utensils
- Relaxing music
- Large sheets of paper and pens
- Whiteboard and whiteboard markers
- *They don't know* from the movie *Trolls*

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** exploring different types of relationships, important qualities, and how these support taha tinana (social wellbeing).
- **Socio-ecological perspective:** identifying and reflecting on how feelings influence behaviours and actions in different types of relationships.
- **Health Promotion:** identifying strategies to care for relationships.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Distribute *Am I a good friend? (Appendix 6)* and have the students use the continuum to rate their own qualities as a friend.

## LEARNING SEQUENCE

The students could copy and complete the following sentence starters in their personal learning journals:

- I am a good friend because ...
- I could work at being a better friend by ...
- The best thing that has happened to me in a friendship is ...

Discuss the fact that friendship is a two-way thing. In a really good friendship, the more we give, the more we get.

### Development

Discuss these two questions with the class:

- What is a relationship?
- Who do people your age typically have a relationship with?

Have the groups share their ideas and capture them on the whiteboard.

Explain that we have relationships with a range of people – whānau, friends, schoolmates, the owner of the local dairy. These are all relationships.

- What are the characteristics of these different kinds of relationships? What is similar about them and what is different?
- Why do people form these different kinds of relationships?

Have students discuss what they see as the differences between a friendship and other kinds of relationships. Try to get the students to define their own concepts of different kinds of relationships rather than impose your views on them. Pick up and use their language to describe the different kinds of relationships.

Introduce *levels of relationships (Appendix 7)* as a way of classifying different degrees of relationships using the circles and explanations.

Get each student to create their own levels of relationships that they can fill out with the names of people with whom they have different kinds of relationships. Emphasise that these relationships may change over time and that this is a personal reflection. Advise the students that they will not be sharing this information with the class. Encourage them by playing relaxing background music and inviting them to select where they would like to sit. Support the students to think about the quality of the relationships they have.

- How do our relationships support our taha whānau?
- Are all relationships positive? Why, or why not?
- If a relationship is not positive, what can we do?
- Why do relationships change or stay the same?
- How can we look after our relationships? What actions can we take?



Suggest that the students talk to their family about the strategies they use to nurture their relationships. Provide an opportunity for them to share these strategies with the class.

## LEARNING SEQUENCE

Introduce the fact that everyone will experience different kinds of relationships throughout their lifetimes.

Use *They don't know* from the movie *Trolls* to explore the difference between a friendship and a relationship where different feelings are experienced (attraction, strong interest, love, sexual feelings).

In small groups or as a class, discuss these questions:

- How are Bridget and Prince Gristle feeling about each other?
- How do we know they have these feelings? What behaviours do they demonstrate?
- What kind of relationship are they hoping to have?
- How does this sort of relationship differ from a friendship? What are the different things people do in this type of relationship?

Ideas and topics to include in this discussion:

- Great relationships often start with great friendships
- Our behaviours and actions are different depending on the types of relationships we have
- Most people will have relationships that involve sexual feelings at some time in their lives
- Some people in the class will have been thinking about having this kind of relationship while others may not have considered it, and that's okay. We are all different
- Relationships may be between people of the same or different genders.

Reflect on the discussion with questions, such as:

- What did we learn from this discussion?
- Did our groups all come up with the same ideas?
- Where do you think our various ideas have come from?

### Ideas for alternate year

You might link this to other learning, such as to the variety of relationships students have seen described in literature and music. The students could name and categorise examples of such relationships. This could then provide opportunities for students to create a mind map of the qualities of a positive friendship or relationship or the qualities of a negative friendship or relationship.

### 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*.

## LEARNING SEQUENCE

### 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 big book nearby.

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

- How did you feel about today's learning?
- Who are the people who help you on your journey? Add them to the resources on your maunga.
- What are some qualities you realise you value in your relationships?
- What are some strategies you've thought about that you can use to look after your relationships and taha whānau – to make sure that you are in healthy relationships where people look after each other?

# Managing relationships

## Learning outcomes

- Students will identify strategies for coping with changes in friendships.
- Students will identify who they can rely on in different situations.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Six* by Sarah Penwarden, *School Journal*, Level 3, May 2016
- *Who would I turn to? (Appendix 8)*, one per student

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** identifying specific people and strategies that can support their taha whānau (social wellbeing).
- **Socio-ecological perspective:** reflecting on relationships and how they can actively contribute to wellbeing in different situations.

### Key competencies

- **Relating to others**

## LEARNING SEQUENCE

### Getting started

Review what the students learnt in the *levels of relationships (Appendix 7)* activity.

Tell the students that they are going to read a story about friendship and to keep that focus in mind as they read *Six* by Sarah Penwarden.

### Development

Have the students read *Six* by Sarah Penwarden.

Remind them of the *levels of relationships (Appendix 7)*.

Get each student to create circles with the names of the characters in the story, identifying any changes that they observe in the friendships.

Prompt group or class discussion with questions, such as:

- Who did you place where? What were the clues that led you to make these placements?
- In our last activity, we thought about the qualities we want in the people we are closest to. Did you see those qualities in Hannah? Does Emi have them? Chelsea? How can you tell?
- What do you think about the end of the story? What is Hannah thinking?

## LEARNING SEQUENCE

Have the students write letters of advice to Hannah about what she should do. Then have them share their letters in groups. Having done this, ask the groups to decide what they think the best advice would be.

Display or hand out *Who would I turn to? (Appendix 8)*. Ask the students to consider who they would turn to in the various situations. They can use their personal circles chart from the last activity to help them with this task. They can add to their circles chart if they think of other people as they answer the questions. Do not ask them to share this information with the class.

Highlight that sometimes we don't need to turn to anyone when faced with a challenge as we feel we can handle it ourselves. How do we know when we need to seek support from others?

Prompt group or class discussion with questions, such as:

- What qualities do we want in those we are closest to?
- What qualities do we bring to these relationships?
- What happens if someone pushes their way into our inner circle – or we let them in – before we are ready? What if they want to come over for a sleepover when we don't yet know them well? What if they want to borrow our things when we're not yet really sure how much we can trust them? What could we do in that sort of situation?
- How does somebody move from being an acquaintance to being a close friend? Can you share some experiences of this?

### 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

Explain that we all feel vulnerable in our relationships at different times. It can be really hard to know what to do. It's important to think about what we really value and want in our friends. If we are not getting that, then sometimes we need to make a change.

Encourage the students to reflect on what they notice in their circles and how this makes them feel. Have them record their thoughts within their personal landscape.

After today's learning activity, are there any other strategies you've thought about for looking after your taha whānau – strategies to make sure that your relationships are good for both you and the other people?

# Communication skills

## Learning outcomes

- Students will explore and practice passive, aggressive, and assertive communication.
- Students will explore the concept of consent and ownership of their bodies.
- Students will demonstrate appropriate responses in a given situation.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Whiteboard and marker
- *How could I respond? scenarios (Appendix 9)*, one set per pair
- *How could I respond? communication choices (Appendix 10)*, one set per pair

## CURRICULUM LINKS

### Underlying concepts

- **Health promotion:** developing skills to support effective communication and giving consent.
- **Attitudes and values:** developing strategies to stand up for themselves and others in challenging situations.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Record the students' ideas about assertive, aggressive and passive ways of communicating on the whiteboard.

Highlight the differences in ways of communicating using the following:

Aggressive communication: Being snappy and mean. Being loud and opinionated. Talking over the top of other people. Not listening and interrupting often. Too much of this may mean you get a reputation for being bossy and insensitive.

Passive communication: Being timid and withdrawn. Not saying what you want and leaving decisions to other people. Letting other people do most of the talking and then speaking softly when you do have something to say. Letting other people push you around. Too much of this may mean you get resentful and angry.

## LEARNING SEQUENCE

Assertive communication: Being honest and standing up for yourself while treating other people with respect. Finding a balance between meeting your own needs and those of other people. Having strategies for calming and solving problems. Speaking clearly and politely.

In many cultures, people are told to look each other in the eye to demonstrate assertiveness. In others, this is regarded as disrespectful. Sometimes, these cultural differences can lead to misunderstanding.

### Development

Ask the students to recall examples of books they have read or movies they have viewed and to think, pair, and share examples of characters who behave in ways that are aggressive, passive, or assertive. For example, Harry Potter is passive when we first meet him at the Dursley's house, but he becomes increasingly assertive as he experiences events that challenge him and he learns his destiny.

Have the students share their examples. Use the students' examples to draw out the following points:

- We can't control how someone else will behave, but we can control our own responses.
- Different situations require different responses. Before reacting to a situation, it is important to consider what response would be most useful.
- In situations where there is anger, it is sometimes better to choose a passive response until people are in control of their emotions.
- In some situations, an aggressive response may be appropriate. For example, if you are being threatened by someone.
- Sometimes an aggressive or passive response is the result of fear or embarrassment. Understanding this can help when diffusing a situation.
- You are in charge of your body. It's not OK to make anybody do anything with their body that they don't want to, they need to give consent. For example, kissing, touching their private parts. Some students might not feel able to say no to hugging and kissing relatives but it is very important that they know that their genitals are special and private body parts just for them.

Being able to communicate your feelings and emotions honestly and respectfully is an essential ingredient of a healthy relationship. Explain that we are going to explore some real-life situations and describe how a person would demonstrate a passive, aggressive, or assertive response. We will also consider the possible consequences of each type of response and then, using this knowledge, identify what we feel would be the most appropriate response.

There is a possibility that this activity could prompt a student to disclose that they are being touched in unsafe ways or that they are being bullied. Make sure that you are aware of what to do if this happens. Check out your school policies on abuse and bullying. This [webpage](#) from Child Matters offers advice on dealing with disclosures of abuse. [Bullying Prevention and Response – A Guide for Schools](#) provides practical information for schools to support the effective prevention and management of bullying behaviour.

## LEARNING SEQUENCE

Have the students recognise and describe how their body feels when they haven't given their consent, or don't feel comfortable or safe. What happens to their bodies? What thoughts and feelings run through their heads? Physical symptoms could include a faster heartbeat, feeling hot or shaky, butterflies in their stomach, or feeling sick. Emotional feelings could include confusion, fear or panic. Encourage students to watch out for warning signs in their bodies and take action.

Have the students discuss what they could do if somebody asked them to do something with their body that they didn't want to do. For example, an older cousin asks them to show their private parts, or a friend wants them to jump off a really high part of the playground. On a large piece of paper write down words and phrases that the students could use in these situations and practice saying them in their groups. Identify and list safe places they could go to at school and at home if they feel unsafe. Encourage the students to talk to somebody if they are unsure of a situation. List the names of people they could go to for help. Display the students' ideas in the classroom or add them to the landscape.

Explain to the students that sometimes we may talk to someone and this doesn't make us feel safer and the bad thing might still happen. Emphasise that it isn't their fault, it is the fault of the other person. It is important to find someone else to talk to until you feel listened to and safe.

Present the *How could I respond? scenarios (Appendix 9)* to the students. Pair them up and provide each pair with a copy of the *How could I respond? communication choices (Appendix 10)*. Explain that together they must choose three scenarios to examine. They are to decide what would be the best response to each scenario, record possible consequences, and tick the response that they think would be best. Model this process with the class in the first instance to scaffold them into the activity.

Discuss the students' choices. For each scenario, have one of the pairs demonstrate an appropriate response.

### 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 big book nearby.

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

# Understanding different perspectives

## Learning outcomes

- Students will develop awareness that the same situations can be perceived differently by different people.
- Students will appreciate that if someone makes a bad decision, they are not necessarily a 'bad person'.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Understanding different perspectives scenarios (Appendix 11)*, one copy per group

## CURRICULUM LINKS

### Underlying concepts

- **Health promotion:** developing skills to support decision making.
- **Attitudes and values:** developing open-mindedness and acceptance of diverse viewpoints.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Explain (or reiterate) that sometimes when making decisions, it can be hard to know the "right" thing to do. One reason may be that we've not always heard all sides of the story.

Explain that today we'll be taking time to consider different situations we may find ourselves in and how we can decide what we do about them.

This activity is a version of *hotseating*. Prior to the activity, you could help your actors and narrators prepare by having a brief chat about how they visualise their characters and how they will deal with questions and suggestions.

## LEARNING SEQUENCE

### Development

Move the students into groups. Explain that they will be presented with a series of scenarios and asked to suggest the best course of action for the person at the centre of the scenario. Distribute one copy of the *understanding different perspectives scenarios (Appendix 11)* to each group.

Model this process to the class by going through it with one group in the first instance. Invite a student to take the role of the lead person in the first scenario and invite another student to be the narrator. Have the narrator read out the first statement, then pause so that the groups can decide how they think the central character should act, based on the information they have been given.

After each person's perspective is narrated, give the groups time to think about, discuss, and agree on how they will advise the lead character. Have the groups offer their advice to the lead character who will respond, in role, with further questions. The narrator could also ask probing questions as an active bystander.

Encourage the students to change their mind should someone present an idea or information that leads them to change their mind.

After students have explained their reasoning for their opinions, invite the students to question each other's evidence and ideas.

Debrief by having the students reflect in their journals on how this activity changed or reinforced their opinion.

Reiterate that people hold many different views and we all think differently – that it's important to respect each person's right to their opinions. However, it can also be enlightening to listen to other people's opinions as they can help us to clarify our own.

Repeat this process with a selection of the scenarios.

At the completion of each scenario, have the groups share what they decided, after understanding the perspectives of all the characters in the scenario.

- Did you change your minds about the best course of action as you understood the perspectives of the other characters? If so, why?

Prompt group or class discussion with these questions:

- Why is it sometimes difficult to see another person's point of view? What can get in the way?
- In each scenario, people made some "bad" decisions. What were they? Does that make them a bad person?
- What have you learnt from these scenarios?

### Ideas for alternate year

There are sufficient scenarios outlined in *Appendix 11* to re-visit this activity in a second year.



Encourage the students to talk through these scenarios at home and to ask their whānau to suggest other dilemmas that could be presented as scenarios. You could add these home-and student-generated scenarios to the school resource.

## 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

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 big book nearby.

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

# Making decisions

## Learning outcomes

- Students will identify the factors that influence decision-making.
- Students will practice making decisions in a range of contexts.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Making decisions – Scenarios (Appendix 12)*, three scenarios per group
- *Making decisions – My dilemma (Appendix 13)*, one per student

## CURRICULUM LINKS

### Underlying concepts

- **Health promotion:** developing decision making skills by identifying choices and consequences.
- **Socio-ecological perspective:** identifying factors that influence decision making.

### Key competencies

- Thinking
- Relating to others
- Managing self

## LEARNING SEQUENCE

### Getting started

Explain that sometimes when we have to make decisions, it can be hard to know what is the “right” thing to do. Today, we will be taking time to think about different situations we may find ourselves in and what we could do.

Clarify students' understandings of the terms “dilemma” and “consequences”. Have the students think, pair, and share imagined or real examples of dilemmas and potential consequences.

- What can make thinking ahead to consequences or possible outcomes so difficult sometimes?

Talk about the fact that emotions can take over, we may feel pressured to make a decision before we're ready, or we may not like any of the possible consequences. We may feel worried that someone will get hurt, angry, or upset. Influencing factors like these can make it hard to decide on an action.

Explain that today the students will be presented with some challenging situations. They will have to identify possible consequences before making their decisions about how to respond.

## LEARNING SEQUENCE



Encourage the students to talk to their family about their experiences of feeling unsure about the right thing to do. What suggestions do friends and whānau have about making decisions?

### Development

- Present three scenarios from *making decisions – scenarios (Appendix 12)*

Ask the students to record:

- the influences that are pulling the main character in different directions in each scenario
- what the main character is thinking and feeling.

Divide the students into small groups. The students then discuss each scenario and decide on the options available to each character and the potential consequences for each option. Remind them that there can be both positive and negative consequences for each option they choose.

When they have completed this task, bring the class together and review the options the groups chose.

- What do you think the best option would be? Why is this?

Discuss the idea that often there isn't a simple right or wrong answer, but the best option is to choose a response that supports both others and ourselves in the most positive ways.

Have the students complete the activity *making decisions – my dilemma (Appendix 13)*. Explain that under the drawing they are to write about a situation or time when they felt torn between doing something they wanted to do and doing something that either a friend or family member wanted them to do. Ask them to identify the influences that can seem to pull us in different directions. They can then use the worksheet to write their options and possible consequences.

Provide the students with the opportunity to share their dilemmas with the class or in small groups to get support from each other when making their decision or reflecting on the decision they have made.

Talk through the following ideas:

- Decisions can be really difficult to deal with, especially when neither outcome is particularly satisfactory. Listening to your gut or intuition will often help to decide which decision feels best. So is talking to another person who you trust.
- Sometimes when we make a decision, someone might be hurt or left out. If we feel good about the decision and have respectfully thought about others, then we should not feel responsible for the way the other person feels. However, we can acknowledge and respect their feelings.
- As we get older, decisions can become more complicated. Learning not to rush decisions and to carefully consider the positive and negative consequences is a really useful skill.

### Ideas for alternate year

There are sufficient scenarios outlined in *Appendix 12* to re-visit this activity in a second year.

## 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

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 big book nearby.

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



## Theme 4:

### Growing and changing

#### Te tipu me te huri o te tangata

This theme focuses on pubertal change, a time of 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 possibility of making a baby so this theme includes information about conception and pregnancy.

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 equip them with the knowledge and capabilities they need to manage the changes. Holistic sexuality education helps young people feel good about themselves and to understand that puberty is another natural stage in their journey towards adulthood.

There will be a wide range of development among the students in a typical year 5–6 class. Some will have entered puberty while others will not have begun. Keep this in mind as you select activities that address the needs of the students in your class.



# Stages of life

## Learning outcome

Students will discuss the stages of growth and terms used to express these stages.

## 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
- *Stages-of-life cards (Appendix 14)*, one set per group

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** Understanding that our bodies and minds change over time as we grow and change from a baby to an adult.

### Key competencies

- **Thinking**

## LEARNING SEQUENCE

### Getting started

Indicate the whetū for *Growing and changing Te tipu me te huri o te tangata (Appendix 1)* and explain that the next series of activities will focus more on the physical changes we experience as we grow and develop. These activities will help us to take care of ourselves and feel comfortable with the changes we experience during puberty. These changes are, of course, closely tied to the other dimensions. For example, the hormones that control physical change can also affect our emotions. These activities will also look at reproduction – how a baby is conceived.

Emphasise the normality of puberty. Explain that it is natural to feel a little unsure and that this learning about our bodies and sexuality provides an opportunity to ask questions about anything they are unsure of. A lot of them will have similar questions but may feel a bit whakamā about saying them out loud – the question box means we can get past that.

Some students may use words or phrases not appropriate for the classroom. It is important to remain calm and address these contributions as you would any other. These may be genuine thoughts from the student or may be the student's way of identifying boundaries. Whatever the reason, it is important to acknowledge the contribution and suggest alternative vocabulary be used in class.



Remind the students that there are lots of people in their lives they can talk to about the changes they are experiencing. All adults have gone through puberty.

## LEARNING SEQUENCE

### Development

Point out that all living things, not just humans, grow and change as they go through their life cycles.

Have the students share examples of growth and change that they have observed in plants or animals. Refer to science activities or the students' experiences with farming, plants and animals at home.

Prompt the students to identify the stages of development humans go through – newborn, baby, child, teenager, young adult, middle-aged adult, and elderly.

- What are the names of these different stages?
- What are some of the changes people go through as they progress through each stage?

Divide the students into small groups. Provide each group with a set of *stages-of-life cards* (*Appendix 14*). Ask them to put the cards in sequence, showing human development from birth to old age. There is likely to be some discussion about some cards.

Use these questions to prompt class or group discussion:

- Did the groups have different ideas about the stages? Why?
- What ages are people when they reach each stage? (There are no set ages.)
- How do we know when people have moved to a new stage?
- How do we decide how to refer to people at different stages? How might they feel about it?
- Could someone be at two stages at the same time?
- Do these names of stages matter – or are they just convenient? Do we want to change any of them?
- What stages seem to be the best or most exciting?
- What sorts of feelings do people have about these different stages?
- Why do you think people feel different at different stages?
- Are there stages you look forward to or that you miss?
- What stage do you think you're at now?

Assign each group one of the life stages (*Appendix 14*) (except the newborn stage). Have them discuss the changes that they know will have occurred since the person moved out of the stage they were at prior to reaching the life stage they are discussing.

Example: From baby to toddler: Started eating solid food, started walking, started talking.

Have each group report their ideas to the class.

Reassure the students that it's okay to feel differently from others about changes. Everybody develops differently and at different stages. Some of us feel a bit unsure about it all, and that's okay, too.

## LEARNING SEQUENCE

### Ideas for alternate year

Students might inquire into *coming-of-age rituals* from around the world and in their own families. They could speculate as to why they developed, what their value may be, and how they reflect the values and beliefs of people of different cultures. This inquiry could suggest ideas for the class celebration at the end of this sequence of learning experiences.

### 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 explaining the terms used. Put the vocabulary on the wall display, with the statements alongside the words or in a big book nearby.

Have the students re-visit their personal landscapes and use it to capture the day's learning. Encourage them to draw some of the people in their whānau and include each person's name and stage of development. They could put the pictures on the awa to indicate where the people they most care about are in their journeys.

Remind the students that our bodies are always changing. Puberty is part of that constant change and not something separate to worry about.

- 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 personal landscape?

# Pubertal change

## Learning outcomes

- Students will identify prior knowledge about puberty.
- Students will use the correct terminology for private body parts.
- Students will identify the changes that occur during puberty and recognise that most of the changes happen to everybody.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Large sheets of paper
- Permanent markers or felt tip pens
- *Hauora dimension cards (Appendix 15)*
- *Puberty changes cards (Appendix 16)*. Note that you will need to print out 4 of each card, because many of these changes affect multiple dimensions of hauora

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** exploring names of private body parts and pubertal changes to support taha tinana (physical wellbeing) and taha hinengaro (mental wellbeing).
- **Hauora:** identifying changes that occur at puberty and that we experience them in our own unique ways, and that the changes impact all dimensions of hauora.
- **Attitudes and values:** treating themselves and others with respect when discussing changes at puberty.

### Key competencies

- **Thinking**

## LEARNING SEQUENCE

### Getting started

The following is intended to be a quick quiz, so don't spend a long time discussing the correct answers. You can use what you notice about their responses to plan the way forward. Some students won't be familiar with some of the concepts or terminology and some may prefer not to respond publicly. Use your knowledge of your students and the climate of the class to decide whether a more private approach, such as *Google forms* might be preferable.

Explain that we are going to do start with a quick quiz. You will read out some questions and the students will follow the instructions carefully.

## LEARNING SEQUENCE

Read out each question and wait for the students to follow the instructions. When all students have made up their mind, state the answer and move on to the next item.

- Stand up if you think getting pimples is a normal part of puberty. (YES)
- Put a finger on your nose if you think puberty only happens to some people. (NO)
- Stand on one foot if you think that during puberty our bodies change from children to adults. (YES)
- Sit down if you think it takes six months to go through the physical changes of puberty. (NO)
- Raise your right hand if you think that the first change that happens for girls is starting to have periods. (NO)
- Raise both hands if you think that it is normal for boys to have wet dreams during puberty. (YES)
- Put your hands on your hips if you think it is unfair for people to make fun of someone going through puberty. (YES)
- Touch your knees if you think people grow different amounts of body hair at puberty. (YES)
- Put your hands on your shoulders if you think you can always tell when someone has their period. (NO)
- Turn around if you think everyone who has a period identifies as a girl. (NO)
- Sit down if you think some boys start growing breasts during puberty. (YES)

Reassure the students that they will be learning more about these topics soon and that it is ok to have lots of questions at this point. There will be time for the question box if questions are not answered by the activity that follows.

Bodies are all different and have many variations. Some people are born with these differences, and they can also be the results of accidents or illnesses. Some people are born with body parts that are not completely male or female. This is called “intersex”. 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 male or female 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

Some people have bodies that don’t match the gender with which they identify. The *statistics* are not yet robust, but we know enough to urge you to be sensitive to the fact that gender identity is not as obvious or fixed as this activity may imply.

### Development

Place the four *hauora dimension cards (Appendix 15)* on four separate places on the class walls.

Let the students know that this activity will introduce the changes that occur at puberty. We are all in different stages of development because our bodies naturally develop at different times. The same goes for our thoughts, feelings, and beliefs. We’re all individual.

Explain that the information about these changes will be new to many, while some will know a little about these changes.

Have the students sit in a circle. Place a pile of *puberty changes cards (Appendix 16)* face-down in the middle of the floor.

## LEARNING SEQUENCE

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. Some of the changes affect more than one dimension and additional cards are available for this reason.

Tell the students that if they're not sure about which hauora dimension a change will affect, they can ask the class to help them decide. They can do this by reading out the change and then saying "taha tinana" – all those who believe the change is one that happens to the body, raise their hand – and then saying "taha hinengaro" – all those who believe the change is one that happens to the emotions, raise their hand. They can continue this process until they have sufficient information to make a decision.

Observe how well students understand that most pubertal changes happen to everybody and that the changes are not only physical.

Once all cards have been placed, discuss as a class the changes, what they notice from the display, and the students' thoughts and questions. Ask young people what they could do/ what could be done in their schools to help with changes experienced during puberty.

### 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 explain new terms or vocabulary. Place the statements on the wall display or in a big book nearby.

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

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Internal and external reproductive parts (Appendix 17)*, one set per group
- *Internal and external reproductive parts labels (Appendix 18)*, one set per group or pair
- *Internal and external reproductive parts labelled (Appendix 19)*, one set
- *Basic descriptions (Appendix 20)*, one set per group
- *Detailed descriptions (Appendix 21)*, one set per pair

**Hauora:** exploring names of reproductive body parts and their functions to support taha tinana (physical wellbeing) and taha hinengaro (mental wellbeing).

## Key competencies

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

## LEARNING SEQUENCE

### Getting started

Your observations during this activity will provide an opportunity to identify the reproductive body parts students know and don't know. If there are parts that students are unsure about, take a note, so that they can be revisited at the end of the activity or later.

Explain that if we are to learn about our changing bodies and feelings, it's important that we understand the correct names for our reproductive body parts.

\*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.

The language for body parts is specialist and likely to be challenging, particularly for English language learners.

## LEARNING SEQUENCE

Break the students up into small groups of three or four.

Tell the students that we are going to look at our reproductive parts in more detail, including their functions. Some of these parts contain the important cells that can develop into babies.

Use *internal and external reproductive parts (Appendix 17)* to focus on each of the reproductive parts of the body, beginning with the external genitals and proceeding to the internal body parts. This would be a good time to ask students what word(s) they might use to describe whose body each of the diagrams represent.

Since male and female will be the answer most students will give, this will be a good chance to review what students remember about intersex (previously discussed in Years 1-2 and 3-4 resources).

To help facilitate this activity, try to use language like this:

- About half the people in the world will have something that looks like this (show female reproductive system). About half will have something like this (show male system). Some people will have a different combination of 'male' and 'female' reproductive parts and genitalia. These people are called intersex.
- We need eggs and sperm to be able to reproduce. The ovaries, uterus, and vagina are needed to make eggs and grow a baby, while the testicles and penises are needed to make and deliver sperm.

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.

Give each group an envelope containing *internal and external reproductive parts labels (Appendix 18)*. Ask the students to read each label, sorting them into two piles – female body parts and male body parts. They can then match the labels with the *internal and external reproductive parts (Appendix 17)*.

In their groups, students walk around and view each other's labelling. When they return to their own they may wish to move some around before you have a class discussion about their correct placement using *internal and external reproductive parts labelled (Appendix 19)* if you need to.

Give each group another envelope containing *basic descriptions (Appendix 20)* for female and male reproductive parts. 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 on the appropriate position on the posters.

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)

## LEARNING SEQUENCE

- 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.)

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 babies.

### Ideas for alternate year

Advise the students that today they are going to learn about the functions of the female and male reproductive systems.

Explain that many of the changes that occur during puberty happen to prepare our bodies for reproduction. The reproductive system is the part of our body enables us to make babies. We need to care for it as we do for every other part of the body.

Explain that our hormones are responsible for making sperm and releasing eggs. Sperm are the smallest cells in the human body and eggs are the largest single cells. When a sperm penetrates an egg, a pregnancy begins.

Divide the students into pairs. Distribute to each the *internal and external reproductive parts labels (Appendix 18)* and *detailed descriptions (Appendix 21)* for the reproductive parts along with some clear tape.

Explain to the students that they are to read the labels and match them with the descriptions. They will then tape the label to the correct part of the *internal and external reproductive parts poster (Appendix 17)*. They can draw lines if that helps.

When all pairs are confident they have completed this activity, check it as a class using the *internal and external reproductive parts labelled (Appendix 19)* and *detailed descriptions for teachers (Appendix 22)*.



Many of the English terms that are introduced and reinforced in this activity originate, like much medical terminology, from the Latin. What are the words students use at home to name these body parts? Working with students, whānau, and community to develop a bank of terms in different languages offers a wonderful way of developing respect and understanding.

Ask the students what they remember about the female reproductive system.

- What is the cell that is important in the female body for reproduction? (egg)
- What are the main parts of the female reproductive system? (uterus, ovaries, vagina)

Ask the students what they remember about the male reproductive system.

- What is the cell that is important in the male body for reproduction? (sperm)
- What are the main parts of the male reproductive system? (penis, testicles)

Explain that a lot of our reproductive systems are inside our bodies and cannot be seen.

Mention the fact that we are not all born this way. Some people have both female and male parts. They are well and healthy; this is just the way they are.

## LEARNING SEQUENCE

Explain or clarify that two cells are needed to create a baby – egg and sperm. The egg carries half of the DNA required to make a baby, while the sperm carries the other half of the DNA.

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.

Use the *internal and external reproductive parts (Appendix 17)* to describe the process of egg production and sperm production.

Hand out the *reproductive system summaries (Appendix 23)* for the students to complete, either in small groups or individually. Explain that these illustrate the journey that the egg and sperm take as they are made, travel, and exit the body. Reiterate that if a sperm penetrates an egg, the egg does not exit the female body. Instead the egg attaches to the wall of the uterus and starts its development.

Discuss the answers.

### 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 explaining each of the terms. Put the vocabulary on the wall display, with the statements alongside the words or in a big book nearby.

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

# Menstruation and conception

## Learning outcome

Students will explore the processes of menstruation and conception.

## Suggested time allocation

45 minutes

## THEME 4 Activity 4

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *All about Menstruation*
- *Conception labels (Appendix 24)*, one set per group, sequence kept until task completed
- Large sheets of paper and felt-tip pens
- *Life in the womb*
- *Statements about sperm and eggs (Appendix 25)*
- Paddles with "True" written on one side and "False" on the other. You could make these out of cardboard or chalk the words on table tennis paddles

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** exploring menstruation and conception to support understandings about taha tinana (physical wellbeing).

### Key competencies

- **Thinking**

## LEARNING SEQUENCE

### Getting started

Have the students think, pair, and share their thoughts about why we all go through puberty. If necessary, clarify that puberty is the time where our bodies become capable of reproduction. If we could not reproduce, the human race would no longer exist.

Explain that now that we have a clearer understanding of the reproductive system, we are going to explore the stages of conception and pregnancy.

If contraception is brought up, explain that there are different ways of preventing pregnancy using different methods. This is called "contraception". Contraceptives can be easily obtained and include pills and condoms. However, the most effective way for people to not get pregnant is to not have sex. The students will discuss contraception further in the years 7- 8 resource.

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

## LEARNING SEQUENCE

### Development

What do we know about menstruation already?

- Who does it happen to? (people with a uterus and ovaries)
- Why does it occur?
- What happens?
- What strategies can be used when menstruating?

Have students view the video *All about Menstruation*. Take time to answer questions or encourage students to write questions for the question box.

Give each of the groups a set of *conception labels (Appendix 24)*. 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 *Life in the womb* a video about the development of a pregnancy.

Groups can then review their conception sequence. When the groups have finished, create a master set as a class, using the *sequence (Appendix 24)* of events leading to conception as a guide. 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.

### Ideas for alternate year

Have the student complete the *statements about sperm and eggs (Appendix 25)*.

Give each student a True/False paddle and seat them where you can see their raised paddles.

Read each question aloud. After the students have thought about the question, they can raise their paddle showing you whether they think the statement is true or false.

Students could complete this quiz in pairs, on paper, or as a competition.

## 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

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

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

# Looking after our bodies

## Learning outcomes

- Students will explore strategies to look after their bodies before, during, and after puberty.
- Students will critically analyse the influences of media on consumer choices and identify strategies to support their own choices.

## Suggested time allocation

60+ minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Hygiene and personal care products, adjusting the number and type to the learning level of your students (for example, razors, deodorant, shaving cream, cotton underwear, pads, tampons, menstrual/moon cups, period pants, panty liners, a hot-water bottle, facecloth, shampoo, bra, soap, socks, washing powder, water bottle, fruit)
- Tray and a tray cover
- Worksheets or paper and pens for recording answers
- A small prize for the winner (optional)

## CURRICULUM LINKS

### Underlying concepts

- **Health promotion:** developing skills to manage their changing needs before, during, and after puberty.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Explain that a lot of the changes that occur during and after puberty require management. For us to remain healthy, we need to care for our entire body, using daily hygiene and self-care practices, such as bathing, wearing fresh, clean clothing and eating healthy food.

Ask the students to list the daily routines that they've always used to care for their bodies and additional routines that people adopt during puberty. Quick-list these on the board.

Be careful about expectations with this activity, as different whānau have different beliefs and expectations around the use of many of these products and their choices are affected by their circumstances. For example, they may not believe in using deodorant or tampons and may not have a dryer for laundry at home.

## LEARNING SEQUENCE

### Development

Explain that you are going to uncover a tray with a number of self-care items on it. The students will have 30 seconds to memorise as many of the products as possible.

When the 30 seconds are up, re-cover the tray and give students one minute to record as many of the products as they can remember.

You could support younger students by telling them how many products they need to guess but increase the difficulty for older students by not telling them.

Have the students swap their answer sheets with a peer.

Uncover the tray and go through each product one by one. The students can tick off their partner's answers.

As you work through the tray, invite the students to explain the purpose of each product, how it might be used, how often it should be used, and any other information they have. (For example, the absorbencies of tampons and how often they should be changed.) Correct any misunderstandings and invite questions.

If you wish, award a prize to the person with the most correct answers. You may also like to award a prize to the person with the most helpful question or explanation.

Explain that it can be fun trying out different body care products. Because all aspects of our hauora are linked, when we feel good about our bodies, we can feel better all over! However, we have to be careful, because there are a lot of different products on sale and a lot of people making money out of selling them. Just as with our other buying decisions, we have to think about what we can afford and what suits us best. We need to be aware of advertising. We can do this by asking ourselves critical questions, such as:

- How do I know this is an advertisement?
- What has the advertiser done to get my attention? (Think about the words, the images, the colours, the layout)
- What does this advertisement say about the benefits of choosing this brand of product?
- What does the advertiser want me to think or feel about the product?
- Do I really need the product?

Working individually or in pairs, have the students select one of the self-care products and carry out online research to find advertisements for the product they have chosen.

Students will:

- explain the purpose of the product
- present the advertisements for different brands of the product (they can use the snipping tool to get excerpts of video advertising)
- critically analyse the tools advertisers use to persuade people to select their product
- identify what they think their family's thoughts and preferences might be
- choose the brand they would most like to try and explain their choice.

Students choose the methods they would like to present their information. It may be google slides, a poster, a role play, a poem, rap, speech, construction etc.

## LEARNING SEQUENCE

Have the students view each other's presentations and discuss how advertisers persuade us that their particular product is the best.

Use what the students have learnt to draw up some guidelines for choosing between different self-care products.

### Ideas for alternate year

Place a product in a bag. Choose a student to stand at the front, look in the bag and describe the item without naming it, within 30 seconds. The other students must guess what it is. When it has been correctly identified, reveal the item and discuss it in detail.

### 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 big book nearby.

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

# Truths and myths about hygiene

## Learning outcomes

- Students will explore and evaluate some common beliefs about pubertal change.
- Students will discuss useful strategies for managing change during and after puberty.
- Students will develop some key statements that will reinforce learning about hygiene.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Truth or myth statement cards (Appendix 26)*, one set per pair
- *Scrambled sentences (Appendix 27)*, each set photocopied onto differently-coloured card
- A small prize or reward for the winning team (optional)

## CURRICULUM LINKS

### Underlying concepts

- **Health promotion:** developing skills to manage their changing hygiene needs during puberty.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Tell the students that there are lots of opinions about puberty and how to deal with it. It can be difficult to decide what is a fact and what is not true. In this activity, they will identify some facts and some misconceptions about puberty.

Explain that it is normal to have questions before, during and after puberty. Nobody has all the answers, no matter how old they are. Having a trusted adult to discuss the changes of puberty with is important and helps us to better understand and deal with the changes.

Encourage the students to think about who they can talk to about their changing needs.

### Development

Organise the students into pairs and hand each pair an envelope containing a set of *truth or myth statement cards (Appendix 26)*. You might like to make a selection of the statements rather than allocate all of them.

## LEARNING SEQUENCE

Have each pair read the statements and sort them into two categories – truth or myth.

Tell the students that after reading each statement, they are to write a statement of their own to support their choice of category. If they believe the statement is true, they need to justify the statement, and if they believe it to be a myth, they must correct it.

When students have finished the activity, read through the statements with the class and give students the opportunity to respond with their own statements.

Explain that the following activity will be a chance for the students to quickly check what they have learnt about hygiene and puberty.

Distribute one piece of the *scrambled sentence sets (Appendix 27)* to each student. Explain that they have each got one word of a sentence. As quickly as possible, they are to find other people with the same coloured card and then arrange themselves into order so that the words on their cards form a sentence about hygiene and puberty. The first group to stand in correct order and read out their sentence is the winning team. If you wish, award a prize to the first group. You may also like to award a prize to the group that was the best at working together.

### 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 re-visit their personal landscapes and use them to capture the day's learning. Encourage them to include the names of people who can help them to learn to care for their bodies as they manage the changes of puberty.



## Theme 5:

### Staying safe

#### Te noho haumaru

All people deserve to feel supported. As they mature and develop, many young people experience thoughts, feelings, and sometimes worries that they may have never 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 raise student awareness about the confidential support available to them at school, in the community, and online or via the telephone.

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 or a risk to others.

The ideas and activities in this theme are closely connected to those in Theme 3, as our personal safety is closely connected to the relationships we have with others.



# Safety online

## Learning outcome

Students will investigate and practice strategies to stay safe online.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *5 Internet Safety Tips for Kids*
- *Online Safety*
- *Cybersmart Hero*

## THEME 5 Activity 1

## CURRICULUM LINKS

### Underlying concepts

- **Socio-ecological perspective:** identify factors that influence personal safety online.
- **Health promotion:** developing skills to ensure safe online use and strategies to respond positively to challenging situations.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Indicate the whetū for *Staying safe Te noho haumaru (Appendix 1)* and explain that in the next series of activities, we will learn more about who we can turn to for support and being safe online. These activities will also increase our knowledge of helping agencies as well as ways we can support others.

Tell the students that not so long ago, phones were attached to the wall, there was only one television channel, and you could only use a computer in school by punching out cards and posting them away to be processed on a big computer the size of a room!

- What are some of the ways we get our entertainment, find information, and talk to people that weren't around 40 years ago?

Discuss the fact that there are both good and bad things about digital media. For example, we can talk to people anywhere and at any time, but some people worry that we don't talk enough face-to-face to the people we live with.

- What are some of the things that are great about these new kinds of media, and what are some things that maybe aren't so great?

## LEARNING SEQUENCE

Construct a PMI chart to gather the students' thoughts about the good things, bad things, and interesting things about social media.

Digital media: The Internet – Cell phones – Apps – Digital Games etc		
Plus	Minus	Interesting

Give an overview of your school's digital citizenship or use of online technology policies.

### Development

Play the video clip *5 Internet Safety Tips for Kids*.

Discuss the tips and have the students re-write them in their own words. Work together to create a draft set of class guidelines for the safe use of the internet. Have them read *Online Safety* or work through the key points together. Invite them to add more information to their guidelines and review the school policy and see if there are any recommended updates for the board of trustees.



For background information and to participate in the development of a whole-school policy on digital citizenship and online safety, refer to:

- *TKI: Digital citizenship*,
- *Netsafe* (especially the *Netsafe kit for educators*),
- *Family Planning: Body image, media, and porn*,
- *Family Planning: Staying safe online*.

Present the following scenarios and ask the students what they would advise a friend to do in these situations.

- Someone is sending me nasty texts.
- People are saying mean stuff about me online.
- I saw some pictures that I don't feel very good about.
- I need to research for my project. How do I do this?
- My friend uses Amazon to get music. Is it safe?

Have the students share other examples of instances where they know people have felt unsafe online. Have them move into groups to discuss how people should react in situations where they feel unsafe.

Depending on your students' use of mobile phones and social media, you might want to discuss the idea of cyber-bullying with the class. A useful video that addresses cyber-bullying is *Cybersmart Hero*.

## 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

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 big book nearby.

Have the students re-visit their personal landscapes and use them to capture the day's learning about how to stay safe online.

# Available supports

## Learning outcome

Students will identify the types of support that are available in different situations.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Support sociogram (Appendix 28)*, one per student
- *Supporting scenarios (Appendix 29)*, one copy

## CURRICULUM LINKS

### Underlying concepts

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

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Explain to the students that it's okay to need support. Everyone needs support at times in their lives and we all deserve to be supported by others. It's important to have support people in our lives that we know and trust.

Take a moment to look at your personal landscapes.

- Who are the people on your maunga?
- How do they offer you support?
- Who are the groups available to support?

If students wish, they can share their thoughts about support people with a buddy.

Explain that sometimes, the person being turned to for support may need to go to others for advice. If this is the case, it's important that the support person first asks your permission to talk about your issue with another person. However if you are at risk of being hurt, or are hurting others, they do not need your permission.

You could explain the notion that the support person may themselves need help or advice, with an example from the question box of a question that you needed to discuss with someone else before answering.

## LEARNING SEQUENCE

### Development

Tell the students that today, they are going to create sociograms that illustrate the groups of people in their lives that offer them support. Explain that a sociogram shows how people are related to each other.

Display this list of headings:

- Whānau
- Friends
- School
- Community

Explain that these are groups that they all belong to. Ask the students if there are any other groups that they belong to that could be added (for example, a kapa haka group, scouts or guides, a church group, a sports club, or a youth group). Add these to the list.

Distribute the *support sociogram (Appendix 28)* and ask the students to look at the headings on the worksheet. Ask them to add other groups that they belong to in the blank boxes, while inside the boxes, they can list all the people they know and trust who they feel they could go to for support. They can list as many people as they want to.

When they have finished, ask the students to pair up with a friend and discuss their supports.

As a class, discuss the ways we can increase the support we have in our lives.

Ask the students about any people or agencies in the community that could be added as supports.

- What do they do? How can they help us manage our health and well-being?

If students have difficulty thinking of examples, search for examples online with them.

Read out the *supporting scenarios (Appendix 29)*. For each scenario have the students reflect on their own sociogram and silently decide who on their list they would go to for support.

Discuss what they can do if they can't identify someone to help or if they ask for help and that person doesn't help them.

### Ideas for alternate year

Use the wall display to remind the students that there are lots of people and organisations we can turn to for help in dealing with our needs around relationships and sexuality. Past activities have focused on individuals who can support us. This activity will focus on helping agencies, including:

- groups in the community, like the *NZ Police*, *public health nurses*, or *youth services*
- people who offer online help, like *Rainbow Youth* or *Kidsline*.

Have the students quick-list examples of other agencies who could offer support in a range of circumstances. If necessary, search online with the students to find more examples or alternatively, provide them with a list of locally available helping agencies.

## LEARNING SEQUENCE

Review the list and discuss what the students would like to know or be able to tell a friend about these agencies if they needed some help.

- What if your friend said they felt worried all the time and couldn't relax or get to sleep?
- If a friend revealed that they thought they might be gay, where might you suggest they turn?
- Who could your friend go to if they were worried about a vaginal discharge or erections happening at inconvenient moments?
- What if your friend is in a relationship that is making them unhappy?

Use this discussion to create a list of questions for inquiry (for example, about the types of help offered by different agencies and how to access that help).

Have the students move into small groups. Each group can inquire into one or more of the agencies, using the questions developed by the class as a guide.

Have each group report their findings to the class, using the information they gather to co-create a directory of local agencies that are available to support young people with their relationships and sexual health needs.

### 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 big book nearby.

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

# Supporting others

## Learning outcome

Students will identify strategies for supporting others.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- Paper and pens
- *Supporting others (Appendix 30)*, one per student

## CURRICULUM LINKS

### Underlying concepts

- **Health promotion:** identifying the people and places that can support us to care for our sexual health, developing skills and strategies to support others, including with their relationships and sexual health.
- **Attitudes and values:** acknowledging our responsibility to offer support to others, exploring how it feels to give and receive support.

### Key competencies

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

## LEARNING SEQUENCE

### Getting started

Explain to the students that it's okay to need support. Everyone needs support at various times in their lives and we all deserve to be supported by others. It's important to have support people in our lives that we know and trust.

- Take a moment to look at your personal landscapes. How do they offer you support?
- Who are the people on your maunga?
- What are the groups? If you like, you can share this with a buddy.

Explain that sometimes, the person being turned to for support may need to go to others for advice. If this is the case, it's important that the support person first asks your permission to talk about your issue with another person.

As we mature, we gain more responsibility. Others begin to rely more on us and especially during times where help is needed. If someone comes to you for help and you feel uncomfortable about this, be honest with the person and ask if there is anyone else that you could both go to together for help.

## LEARNING SEQUENCE

Explain that this activity is about looking at the relationships we have with other people. We are going to explore who we support, who supports us, and how we can tell when someone needs to be supported.

You could explain the notion that the support person may themselves need help or advice with an example from the question box of a question that you needed to discuss with someone else before answering.

### Development

Ask the students what kinds of support they have received from others. Examples might include:

- financial support:
  - home, shelter, and food
  - pocket money
  - opportunities to earn money
  - sports membership or dance lessons.
- emotional support:
  - hugs when unhappy
  - congratulations and praise for achievements
  - commiserations when things go wrong.
- personal support,
  - being looked after when unwell
  - advice about a problem.

Have the students move into pairs to discuss the support they provide to others at home, at school, within their families, and within friendships. Have them list their relationships and the kinds of support they offer on their paper. Invite them to share their examples with the class.

Relationships	Examples of support we can offer
Mum	Do jobs around house, ask "how was your day Mum?"

Ask the students for words that describe how it feels to be supported (for example, "comforted", "happy", "encouraged"). Encourage a wide and varied list and record these on the whiteboard under the heading, "When I am supported, I feel..."

Ask the students for words that describe how it feels to support others (for example, "helpful", "happy", "proud"). Record these words in another list under the heading "When I support others, I feel..."

## LEARNING SEQUENCE

Discuss how supporting others requires a certain amount of responsibility.

- What does it feel like to have responsibility?

Have the students swap partners and create lists of words to describe how they feel when they are given responsibility.

Share the words the students have listed. Then ask them to think about situations when somebody might need extra support.

- Can you think of times when people might need extra support?
- What might you do to help in these situations?

Consider a person's journey from birth to old age. Write up the stages of life on the board. Discuss whether the amount of support a person needs changes over their lifetime.

- What about the kind of support they need?
- What about the kinds of support people can offer?

Stage of life	Examples of the support we need	Examples of the support we can offer
Newborn		
Baby		
Child		
Teenager		
Young adult		
Middle-aged adult		
Elderly adult		

Discuss the following two scenarios, focusing on what could be done to support the person who needs to be supported.

Your sister gets her period for the first time and you are both at home alone. She is scared.

- Why would she be scared?
- How might she show she's scared?
- What could you do to support her?
- How might you feel doing this?

## LEARNING SEQUENCE

Your friend is being bullied.

- How might your friend be feeling?
- How might your friend show their feelings?
- How could you support them?
- How might you feel doing this?

Distribute the *supporting others (Appendix 30)* for the students to complete individually.

When they have completed it, discuss as a class, focusing in particular on the signs to look for that suggest someone needs support and drawing out the fact that sometimes people put on a brave face when in fact, they need some help.

Ask the students:

- How will the responsibilities in your relationships be different five years from now?

### 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 big 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.

- How might you show that your responsibilities will change as you get older?
- How could you show the fact that you don't only receive support, you also give it?

# Let's celebrate!

## Learning outcome

Students will reflect on and celebrate their learning about relationships and sexuality and how it can help them to 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, telephone
- Treats for a class celebration

## CURRICULUM LINKS

### Underlying concepts

- **Attitudes and values:** valuing, respecting, and celebrating themselves and others.

### Key competencies

- **Participating and contributing**

## LEARNING SEQUENCE

### Preparation

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.

### Getting started

Review the wall display with the students, talking through the key learning in each section of the landscape.

As a class or in small groups, prompt the students to discuss what they found most interesting, challenging, funny, useful, or memorable.

### Development

Celebrate the learning in a way that lets you and the students share your mutual respect and care for each other.

## LEARNING SEQUENCE

There may be particular learning activities that the students would like to re-visit or extend on this occasion.

The students could invite friends and whānau and talk them through their wall display.

The students could sing one of the songs they have learnt or share a favourite story. If there are guests, they could perform for them.

If the students inquired into *coming-of-age rituals* as an extension of *Theme 4 Activity 1* they could consider whether there are rituals that might be suitable for this occasion.

The students could invite speakers from one or more of the helping agencies identified in *Theme 5 Activity 2*. They would need to prepare for this with discussion about protocols for hosting guests and by preparing questions for them.

Should they invite several speakers, they could present an expo and invite friends and whānau to take part.

The class could review their wall display and consider how they could use it as the basis of a presentation for their guests.

### 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 landscape 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 re-visit them next year.

Discuss a plan for the question box and how it can be an ongoing part of learning, after this sequence of learning experiences has finished.

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 try to make sense of it?



# APPENDICES

- Appendix 1 Landscape wall display
- Appendix 2 Guidelines cards
- Appendix 3 What do we already know about sexuality?
- Appendix 4 Continuum response cards
- Appendix 5 Statements
- Appendix 6 Am I a good friend?
- Appendix 7 Levels of relationships
- Appendix 8 Who would I turn to?
- Appendix 9 How could I respond? scenarios
- Appendix 10 How could I respond? communication choices
- Appendix 11 Understanding different perspectives scenarios
- Appendix 12 Making decisions – Scenarios
- Appendix 13 Making decisions – My dilemma
- Appendix 14 Stages-of-life cards
- Appendix 15 Hauora dimension cards
- Appendix 16 Puberty changes cards
- Appendix 17 Internal and external reproductive parts
- Appendix 18 Internal and external reproductive parts labels
- Appendix 19 Internal and external reproductive parts labelled



- Appendix 20 Basic descriptions
- Appendix 21 Detailed descriptions
- Appendix 22 Detailed descriptions with answers for teachers
- Appendix 23 Reproductive system summaries
- Appendix 24 Conception labels
- Appendix 25 Statements about sperm and eggs
- Appendix 26 Truth or myth statement cards
- Appendix 27 Scrambled sentences
- Appendix 28 Support sociogram
- Appendix 29 Supporting scenarios
- Appendix 30 Supporting others



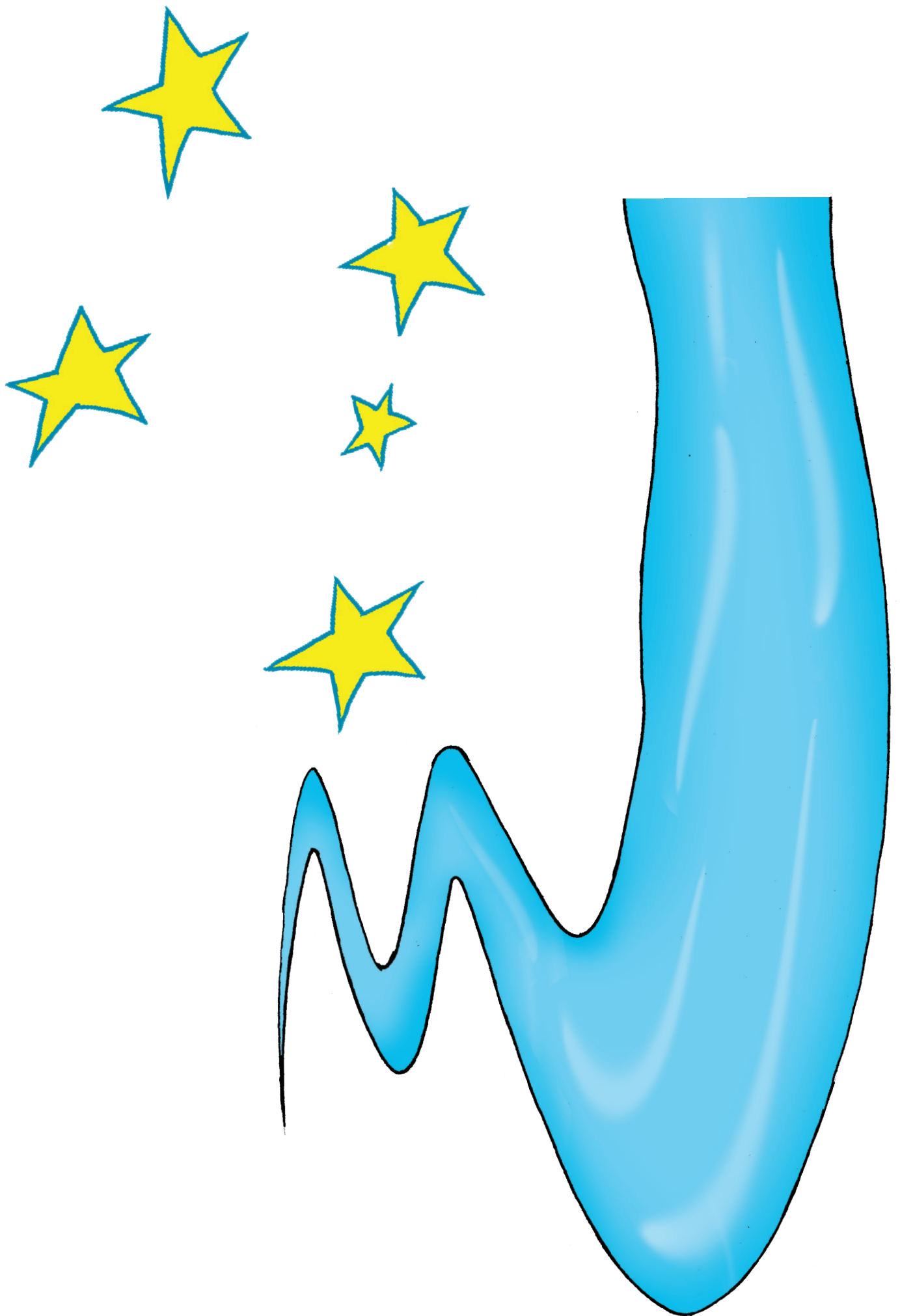
Establishing a positive  
learning environment  
Te whakarite i tētahi  
ao ako huapai

Who am I? Ko wai au?

Relationships  
Ngā whanaungatanga

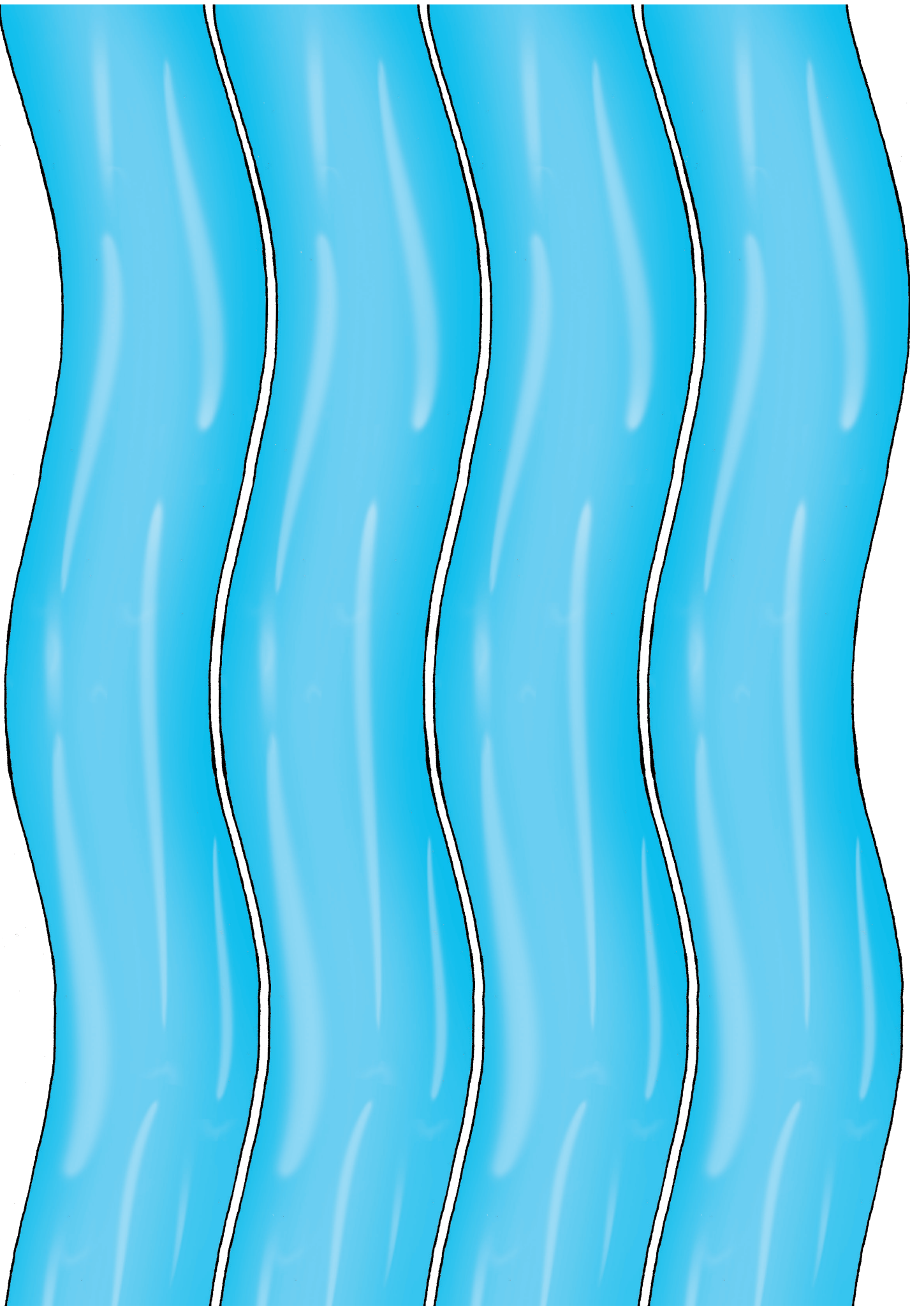
Growing and changing  
Te tipu me te huri  
o te tangata

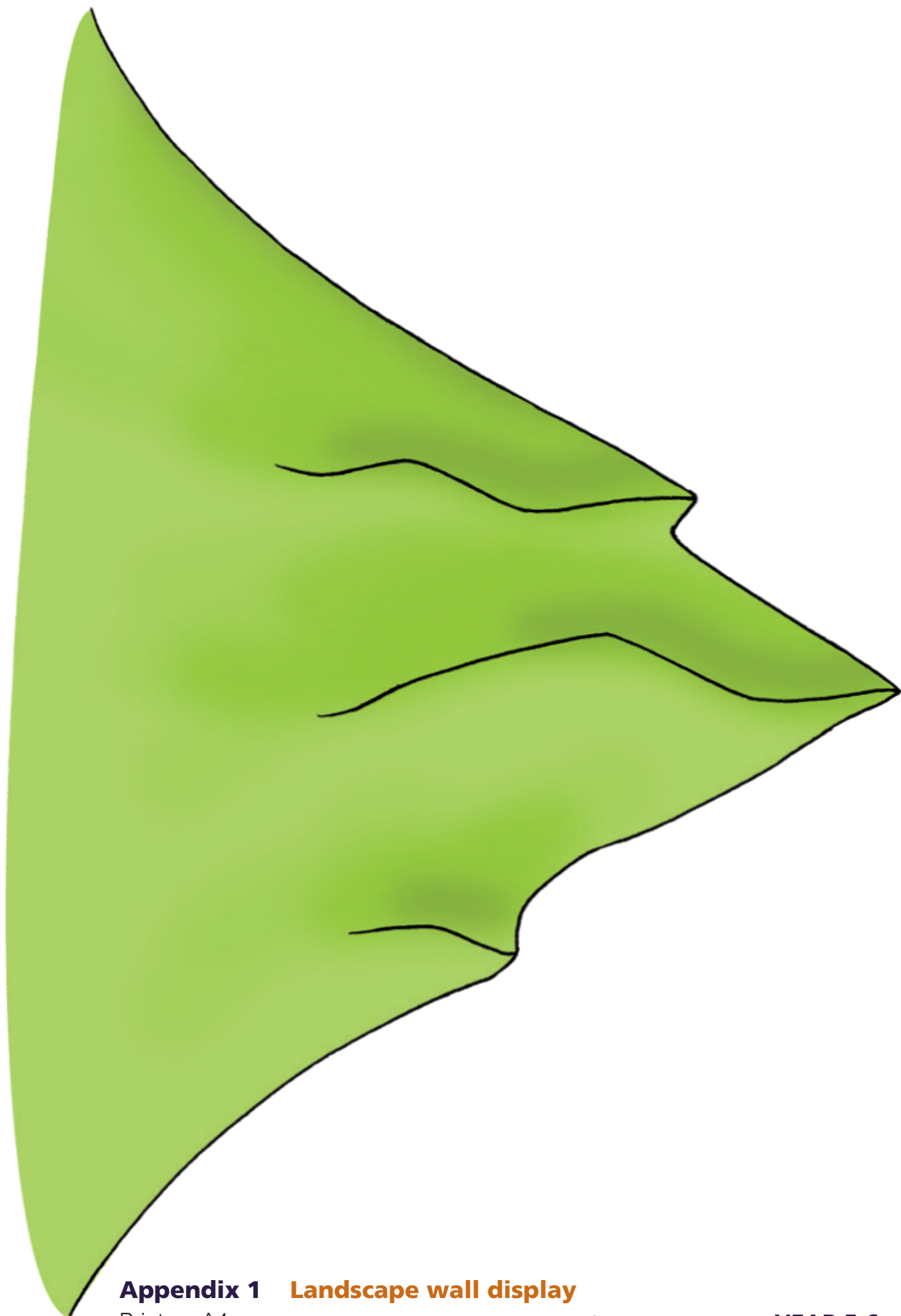
Staying safe  
Te noho haumaru



## **Appendix 1** Landscape wall display

Print on A4 paper





## **Appendix 1**   **Landscape wall display**

Print on A4 paper

familyplanning.org.nz **YEAR 5-6**





## **Appendix 1** Landscape wall display

Print on A4 paper

Maunga

Awa

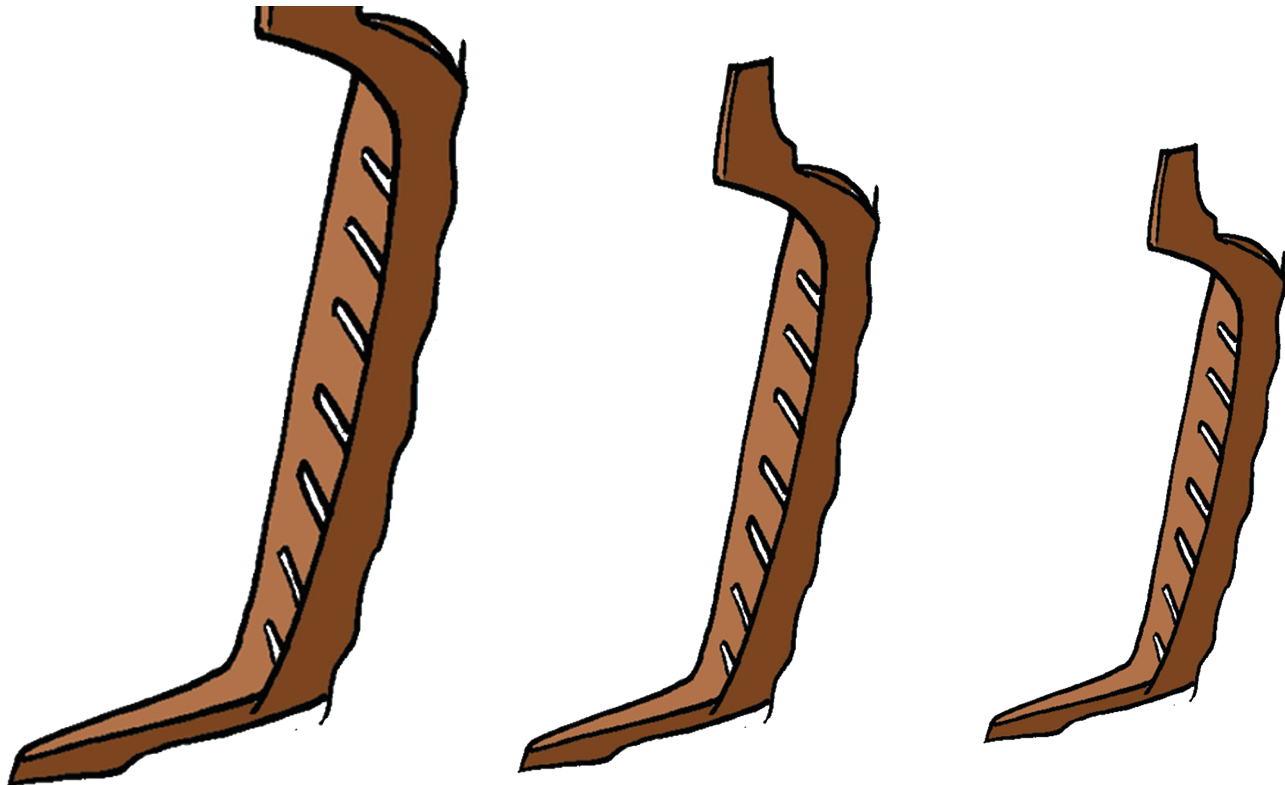
Waka

Whenua

Forest  
of Tāne

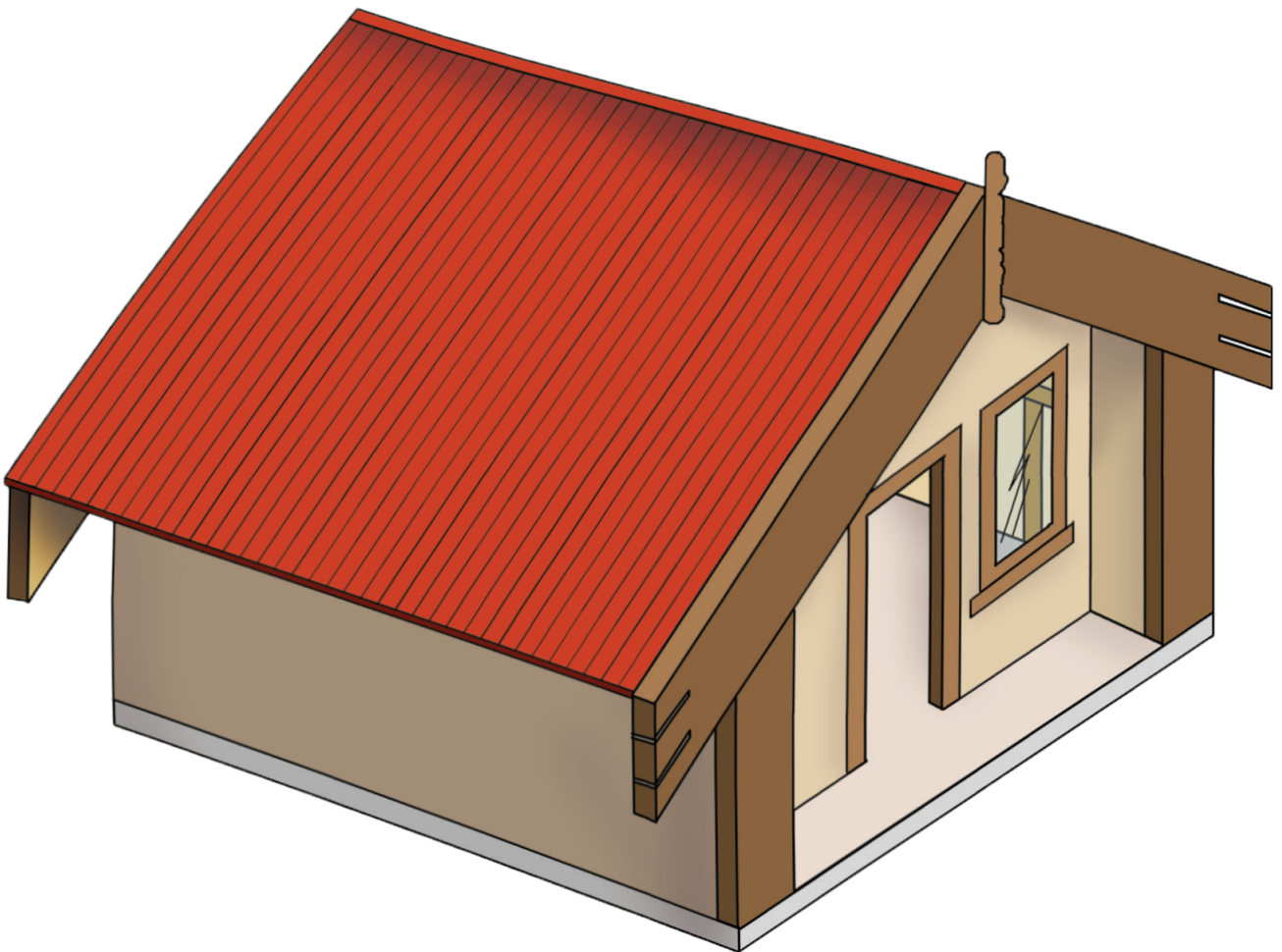
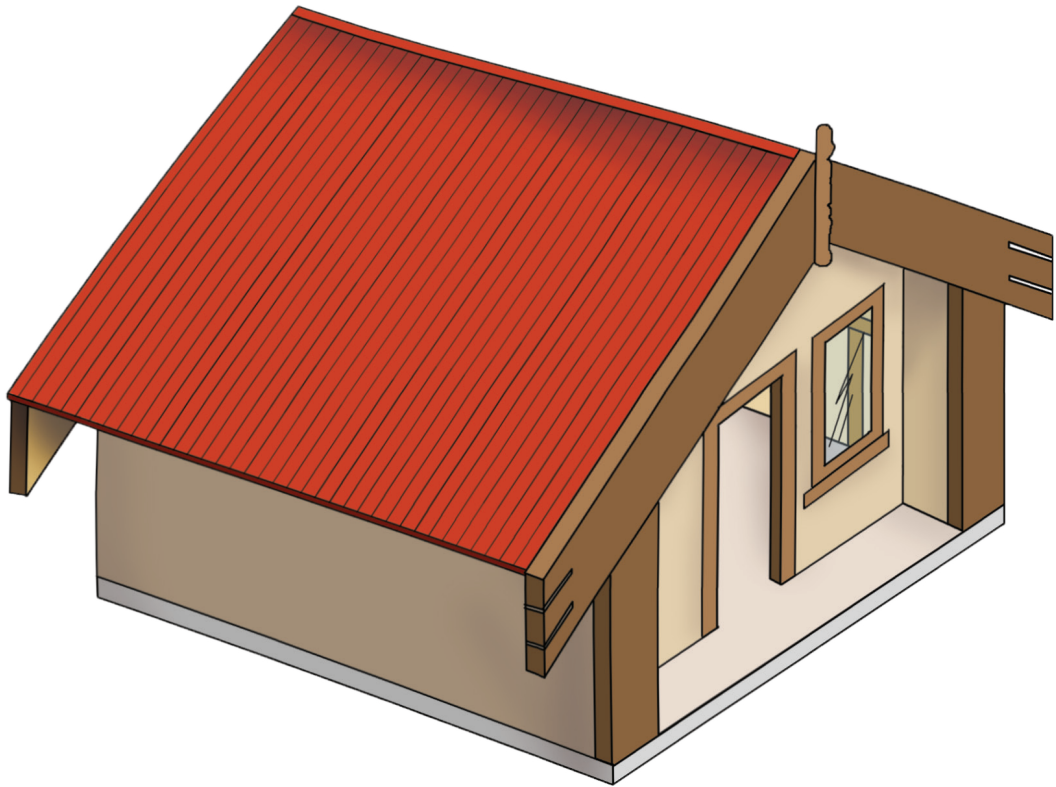
Whetū

Te whare  
tapa whā



## Appendix 1 Landscape wall display

Print on A4 paper



## **Appendix 1** Landscape wall display

Print on A4 paper

familyplanning.org.nz **YEAR 5-6**



Comfort

Respect

Listening

Honesty

Kindness

Acceptance

## Appendix 2 Guidelines cards

Print one set (including blanks) per group on A4 paper



Confidentiality

Responsibility

Support

We've learnt about 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.



Strongly agree

Strongly  
disagree

I think that ...



Good friends  
never fight.

Making friends  
is easy.

Friends should  
like doing the  
same things.

You should talk  
to your friends  
when you have  
problems.

You must be a  
good friend to  
yourself.

If your friend is  
in a bad mood,  
it is best to stay  
away.

If a friend hurts  
your feelings,  
they can't be  
your friend  
anymore.

Girls usually  
have just a few  
close friends  
and boys have  
heaps of mates.



Girls have closer friendships than boys.

It's hard to stay friends with someone who complains all the time.


When a friend tells you their problems, it becomes your problem.

Having a crush on a friend of the same gender is ok.


Girls and boys can be good friends.

Write an 'X' on the continuum line after each question in the place that is right for you most of the time:


1. I really listen to what other people have to say.

Always	Often	Sometimes	Seldom	Never
				


2. I say positive things about others.

Always	Often	Sometimes	Seldom	Never
				


3. I talk about others behind their back.

Always	Often	Sometimes	Seldom	Never
				


4. I ask questions to show my interest in others.

Always	Often	Sometimes	Seldom	Never
				


5. I make people feel comfortable when they are with me.

Always	Often	Sometimes	Seldom	Never
				


6. I put others down by making fun of them.

Always	Often	Sometimes	Seldom	Never
				

7. I try to see other points of view.

Always	Often	Sometimes	Seldom	Never
				

8. I share my personal thoughts with others.

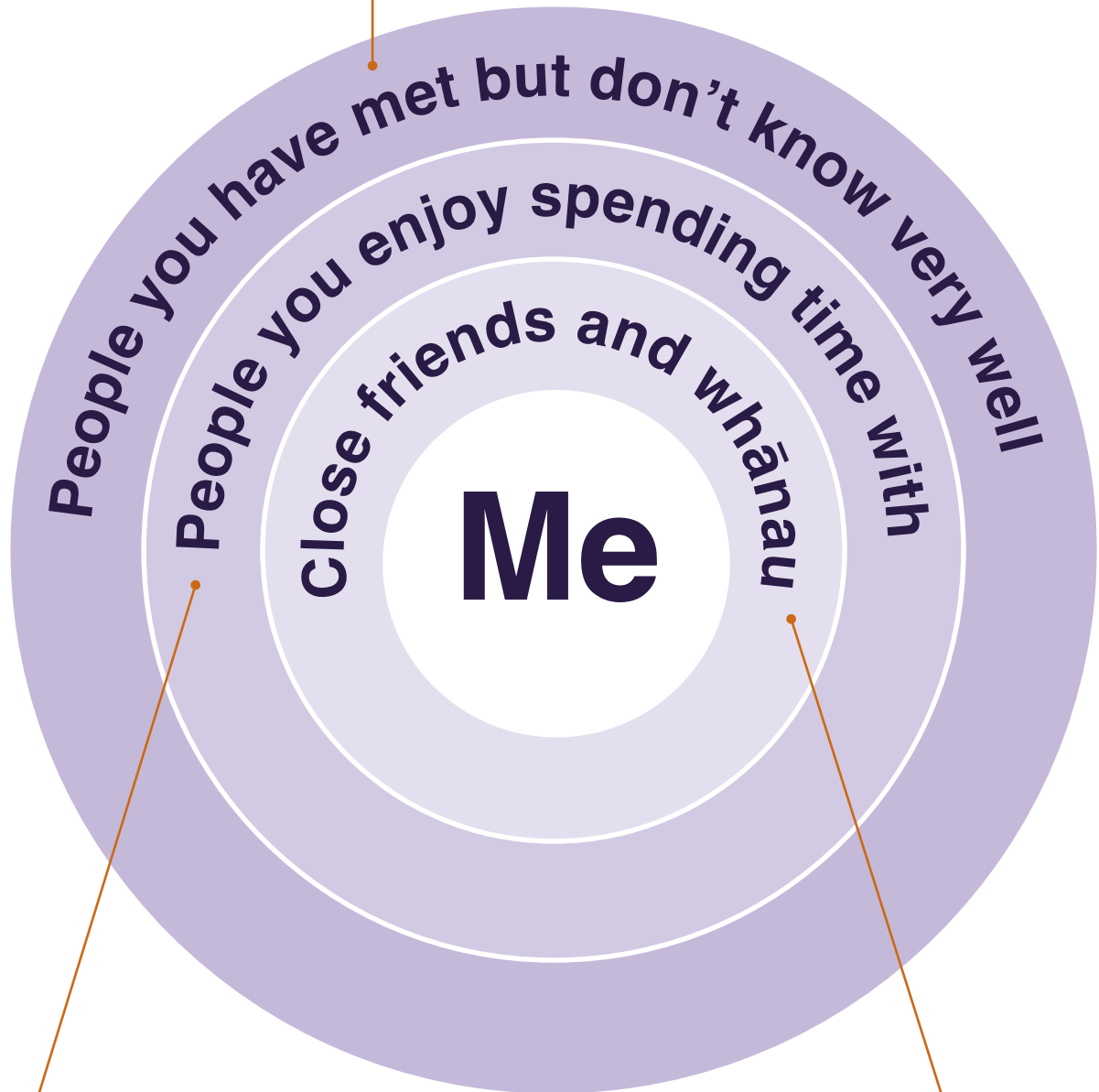
Always	Often	Sometimes	Seldom	Never
				

## Appendix 6 Am I a good friend?

Print on A4 paper, one per student

familyplanning.org.nz **YEAR 5-6**

The people you might help or who might help you



The people who have qualities you like, such as being funny or kind

The people you love spending time with; who really care about you; the people you trust the most

## Appendix 7 Levels of relationships

Print one copy on A4 paper

familyplanning.org.nz **YEAR 5-6**

Who would you turn to or rely on if:

You're in trouble at school:

---

You've had an argument with a parent or caregiver at home:

---

You want to ask personal questions about your health or the changes that your body is going through:

---

You're being picked on at school:

---

You feel excited about something and want to share it:

---

You like someone in your class:

---

You feel sad or upset:

---

Someone is making you feel bad:

---

You feel annoyed at someone in the class:

---

You have new feelings for someone in your class:

---

Someone has told you a secret that you know is wrong:

---

Other:

---

---



1. The teacher blamed you for something that you didn't do.
2. Your brother keeps coming into your bedroom without knocking.
3. You are confronted by a group of older students who say they will hurt you if you don't give them your bag.
4. Your friend who planned to meet you at the library did not turn up.
5. Your friend borrowed your favourite top. When you got it back, it was torn.



6. Your friend forced you to kiss them even though you said "No".

7. You were watching TV when your older sister walked in and changed the channel without asking.

8. You don't want to play the musical instrument that your parents insist you keep learning to play.

9. You keep getting threatening messages from one of the kids at school.

Scenario number \_\_\_\_\_

	Passive Response
Consequence -	<input type="checkbox"/>

	Aggressive Response
Consequence -	<input type="checkbox"/>

	Assertive Response
Consequence -	<input type="checkbox"/>

Scenario number \_\_\_\_\_

	Passive Response
Consequence -	<input type="checkbox"/>

	Aggressive Response
Consequence -	<input type="checkbox"/>

	Assertive Response
Consequence -	<input type="checkbox"/>

**Appendix 10    How could I respond? communication choices**

Print on A4 paper, one set per pair

familyplanning.org.nz **YEAR 5-6**

Scenario number \_\_\_\_\_

	Passive Response
Consequence -	<input type="checkbox"/>

	Aggressive Response
Consequence -	<input type="checkbox"/>

	Assertive Response
Consequence -	<input type="checkbox"/>

Scenario number \_\_\_\_\_

	Passive Response
Consequence -	<input type="checkbox"/>

	Aggressive Response
Consequence -	<input type="checkbox"/>

	Assertive Response
Consequence -	<input type="checkbox"/>



Date	Scenario 1:
	<p><b>Hemi</b></p> <p>I was walking home from school this afternoon, when I noticed a bunch of my mates throwing stones at this boy. He looked older than us and was backed up against a fence. He was hiding behind his bag.</p> <p><b>What should I do?</b></p> <p><b>Hemi's friends</b></p> <p>Josh came to school and told us that this boy who goes to another school has been getting smart to him. He said that he reckoned that if we didn't do something, he was going to cause more trouble.</p> <p><b>Would Hemi act differently now? How?</b></p> <p><b>The older boy</b></p> <p>I don't know what's going on. I noticed Josh the other day on my way home and he was being yelled at by his old man. When he saw me, he kind of freaked out. He was obviously embarrassed. I reckon he lied to his mates so that they would do this.</p> <p><b>Now that Hemi knows this, what could he do?</b></p>

Date	Scenario 2:
	<p><b>Kate</b></p> <p>I invited Jo and Sam to my place to stay at the weekend and Jo has not responded. She has been ignoring me at school; I don't know what I have done wrong.</p> <p><b>What should I do?</b></p> <p><b>Sam</b></p> <p>I don't know what Jo's problem is. I mean Kate and I are friends, too. She is being really petty. I told Kate to ignore her – she is just being silly, and we would have loads more fun without her there.</p> <p><b>Would Kate act differently now? How?</b></p> <p><b>Jo</b></p> <p>I really like Kate but can't stand her brother – he scares me. He tried to kiss me one night when I was around there, and I just don't know what to say. I don't really know Sam because she is new to our school.</p> <p><b>Now that Kate knows this, what could she do?</b></p>

**Note:** There are more scenarios than you are likely to need in a single year, so you can use this activity in two successive years, using the left-hand column to record of when a scenario has been used. If you and your students create scenarios of your own, you could add them here to build up your resource.

## Appendix 11 Understanding different perspectives scenarios

Print on A4 paper, one set per group

familyplanning.org.nz **YEAR 5-6**



Date	Scenario 3:
	<p><b>Jason</b></p> <p>I am at the movies with my friends and have just walked out of the toilets. I can't believe it, I just saw Matt take some money out of the donation box!</p> <p><b>What should I do?</b></p> <p><b>Jason's friends</b></p> <p>We have just come out of the movie and have decided it would be cool to go and play at Timezone on the way home. For some reason, Matt went a bit quiet, but he said he is coming.</p> <p><b>Would Jason act differently now? How?</b></p> <p><b>Matt</b></p> <p>I feel really bad. I had to save my pocket money for a few weeks to be able to come out to the movies 'cos my parents can't really afford to pay for me. When my mates said that they were going to Timezone, I didn't want them to know that I couldn't afford it. When I saw the money, I figured that it would be an easy option and my friends wouldn't ask any questions.</p> <p><b>Now that Jason knows this, what could he do?</b></p>

Date	Scenario 4:
	<p><b>Sarah</b></p> <p>Last night, I picked up the phone to call a friend when I heard my brother Simon's voice on the end of the line. He was already on the phone and was talking about a party. His friend suggested that he lie to our parents and say he was going to stay at his mates. My brother has decided he is going to do that.</p> <p><b>What should I do?</b></p> <p><b>Simon's friend</b></p> <p>So, he is going to lie to his parents, I lie to mine all the time. What they don't know won't hurt them and besides it's only this once ... it's not like he's this huge rebel or anything!</p> <p><b>Would Sarah act differently now? How?</b></p> <p><b>Simon</b></p> <p>All my friends are going to this party and they're all expecting me to go. If I don't go, they might stop inviting me and then what sort of social life will I have?</p> <p><b>Now that Sarah knows this, what could she do?</b></p>



Date	Scenario 5:
	<p><b>Paul</b></p> <p>I was walking home with Iosefa and we saw the boy who just arrived in our class from Samoa. Iosefa called him a FOB. Iosefa doesn't usually disrespect people like that. But it wasn't a big deal, was it? I don't know why Manuia got so upset.</p> <p><b>What should I do?</b></p> <p><b>Manuia</b></p> <p>I was excited to move to New Zealand and see Iosefa again. We were best friends in the village back home. I don't know why he talked to me like that.</p> <p><b>Would Paul act differently now? How?</b></p> <p><b>Iosefa</b></p> <p>Manuia and I were best friends growing up. When I first got to New Zealand, I felt so different. Suddenly all the things I could do at home didn't seem to matter. I've really worked hard to fit in – everyone will know I'm just a FOB, too.</p> <p><b>Now that Paul knows this, what could he do?</b></p>

### Scenario 1

Hemi: \_\_\_\_\_

Hemi's friends: \_\_\_\_\_

The older boy: \_\_\_\_\_

### Scenario 2

Kate: \_\_\_\_\_

Sam: \_\_\_\_\_

Jo: \_\_\_\_\_

### Scenario 3

Jason: \_\_\_\_\_

Jason's friends: \_\_\_\_\_

Matt: \_\_\_\_\_

### Scenario 4:

Sarah: \_\_\_\_\_

Simon's friend: \_\_\_\_\_

Simon: \_\_\_\_\_

### Scenario 5

Paul: \_\_\_\_\_

Manuia: \_\_\_\_\_

Iosefa: \_\_\_\_\_

What has this exercise taught me?

\_\_\_\_\_  
\_\_\_\_\_

Date	Date	Scenarios
		Tui and his friends have got together to watch a movie. Everyone wants to see something different.
		Jemima's parents have told her to come home from town at 4pm. She and her friends are having heaps of fun and her friends want her to stay another half hour.
		Malcolm's birthday is coming up and his parents have said that he can only invite two friends. He has five mates that he hangs out with and doesn't know who to choose.
		Keisha, a girl in Sam's class, comes and sits next to him. Some of Sam's friends start saying embarrassing things.
		Tiare and Benny have been best friends forever. Benny has always felt more like a girl than a boy and has changed his name to Bernie. Tiare is fine with it, but some of their friends don't get it. They specially don't like that Bernie has started using the girls' toilets. When Bernie needs to use the toilet, they say nasty things.
		Sarah and her best friends are hanging out after school. They walk into a dairy. Sarah notices that the others are putting stuff in their bags without paying. One friend passes Sarah a pack of crisps and whispers, "Quick Sarah, put this in your bag."
		Tāne is playing on the field with his mate John. John tells Tāne that he can't be bothered with school – he's going to go home. When the bell goes, the teacher asks Tāne where John is. Tāne knows if he tells, he will get his friend into trouble.
		Macy is playing with her friends at lunch when a new girl walks past. Macy is about to invite her to join in when one of her friends says, "Come on, let's go." Macy knows she is just saying that to be mean.

**Note:** There are lots of scenarios here, so you can use this activity in two successive years, using the left-hand columns to keep a record of what has been used.

## Appendix 12 Making decisions – Scenarios

Print on A4 paper, 3 scenarios per group

familyplanning.org.nz **YEAR 5-6**

Date	Date	Scenarios
		Joseph spends a lot of time alone at school. The boys in his class pick on him, saying that he is weird. One day during PE, Eli is dared to trip Joseph up when he walks past. Joseph falls and cuts his knee.
		Aroha has visited Gill's place a couple times and had dinner there. She would like to invite Gill for dinner at her place. But she knows Gill isn't used to saying karakia before a meal and she might not like the food her whānau eats.
		A boy in Oscar's class smells funny. His clothes are often dirty, and he wears the same thing every day. One day after school, Oscar's friends start teasing him and making oinking noises.
		One of the girls in Ranui's class is new to New Zealand and wears a head scarf. It's lunchtime and Ranui's friends dare her to pull it off. Ranui thinks they won't want to be her friend if she doesn't.
		It is 7 o'clock and Luke is going to Scouts. He is walking towards the hall when he notices one of the other boys getting dropped off by his two dads. Some of Luke's mates are waiting inside the gate and start laughing and calling the boy gay.
		It is mufti day at school and Kelly is with some friends. Ariel, one of the girls in Kelly's class walks past in her uniform. Kelly's friends start to tease Ariel, laughing and calling her poor.
		Tyler lives with his mum and Nanny. He doesn't like feeling different to most of his friends when they talk about their families.



My dilemma:

My options:

The possible consequences:

### **Appendix 13** Making decisions – My dilemma

Print on A4 paper, one per student

familyplanning.org.nz **YEAR 5-6**

Toddler	Baby	Newborn
Teenager	Child	Child
Young adult	Young adult	Teenager
Middle aged	Adult	Adult
Elderly	Elderly	Middle aged



#### Appendix 14 Stages-of-life cards

Print on A4 paper, one set per group

Taha tinana

Taha whānau



Taha hinenġaro

Taha wairua





Begin having periods

Eggs are released

Hips get wider

Start producing  
hormones

Get more hair on face

**Note for teachers:** You will need to print 4 copies of each card, as many of these changes affect multiple dimensions of hauora.



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



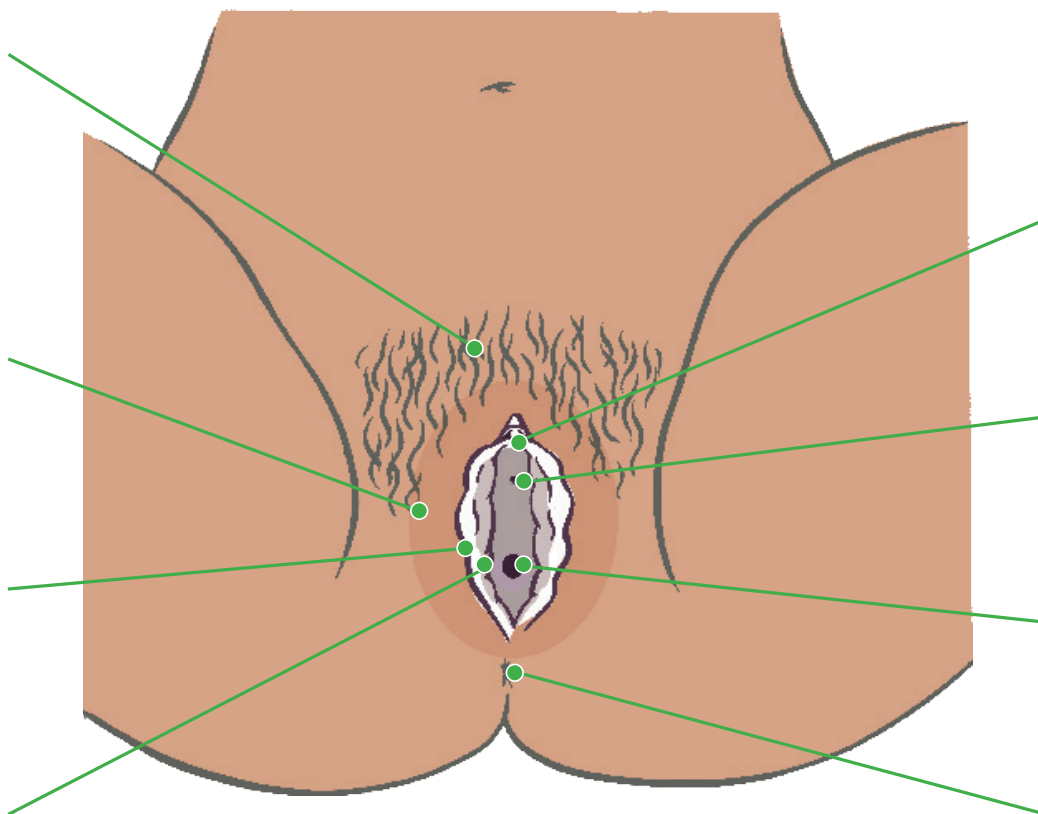
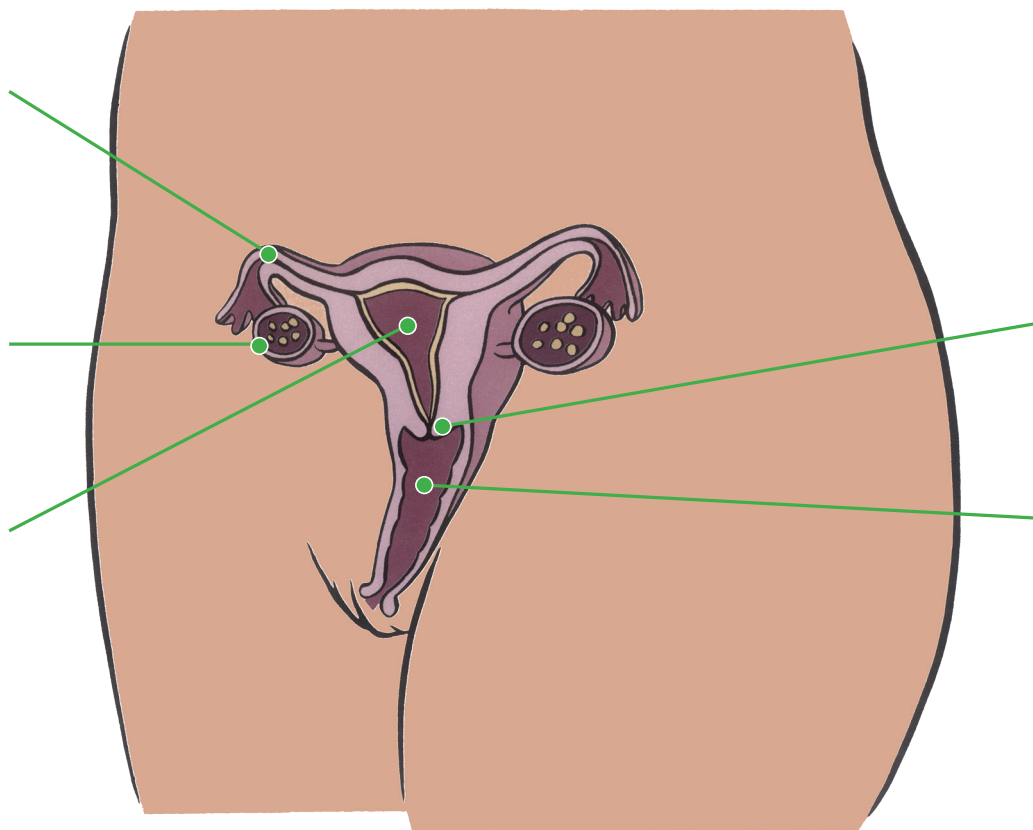
Hygiene is more  
important

Muscles get bigger

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

Things that were once  
important may not seem as  
important

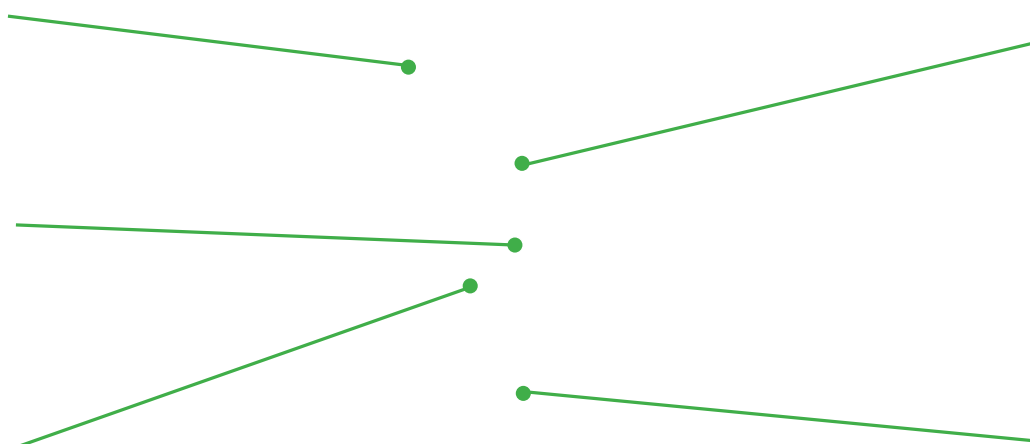
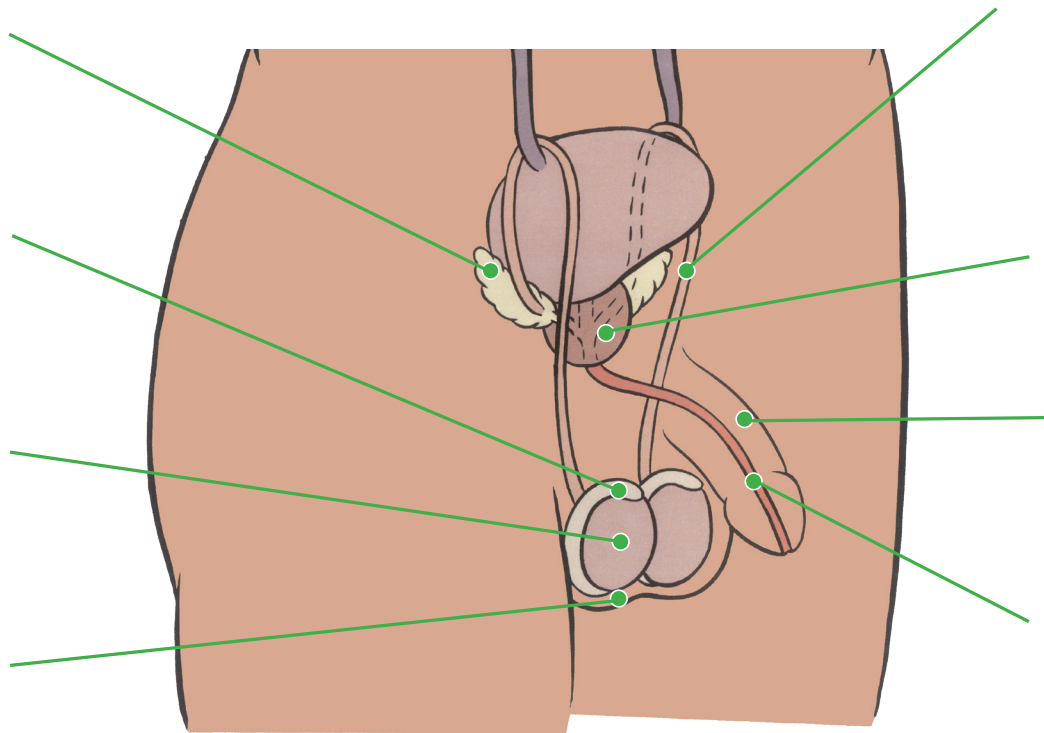
May think differently when it  
comes to making decisions  
or coming to judgments



## Appendix 17 Internal and external reproductive parts

Enlarge and print on A3 paper, one per group

familyplanning.org.nz **YEAR 5-6**



## Appendix 17 Internal and external reproductive parts

Enlarge and print on A3 paper, one per group

familyplanning.org.nz **YEAR 5-6**



Fallopian tube  
Pūkākano

Cervix  
Waha kōpū

Ovary  
Wharekano

Vagina  
Tara

Uterus  
Kōpū



Pubic hair  
Huruhuru

Clitoris  
Tonetone

Vulva  
Puapua

Urethra  
Pūaha mimi

Labia majora  
Ngutu puapua rahi

Vaginal opening  
Putanga tara

Labia minora  
Ngutu puapua iti

Anus  
Tero

## **Appendix 18** Internal and external reproductive parts labels

Print on A4 paper, one set per group



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

Urethra  
Pūaha mimi



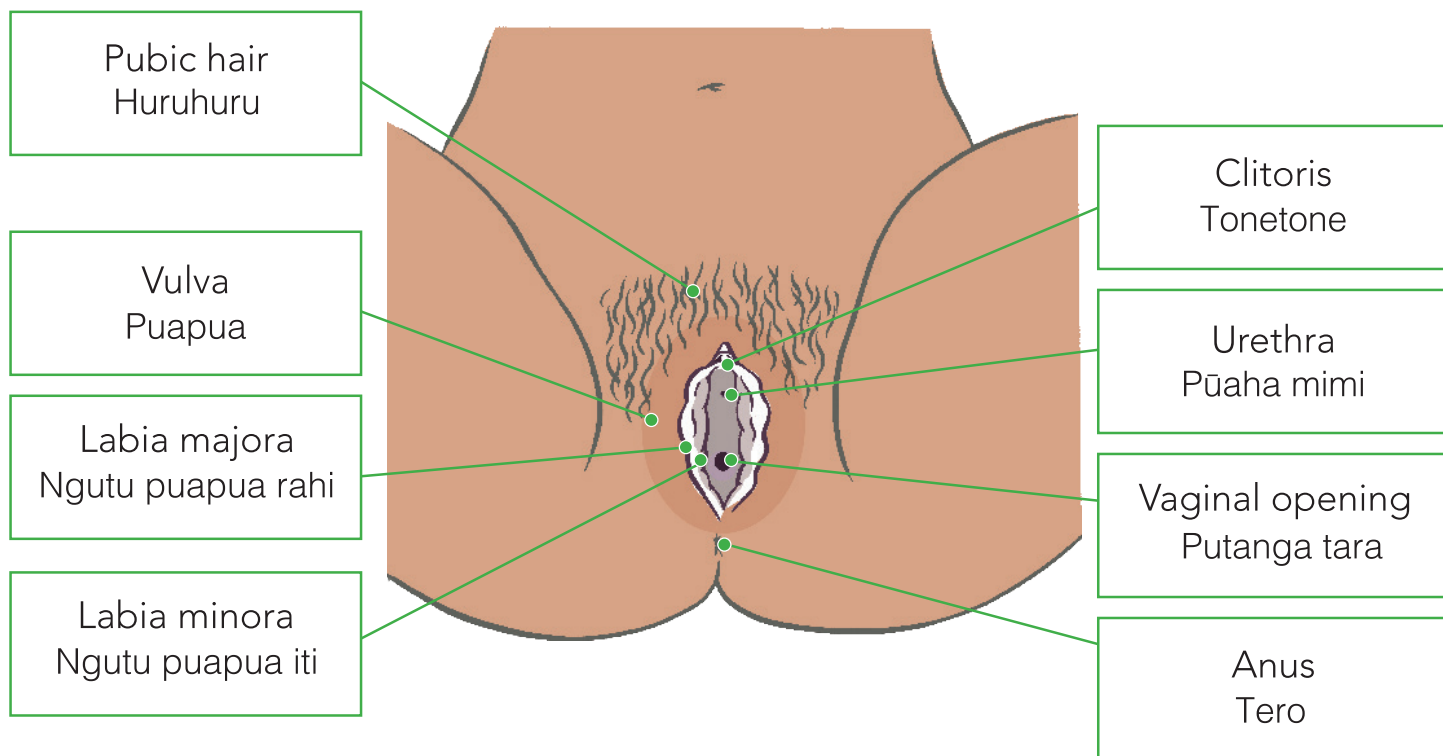
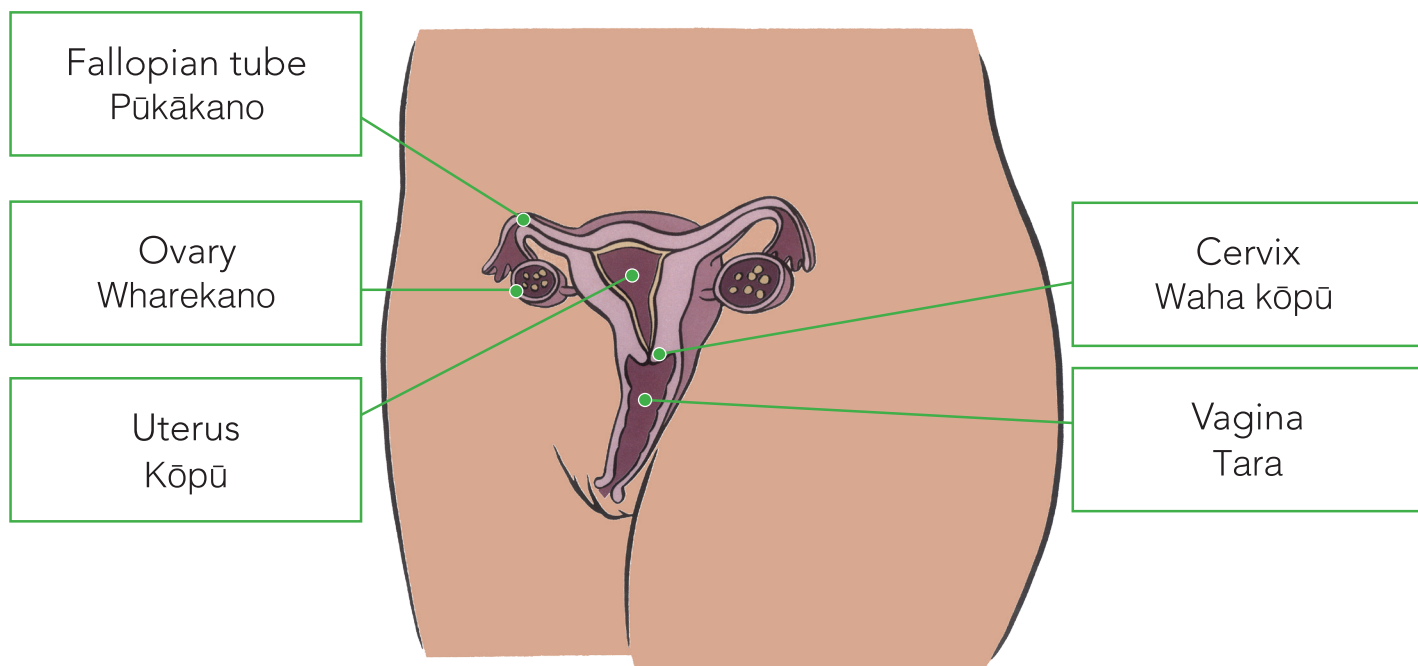
Pubic hair  
Huruhuru

Penis  
Ure

Foreskin  
Kirimata

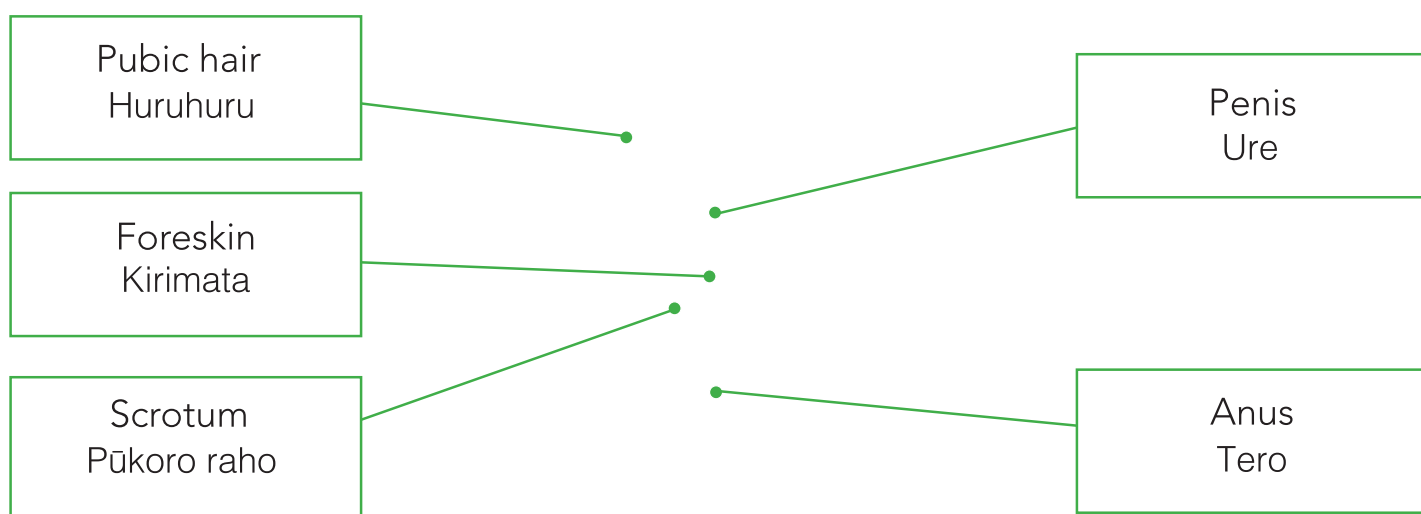
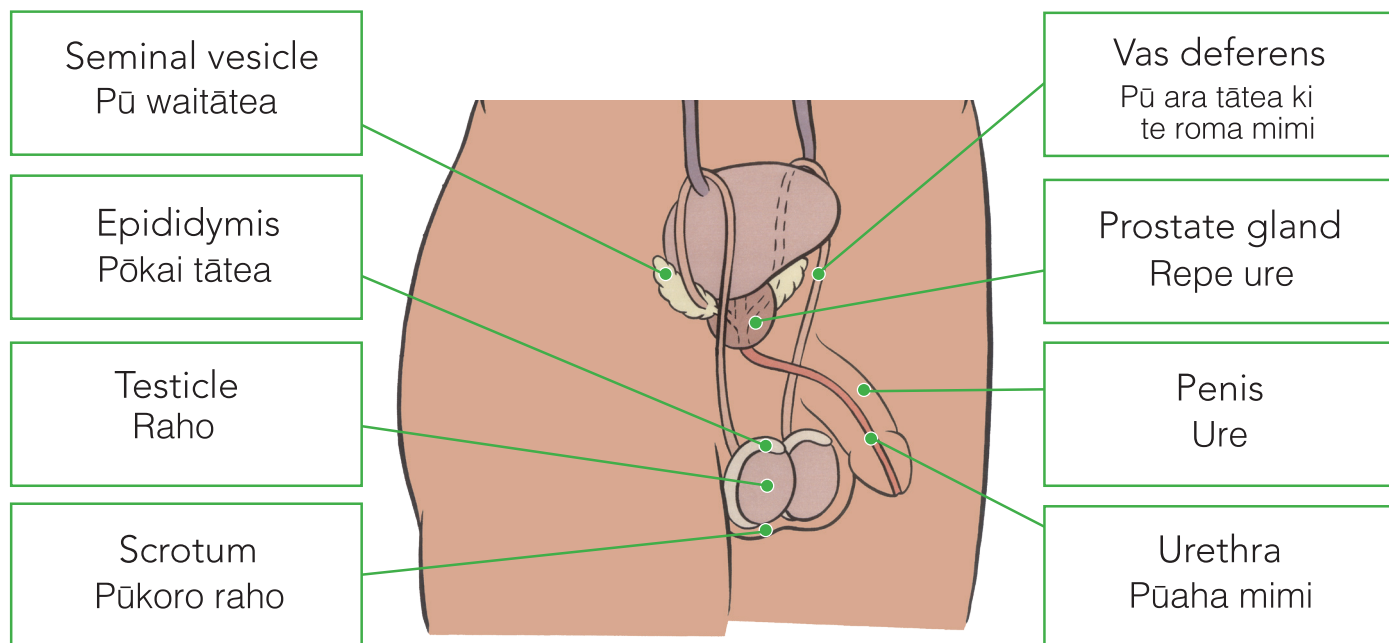
Anus  
Tero

Scrotum  
Pūkoro raho



## Appendix 19 Internal and external reproductive parts labelled

Print one copy on A4 paper



## Appendix 19 Internal and external reproductive parts labelled



**pubic hair** (huruhuru)

hair that grows on the vulva, between both legs and around the anus

**clitoris** (tonetone)

a small, sensitive bump covered by a fold of skin

**vulva** (puapua)

the whole area including the opening of the vagina and urethra

**urethra** (pūaha mimi)

where the urine comes out

**labia majora** (ngutu

puapua rahi)

outer folds of skin of the female genitals

**labia minora** (ngutu

puapua iti)

inner folds of skin around the outside of the vagina

**vaginal opening**

(putanga tara)

the outside opening of the vagina

**anus** (tero)

an opening through which faeces (poo) leaves the body



**vagina** (tara)

leads from the outside of the body to the uterus

**fallopian tube** (pūkākano)

tubes where the egg travel from the ovary to the uterus. They are about 10 centimetres long.

**ovary** (wharekano)

the size of an olive with lots of eggs stored inside

**uterus** (kōpū)

the place where a pregnancy may grow

**cervix** (waha kōpū)

a tiny opening to the uterus that can expand enough to allow a baby to come out

**penis** (ure)

a tube shaped, sensitive body part

**scrotum** (pūkoro raho)

a pouch that holds the testicles closer to or away from the body to keep them at the right temperature

**foreskin** (kirimata)

a piece of skin that protects the penis. Sometimes it is removed for medical or religious reasons. This is called circumcision.

**testicle** (raho)

the place where sperm are made. Often, the left one hangs lower than the other.

**urethra** (pūaha mimi)

the tube through the penis where both urine or semen come out. A valve closes off the bladder so that sperm and urine can't come out together.

**seminal vesicles**

(Pū waitātea)

the place where sperm are stored

**epididymis** (pōkai tātea)

a coiled tube that lies over the testicle. If it was uncoiled, it would be six metres long. This is where sperm ripen. It's like a waiting room for sperm.

**vas deferens** (pū ara

tātea ki te roma mimi)  
sperm move through these tubes to the seminal vesicle

**prostate gland**

(repe ure)

a gland that makes semen. Semen is a fluid that helps sperm move and keeps them alive.

**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 (poo) leaves the body



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 200,000 and 400,000 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 stretchy walls that are very stretchy and will expand to let a baby out of the body or to allow a tampon.

## **Appendix 21**   **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 200,000 and 400,000 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.

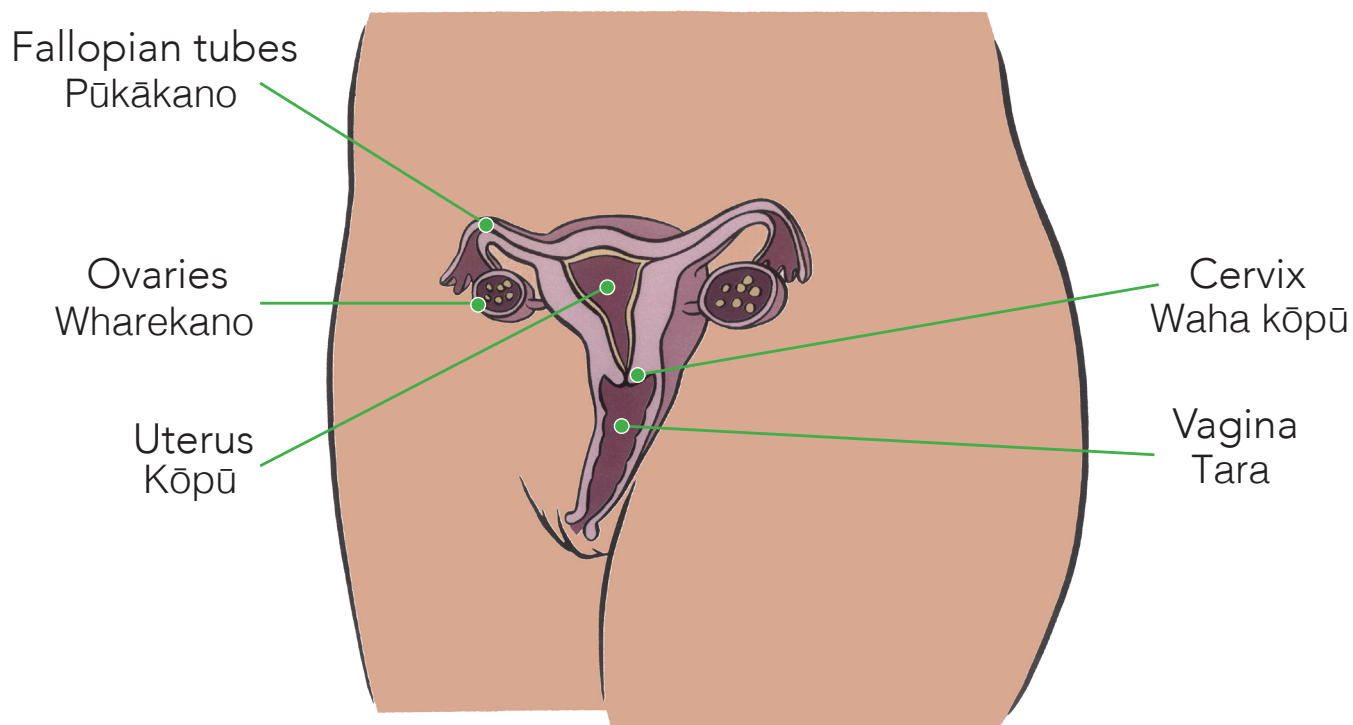
### **Pubic hair (Huruhuru)**

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



Place the correct word in each space.

**exits**

**travel**

**stored**

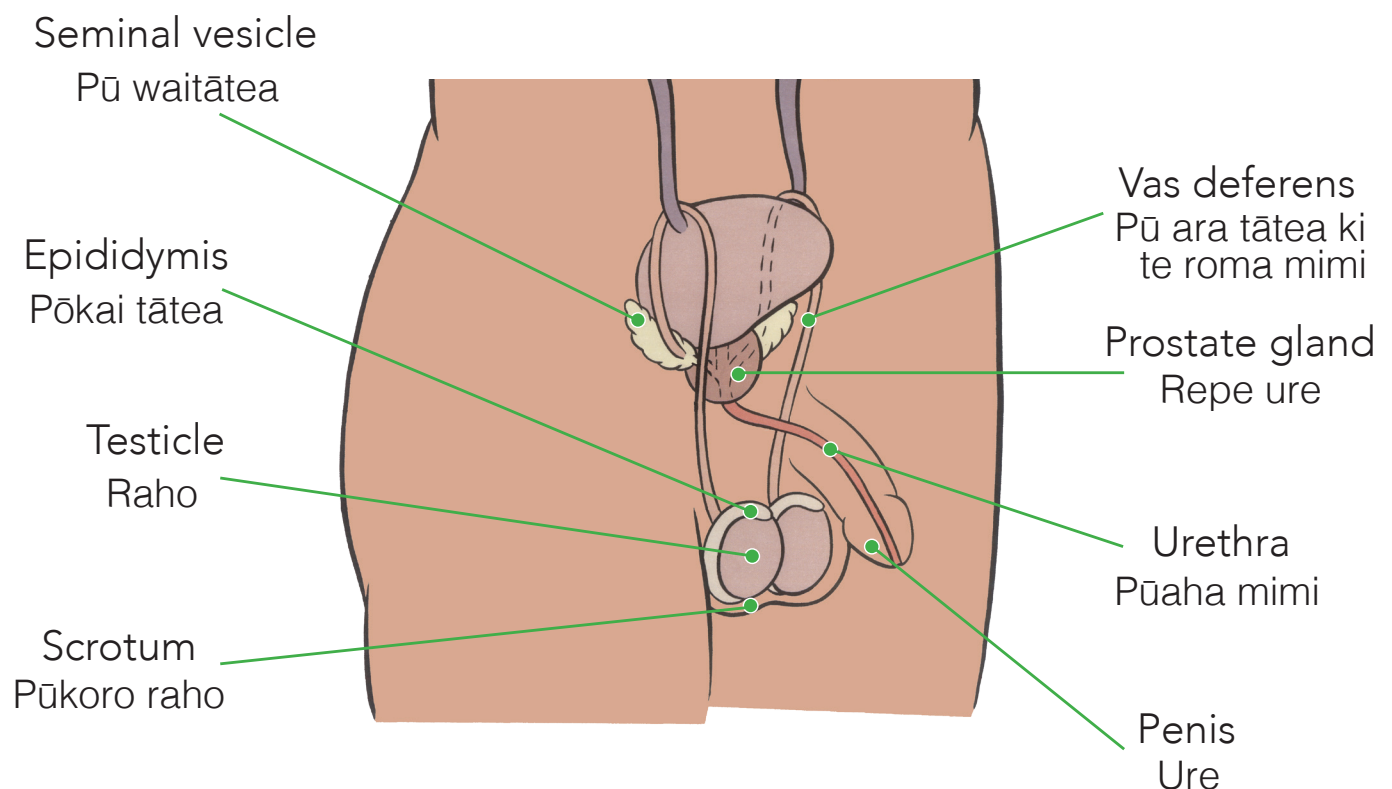
**made**

1. Eggs are \_\_\_\_\_ in the ovaries.
2. They are \_\_\_\_\_ in the ovaries, too.
3. They \_\_\_\_\_ along the fallopian tubes.
4. If they are not needed that month, the uterus lining \_\_\_\_\_ through the vagina.

## **Appendix 23 Reproductive system summaries**

Print on A4 paper, one per student/group

familyplanning.org.nz **YEAR 5-6**



Place the correct word in each space.

**exits**

**travel**

**stored**

**made**

1. Sperm are \_\_\_\_\_ in the testes.
2. They are \_\_\_\_\_ in the testes too, as well as in the epididymis.
3. Sperm \_\_\_\_\_ up the vas deferens.
4. Sperm \_\_\_\_\_ through the urethra.

## Sequence for conception labels

1. Ovulation occurs
2. Egg floats into the fallopian tube
3. Sexual activity
4. Ejaculation
5. Sperm enter the vagina
6. Sperm meet egg
7. Conception/fertilisation
8. DNA merge
9. The single cell multiplies
10. Fertilised egg sticks onto the wall of the uterus
11. Pregnancy



**Conception/  
fertilisation**

One sperm goes  
inside the egg

**Sexual  
activity**

**Ejaculation**

Sperm exit the  
penis

**Sperm enter  
the vagina**

Can live inside the  
uterus and fallopian  
tubes for up to  
seven days and take  
approximately one  
hour to get to the  
fallopian tubes

**Sperm meet  
the egg**

Hundreds of  
sperm race to  
get there first

**DNA merge**

Information from  
the egg and sperm  
meet and fuse



### **The single cell multiplies**

After five days, it will consist of a clump of about 80 cells! The cell divides into two groups. One group becomes the pregnancy and the other, the placenta.

**This happens eight days after fertilisation. Fertilised egg sticks onto the wall of the uterus**

### **Pregnancy**

Over nine months, the cluster of cells develops and starts the process of making a baby

**Egg floats into fallopian tube**

### **Ovulation occurs**

Egg is released from the ovaries

True	False	Are these statements true or false?
		Sperm starts to be made at birth.
		Sperm is made in the penis.
		Sperm is stored in the testicles and epididymis.
		Sperm travels up a tube called the vas deferens or sperm duct.
		Sperm is mixed with fluids to become semen.
		Semen and urine travel through the urethra at the same time.
		Twins are conceived when one fertilised egg splits in two, or if two eggs leave the ovary and both get fertilised by different sperm.
		Eggs are green.
		If an egg is not fertilised by sperm, the uterus lining is not needed that month and comes away through the vagina. This is called menstruation or a period.
		When it is regular, a menstrual cycle can be monthly.
		A sperm and egg must join together for a pregnancy to begin.
		Another name for egg is an “ovum”.

## True or false – Answer sheet

True	False	Are these statements true or false?
	✓	Sperm starts to be made at birth.
	✓	Sperm is made in the penis.
✓		Sperm is stored in the testicles and epididymis.
✓		Sperm travels up a tube called the vas deferens or sperm duct.
✓		Sperm is mixed with fluids to become semen.
	✓	Semen and urine travel through the urethra at the same time.
✓		Twins are conceived when one fertilised egg splits in two, or if two eggs leave the ovary and both get fertilised by different sperm.
	✓	Eggs are green.
✓		If an egg is not fertilised by sperm, the uterus lining is not needed that month and comes away through the vagina. This is called menstruation or a period.
✓		When it is regular, a menstrual cycle is once a month for most people.
✓		A sperm and egg must join together for a pregnancy to begin.
✓		Another name for egg is an “ovum”.



# TRUTH

# MYTH

## **Appendix 26 Truth or myth statement cards**

Print on A4 paper, one set per pair

familyplanning.org.nz **YEAR 5-6**



If a person's feet smell, there is nothing they can do about it.

A person can wear the same pair of socks and underwear for a week before they need to change them.

Regular exercise is important to keep healthy.

Puberty starts at the same time for everybody.

Drinking water and eating fresh fruit and vegetables help us learn.

Periods always come every 28 days.

You can get clean just by standing in a shower. You don't need to use soap or body wash.



Having clean clothes is just as important as having a clean body.

Puberty is an extremely challenging time for every person in a range of ways.

Some of the changes of puberty can be overwhelming and a bit weird.

If you're feeling a bit overwhelmed, it's best to keep it to yourself.

Used sanitary pads can be flushed down the toilet.

Giving a pimple a good squeeze will make it go away and instantly look better.

# Answer sheet

If a person's feet smell, there is nothing they can do about it.

**Myth:** Washing your feet and socks daily is a great way to keep clean.

A person can wear the same pair of socks and underwear for a week before they need to change them.

**Myth:** Underclothes such as socks and underwear need to be changed daily, especially when puberty starts.

Regular exercise is important to keep healthy.

**Truth:** Exercise helps to keep us feeling energised, strong, and happy. It helps us sleep better and fight off illness.

Puberty starts at the same time for everybody.

**Myth:** It is different for everybody. The important thing to remember is that everyone grows and develops at their own pace. Most people begin to experience puberty between 10 and 14 years of age.

Drinking water and eating fresh fruit and vegetables help us learn.

**Truth:** Water and healthy food gives us the energy we need to concentrate and learn.

Periods always come every 28 days.

**Myth:** When a person first starts to get their period, their menstrual cycle may be irregular. It depends on the individual. For most people, a menstrual cycle is once a month.

You can get clean just by standing in a shower. You don't need to use soap or body wash.

**Myth:** Soap helps to remove dead skin, perspiration, grease, and grime and helps us to smell fresh and clean.

Having clean clothes is just as important as having a clean body.

**Truth:** Clothes, especially those worn closest to the body, need to smell just as clean and fresh as our bodies.

Puberty is an extremely challenging time for every person in a range of ways.

**Myth:** For many people, puberty is a smooth process, with a few things to adjust to along the way.

Some of the changes of puberty can be overwhelming and a bit weird.

**Truth:** Just like any of the changes we go through as we grow and develop, puberty affects all parts of our hauora. We are each unique, and it affects us in different ways. At times, and for some people, it can be pretty challenging.

If you're feeling a bit overwhelmed, it's best to keep it to yourself.

**Myth:** Talking about the changes to your body, mind, and spirit with an adult you trust can help you through your journey and give you strategies for taking care of yourself.

Used pads can be flushed down the toilet.

**False:** Pads have a plastic backing that does not get broken down. They are bad for the environment and can block toilets.

Giving a pimple a good squeeze will make it go away and instantly look better.

**Myth:** It spreads the infection and makes it worse.



As	we	gro
w	u p	w e n
eed	to	car
e	f or	our
bo	die	s

1. As we grow up we need to care for our bodies.

## Appendix 27 Scrambled sentences

Print each scrambled sentence onto different coloured A4 card



A	h	eal	thy
	li	fes	tyl
e	i	ncl	ude
s	c	ari	ng
for		ou	r h
ygi		ene	

2. A healthy lifestyle includes caring for our hygiene.



<b>Bei</b>	<b>ng</b>	<b>hyg</b>
<b>ien</b>	<b>ic</b>	<b>is</b>
<b>abo</b>	<b>ut</b>	<b>mai</b>
<b>nta</b>	<b>ini</b>	<b>ng</b>
<b>dai</b>	<b>ly</b>	<b>rou</b>
<b>tin</b>	<b>es</b>	

3. Being hygienic is about maintaining daily routines.

# My support worksheet

Whānau

Friends

Community

Me

School

## Appendix 28 Support sociogram

Print on A4 paper, one per student

familyplanning.org.nz **YEAR 5-6**

# Scenarios

1. One day at school, you notice some blood on your knickers.
2. You wake up one morning and notice a wet patch on the front of your pyjamas.
3. You have just had a big fight with your best friend. You feel really upset at the things they said.
4. Your parents are arguing at home. You feel a little scared.
5. You notice one of the students at school is being bullied.
6. You really like someone in your class and want to talk to someone about your feelings.
7. You have started feeling sad for no apparent reason.
8. You have a dance exam coming up and are feeling really nervous.
9. You are feeling a little anxious about the changes that are happening to your body.
10. You are being pressured by some kids at school to do something that you know is wrong.
11. You have been told a secret about something that you know is wrong or where someone is in danger.
12. A family friend keeps walking in on you while you're getting dressed. You have asked them to stop but it keeps happening.

# Worksheet

Times when I have been supported:

Times when I have supported someone:

The qualities I have that allow me to support are:

The signs that tell me that someone needs support:

