

Secondary Schools SRE planning, assessment and reporting ideas



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Knowledge | Integrity | Respect



Butler College



- ◉ *Northern Suburbs*
- ◉ *Independent Public School*
- ◉ *Cater for students with diverse needs*
 - > *Mainstream*
 - > *Specialist Program classes*
- ◉ *2013 -268 students*
- ◉ *2017 – 1973 students*



Butler College



- 90 Indigenous students
- High number of immigrants
- 132 Teaching staff
- 81 Non teaching staffs (EA's, Champlain, Psychologists, Nurses, Admin)
- 85% attendance rate
- Low socio economic



Whole School Approach



- ◎ *Student wellbeing policy*
- ◎ *Students Services*
 - > *Teacher Research*
 - *Telethon Institute - Beyond Bullying*
 - > *Student research*
 - *Telethon Institute - Beyond Bullying*
 - *Year 7-9 capacity to prevent bullying*
 - *Middle Years Development Instrument*
 - *Year 7 Wellbeing*
- ◎ *After School Programs*
- ◎ *Breakfast - 2 mornings per week*



HPE Department



- 2014 – 4 Teachers
- 2017 – 16 Teachers
- *Variety of backgrounds and experience*

Where I have come from



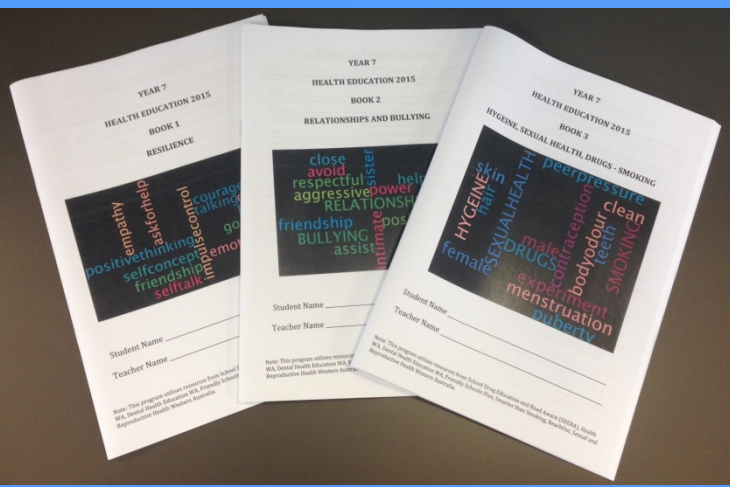
- ◎ *Ocean Reef SHS 2010 -2013*
 - > *Pilot – Relate Program Development*

- ◎ *Butler College 2014 - Present*
 - > *Relate Program Development*
 - > *SRE Symposium 2015*
 - > *GDHR Evaluation 2016*
 - > *Friendly Schools Plus Telethon Institute Research*
 - > *Netball Program*

Lower School Health Coordinator



- No time allocated 2014-2016
- Dotted time, after school, before school
- Create programs and student workbooks
- Buy and create resources
- Agency bookings



Delivery of Health



- *2 x1 hour sessions per week*
- *1 Semester*
- *Semester 1 – Yr 8 & 10*
- *Semester 2 – Yr 7 & 9*
- *12 classes per year group*
- *10 different teachers delivering Health per year group*

2017 Health Program



Year 7	Year 8
Friendly Schools Plus	Friendly Schools Plus
Self Esteem & Body Image	Resilience
Hygiene	Relate 8
Sexual Health - Puberty	Drugs - Alcohol & Cannabis
Nutrition	

Year 9	Year 10
Friendly Schools Plus	Keys for Life
Relate 9	Teen Mental Health First Aid
Drugs & Relationships	Relate 10
First Aid	Relationships and Sexual Health

Resources



- ◉ *Friendly Schools Plus Yr7-9*
- ◉ *Butterfly Foundation – Free to be Yr 7*
- ◉ *GDHR Yr 7 & 10*
- ◉ *Dental Health WA Yr 7*
- ◉ *Reach Out – Yr 8*
- ◉ *Challenges & Choices SDERA*
- ◉ *Relate Yr 8-10*
- ◉ *SDERA – K4L Yr 10*
- ◉ *The Gathering – City of Melville Yr 9-10*
- ◉ *Teen Mental Health First Aid – Education Department School Psychologists*

Activity



What resources do you use at your school to assist in the delivery of Health?

Designing our Health Programs



- Recognise issues surrounding our students
- Utilise staff who are interested
- A lot of teacher discussion, formal and informal
- What Professional Learning we have been to/offered
- Who do you know? What can you get?

Dr Donna Barwood #Inspo

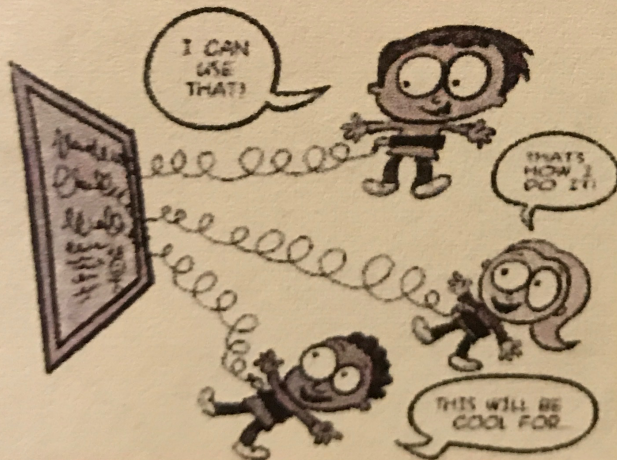


The basis of the health education lesson



CONNECTIONS LINK LEARNING TO LIFE

3 essential elements
to successful
Health Education



- WHAT = content knowledge
- WHY = is the content knowledge important to me?
- HOW = can this knowledge support and strengthen my health?

Year 9 Syllabus

<http://ik10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Year-Level-Description

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.



Personal, social and community health

BEING HEALTHY, SAFE AND ACTIVE



Factors that shape identities and adolescent health behaviours, such as the impact of:

- cultural beliefs and practices
- family
- societal norms
- stereotypes and expectations
- the media
- body image
(ACPPS089)
- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding



Skills to deal with challenging or unsafe situations:

- refusal skills
- initiating contingency plans
- expressing thoughts, opinions, beliefs
- acting assertively
(ACPPS090)
- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding



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SCSA Syllabus

SCSA – User Friendly



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GOVERNMENT OF
WESTERN AUSTRALIA



School Curriculum
and Standards
Authority

Year 9 Syllabus

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Personal, social and community health



BEING HEALTHY, SAFE AND ACTIVE	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL-BEING	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES
<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> → cultural beliefs and practices → family → societal norms → stereotypes and expectations → the media → body image <p>(ACPPS088)</p> <p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> → refusal skills → initiating contingency plans → expressing thoughts, opinions, beliefs → acting assertively <p>(ACPPS090)</p> <p>Actions and strategies to enhance health and wellbeing in a range of environments, such as:</p> <ul style="list-style-type: none"> → the use of complementary health practices to support and promote good health → responding to emergency situations → identifying and managing risky situations → safe blood practices <p>(ACPPS091)</p> <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none"> → sexuality → alcohol and other drug use → risk taking <p>(ACPPS092)</p>	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> → respecting the rights and responsibilities of individuals in the relationship → respect for personal differences and opinions → empathy <p>(ACPPS093)</p> <p>Strategies for managing emotional responses and resolving conflict in a family, social or online environment.</p> <p>(ACPPS094)</p> <p>Skills to determine appropriateness and reliability of online health information (ACPPS095)</p>	<p>The implications of attitudes and behaviours on individuals and the community, such as:</p> <ul style="list-style-type: none"> → prejudice → marginalisation → homophobia → discrimination <p>(ACPPS098)</p>

SCSA – Judging Standards



JUDGING STANDARDS IN YEAR 9

HEALTH AND PHYSICAL EDUCATION: HEALTH EDUCATION

Assessment pointers validate teachers' professional judgement when reporting against a five-point scale. The pointers:

- are examples of evidence in relation to the achievement standard
- should be used with the annotated student work samples
- exemplify what students may demonstrate rather than a checklist of everything they should do.

YEAR 9 HEALTH EDUCATION ACHIEVEMENT STANDARD

At Standard, students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

YEAR 9 HEALTH EDUCATION ASSESSMENT POINTERS

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement	E Very low achievement
Being healthy, safe and active	Provides a detailed explanation of appropriate skills needed by individuals to deal with a range of challenging or unsafe situations.	Describes appropriate skills needed by individuals to deal with a range of challenging or unsafe situations.	Lists appropriate skills needed by individuals to deal with challenging or unsafe situations.	Lists some skills needed by individuals to deal with challenging or unsafe situations.	
	Evaluates, using a range of examples, actions and strategies which promote health and wellbeing of individuals and groups in the community.	Explains, using a range of examples, actions and strategies which promote health and wellbeing of individuals and groups in the community.	Provides examples of actions and strategies which promote health and wellbeing of individuals and groups in the community.	Provides an example of an action or strategy which promotes health and wellbeing of individuals and groups in the community.	
Communicating and interacting for health and wellbeing	Describes essential characteristics of a respectful relationship with a comprehensive justification for each.	Identifies and explains relevant characteristics of a respectful relationship.	Identifies relevant characteristics of a respectful relationship and includes suitable descriptions.	Identifies a suitable characteristic of a respectful relationship.	
	Provides a comprehensive and logical description of effective strategies to resolve conflict, with appropriate examples.	Provides a description of appropriate strategies to resolve conflict, with relevant examples.	Provides appropriate strategies to resolve conflict, with some detail.	Provides simple strategies to resolve conflict, with minimal detail.	
	Identifies relevant criteria and justifies their suitability for determining the reliability of online health information.	Identifies relevant criteria and explains their suitability for determining the reliability of online health information.	Identifies some relevant criteria and provides simple explanations to support their suitability for determining the reliability of online health information.	Identifies few relevant criteria and provides minimal detail in an attempt to support their suitability for determining the reliability of online health information.	
Contributing to healthy and active communities	Provides a detailed explanation of how personal attitudes and behaviours can have implications on individuals and different groups in the community, and provides relevant examples.	Explains how personal attitudes and behaviours can have implications on individuals and groups in the community, using relevant examples.	Describes how personal attitudes and behaviours can have implications on individuals and groups in the community, using appropriate examples.	Provides an example of how personal attitudes and behaviours can impact on others.	

These pointers are just that "pointers".

A typical "A" "B" "C" response

Planning



- ⦿ *What do we already have?*
- ⦿ *Do we need to change it?*
- ⦿ *How/why?*
 - > *Is it still relevant to our students?*
 - > *Do we need to add anything?*
 - > *Does this mean we need to adapt programs we already have?*
 - > *Create something new?*
- ⦿ *How does the unit link to the Syllabus?*

Butler College
Year 9 Health Education
RelaTE 9



Our Unit Outlines

<u>Session</u>	<u>Content</u>	<u>Resources</u>	<u>Australian Curriculum Reference</u>
1	<p>Introduction</p> <ul style="list-style-type: none"> To provide students with an opportunity to explore and discuss factors that make for a safe and supportive learning environment 	<p>RelaTe 9</p> <ul style="list-style-type: none"> Session 1 <ul style="list-style-type: none"> Part 1: <ul style="list-style-type: none"> Safe and supportive learning environment Group Agreement Part 2: <ul style="list-style-type: none"> Know/Want to Know/Learnt 	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship respect for personal differences and opinions empathy (ACPPS093)
2	<p>Gender not sex</p> <ul style="list-style-type: none"> Understand the difference between 'sex' and 'gender' and to recognise gender stereotypes 	<p>RelaTe 9</p> <ul style="list-style-type: none"> Session 2 <ul style="list-style-type: none"> Worksheet – Gender not Sex Activity – Discussion Worksheet – Processing Questions Videos Activity – What the Judge meant Activity – Judge meant questions 	<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> cultural beliefs and practices family societal norms stereotypes and expectations the media (ACPPS089) <p>The implications of attitudes and behaviours on individuals and the community, such as:</p> <ul style="list-style-type: none"> prejudice marginalisation homophobia discrimination (ACPPS098)
3	<p>Respect – What's O.K and what's not O.K</p> <ul style="list-style-type: none"> To identify examples of respectful and disrespectful relationships 	<p>RelaTe 9</p> <ul style="list-style-type: none"> Session 3 <ul style="list-style-type: none"> Activity – What's ok and not ok? Video – Tagged Worksheet – Processing Questions Activity – Part 2 What's ok and not ok? 	<p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship respect for personal differences and opinions empathy (ACPPS093)
4	<p>What's the story?</p> <ul style="list-style-type: none"> Identify a framework for considering the safety and respect of people in a situation 	<p>RelaTe 9</p> <ul style="list-style-type: none"> Session 4 <ul style="list-style-type: none"> Fact sheet – Framework for safe and respectful situations Activity – Relationship placemat Worksheet – Processing Questions 	<p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> refusal skills initiating contingency plans expressing thoughts, opinions, beliefs acting assertively (ACPPS090) <p>Actions and strategies to enhance health and wellbeing in a range of environments, such as:</p> <ul style="list-style-type: none"> identifying and managing risky situations (ACPPS091) <p>Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:</p> <ul style="list-style-type: none"> sexuality alcohol and other drug use risk taking (ACPPS092) <p>Characteristics of respectful relationships:</p> <ul style="list-style-type: none"> respecting the rights and responsibilities of individuals in the relationship respect for personal differences and opinions empathy (ACPPS093) <p>Strategies for managing emotional responses and resolving conflict in a family, social or online environment (ACPPS094)</p>

Year 10 Syllabus

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Year Level Description

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Personal, social and community health

BEING HEALTHY, SAFE AND ACTIVE

The impact of societal and cultural influences on personal identity and health behaviour, such as:

- how diversity and gender are represented in the media
- differing cultural beliefs and practices surrounding transition to adulthood (ACPPS089)

R+SH

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Skills and strategies to manage situations where risk is encouraged by others (ACPPS091)

RSH + K4L B

- Literacy
- Critical and creative thinking
- Personal and social capability

Analysis of images and messages in the media related to:

Drugs

- alcohol and other drugs
- body image
- fast food
- road safety
- relationships (ACPPS092)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing (ACPPS092)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

RSH

COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING

Skills and strategies to promote respectful relationships, such as:

- appropriate emotional responses in a variety of situations
- taking action if a relationship is not respectful
- appropriate bystander behaviour in physical and online interactions (ACPPS093)

RSH + K4L

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Effects of emotional responses on relationships, such as:

- extreme emotions impacting on situations or relationships
- the consequences of not recognising emotions of others (ACPPS094)

-TAMHFA
-K4L - crashes
-R+SH

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

Critical health literacy skills and strategies:

- evaluating health services in the community
- examining policies and processes for ensuring safer behaviours (ACPPS095)

?

- Literacy
- Critical and creative thinking
- Personal and social capability

Brainstorm 1

All 098
097

Butler College
Year 10 Health Education 2016
Mental Health

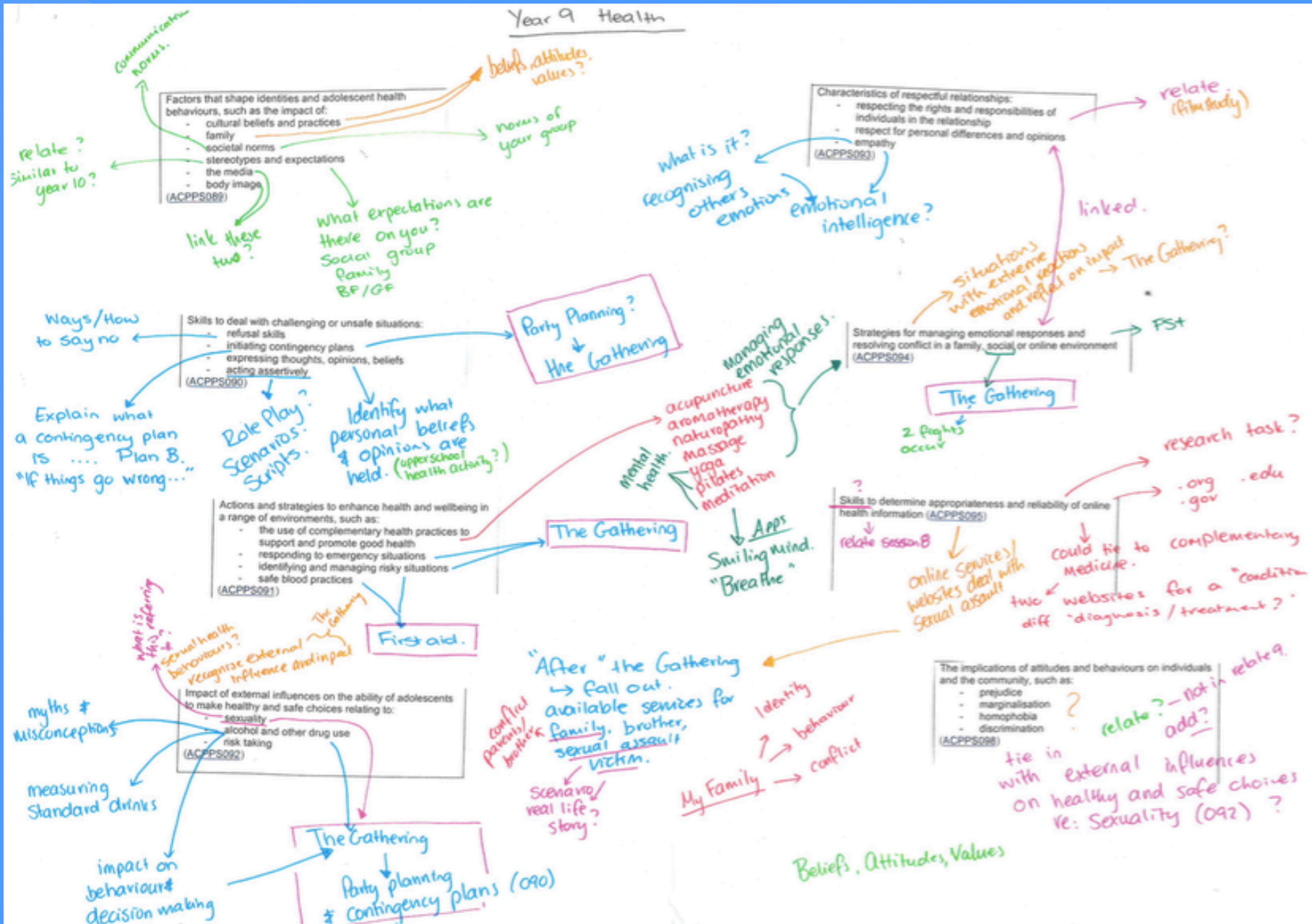


Session	Outcome	Content	Enrichment/Resources
1 098	Concepts for a Healthy Lifestyle	Introduction • Teen Mental Health First Aid • What is mental health <i>keep</i>	<ul style="list-style-type: none"> • Teen Mental Health First Aid Student letter • tMHFA pilot evaluation of study • Video – Headspace: Mental Health and you • Activity – What is mental health • Fact Sheet – What is mental health? • Video – Headspace: Understanding depression and anxiety ft Ruby Rose • Activity – Anxiety & Depression
2 094 093	Knowledge and Understanding	Mental Health • Session 1 of tMHFA ✓	<ul style="list-style-type: none"> • Different types of mental health problems • Mental health Problems in Young People • Appropriate help • Helping a friend
3 095 096 097	Knowledge and Understanding Interpersonal Skills	Mental Health • Revise tMHFA Session 1 • Where to get help? <i>com m h f a of 3 weeks of activity</i>	<ul style="list-style-type: none"> • Activity – Brainstorm: where to get help? • Factsheet – Getting help from a general practitioner (GP) • Fact Sheet – How headspace can help • Fact sheet – What to expect at a headspace centre • Reachout – Website Enquiry
4 094 092	Knowledge and Understanding Interpersonal Skills	Mental Health • Session 2 of tMHFA <i>9pp</i> <i>Breathe - control HE</i> <i>measure</i>	<ul style="list-style-type: none"> • MHFA action plan • Looking for warning signs • Asking a friend how they are • Listening Helping a friend connect to an adult • Being a good friend • Responding to a mental health crisis
5	Knowledge and Understanding Interpersonal Skills	Mental Health • Revise tMHFA Session 2 • Self-care and coping strategies <i>57 min</i> <i>run through mental</i>	<ul style="list-style-type: none"> • Activity – Self-care activities • Fact Sheet – Tips for a healthy headspace • Fact Sheet – Self-Talk • Fact Sheet – Smiling Minds app • Article – Meditation transforms roughest San Francisco Schools • Activity – Meditation: Smiling Minds app
6 094 093	Knowledge and Understanding Interpersonal Skills	Mental Health • Session 3 of tMHFA	<ul style="list-style-type: none"> • The importance of acting early • Using the action plan to help a friend • Review
7 093 092	Knowledge and Understanding Interpersonal Skills	Mental Health • Revise tMHFA Session 3 • Self-care and coping strategies <i>music class</i>	<ul style="list-style-type: none"> • Fact Sheet: Mind Shift app • Activity – Mind Shift app ✓ <i>check-in</i> • Activity – Collaborative game <i>9pp</i>
8	Knowledge and Understanding Interpersonal Skills	Mental Health • Assessment • Self-care and coping strategies	<ul style="list-style-type: none"> • Activity – Mind Shift app • Activity – Collaborative game <i>articles in process</i> • Assessment - Test

appreciate app

Brainstorm 2

Brainstorm 3 – Redeveloping Yr 9 Program



Activity



Use the Yr 9 syllabus descriptors and link them to the units of work you deliver in Yr 9 Health at your school

What you'll get:

1. A copy of the Yr 9 Syllabus descriptors
2. 2 types of brainstorm sheets to assist you

Option 1



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Year 9 Health.

Factors that shape identities and adolescent health behaviours, such as the impact of:

- cultural beliefs and practices
- family
- societal norms
- stereotypes and expectations
- the media
- body image

(ACPPS088)

Characteristics of respectful relationships:

- respecting the rights and responsibilities of individuals in the relationship
- respect for personal differences and opinions
- empathy

(ACPPS093)

Skills to deal with challenging or unsafe situations:

- refusal skills
- initiating contingency plans
- expressing thoughts, opinions, beliefs
- acting assertively

(ACPPS090)

Strategies for managing emotional responses and resolving conflict in a family, social or online environment

(ACPPS094)

Actions and strategies to enhance health and wellbeing in a range of environments, such as:

- the use of complementary health practices to support and promote good health
- responding to emergency situations
- identifying and managing risky situations
- safe blood practices

(ACPPS091)

Skills to determine appropriateness and reliability of online health information (ACPPS095)

Impact of external influences on the ability of adolescents to make healthy and safe choices relating to:

- sexuality
- alcohol and other drug use
- risk taking

(ACPPS092)

The implications of attitudes and behaviours on individuals and the community, such as:

- prejudice
- marginalisation
- homophobia
- discrimination

(ACPPS098)

Year 9 Syllabus



School Curriculum
and Standards
Authority



In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Personal, social and community health

BEING HEALTHY, SAFE AND ACTIVE	
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<p>Skills to deal with challenging or unsafe situations:</p> <ul style="list-style-type: none"> • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively (ACPPS090) 	
<p>Actions and strategies to enhance health and wellbeing in a range of</p>	

Option 2

What we have changed in Yr 9 Health for 2017



- *Brought “The Gathering” by City of Melville in after Relate 9*
- *It was in our Yr 10 Program in 2017*
- *Links to relationships, sex and drugs and possible real life scenarios*
- *Follow with First Aid activities*

Resources



1. List the resources you use now in your SRE programs
2. Have others on your table used the same/different resources?
 - > Large group brainstorm of resources - whiteboard
1. Write down any resources you have not heard of/seen/used!!

Butler College
Year 10 Health Education 2017
Relationships and Sexual Health



Session	Content	Enrichment/Resources
1	Ready vs. Not Ready <ul style="list-style-type: none"> • What is sex? • Planning and managing choices • Physical, social and emotional benefits and consequences of sexual activity 	GDHR <ul style="list-style-type: none"> • Ready vs. Not Ready Year 9 <ul style="list-style-type: none"> ✎ Activity – Sex or Not Sex ✎ Activity – Y Chart: Prepared for sex ✎ Activity – Y Chart: Not prepared for sex
2	Who or what will you pick up at the party? <ul style="list-style-type: none"> • Benefits, risks and potential consequences of sexual relationships • Investigation of Sexually Transmitted Infections and Blood-Borne Viruses 	GDHR <ul style="list-style-type: none"> • Who or what will you pick up at the party? Year 10 <ul style="list-style-type: none"> ✎ Activity – Quiz: Who or what will you pick up at the party? ✎ Activity – Graffiti: What do you know? (not in workbook) Assessment – Investigation STI's (not in workbook)
3	Who or what will you pick up at the party? <ul style="list-style-type: none"> • Investigation of Sexually Transmitted Infections and Blood-Borne Viruses 	GDHR <ul style="list-style-type: none"> • Who or what will you pick up at the party? Year 10 Assessment – Investigation STI's (not in workbook)
4	Who or what will you pick up at the party? <ul style="list-style-type: none"> • Investigation of Sexually Transmitted Infections and Blood-Borne Viruses 	GDHR <ul style="list-style-type: none"> • Who or what will you pick up at the party? Year 10 Assessment – Investigation STI's (not in workbook)
5	Contraception <ul style="list-style-type: none"> • Types of contraception • Effectiveness 	PASH <ul style="list-style-type: none"> ✎ Worksheet – Contraception Table
6	Contraception <ul style="list-style-type: none"> • Types of contraception • Effectiveness 	PASH <ul style="list-style-type: none"> ✎ Worksheet – Contraception Table
7	Sexual Risk Taking <ul style="list-style-type: none"> • Impact of drugs in sexual behavior and its consequences 	The Gathering <ul style="list-style-type: none"> • Activity 1 and Activity 5 <ul style="list-style-type: none"> ✎ Worksheet – Drug Triangle ✎ Activity – Acceptable Behaviour ✎ Video – The Gathering: view chapter by chapter ✎ Worksheet – Addressing the risks of drugs ✎ Activity – DMM: What choices did they have?
8	Sexual Risk Taking <ul style="list-style-type: none"> • Impact of drugs in sexual behavior and its consequences 	The Gathering <ul style="list-style-type: none"> • Activity 1 and Activity 5 <ul style="list-style-type: none"> ✎ Worksheet – Drug Triangle ✎ Activity – Acceptable Behaviour ✎ Video – The Gathering: view chapter by chapter ✎ Worksheet – Addressing the risks of drugs ✎ Activity – DMM: What choices did they have?
9	Sexual Consent and the Law <ul style="list-style-type: none"> • Consent and the law 	GDHR <ul style="list-style-type: none"> • Sexual Consent and the Law Year 9 <ul style="list-style-type: none"> ✎ Worksheet – Sexual consent and the law ✎ Fact Sheet – Common myths or excuses ✎ Fact Sheet: Sexual activity and the law ✎ Worksheet – Sexual consent and the law ✎ Video – Tea consent clean ✎ Activity – Consent scenarios

You don't
 have to
 use ready
 made
 resources!!

Year 10 Health

Lesson 9

GDHR – Sexual Consent and the Law Year 9 Level

GDHR – Lesson 9

Sexual Consent and the Law Year 9

Description

Students analyse sexual consent and the law through practical scenarios and further develop an understanding of sexual diversity.

Learning focus

Sexual behaviour and the law.

Key understandings

- Adolescence is a period of dramatic physical, social and emotional change involving many new feelings and experiences.
- Sexual feelings are a normal part of adolescent change and need to be managed appropriately.
- Sexual activity has physical, social, emotional and legal implications.
- Individuals are responsible for the decisions and choices they make regarding their sexual behaviour.
- People have different attitudes, values and beliefs towards sex and sexuality.

Materials

1. Teaching Resource: *Consent scenarios* [one per group]

Teaching and Learning Activities

Before you get started

- Begin this lesson with a reminder for students to look after themselves and their friends. If students feel uncomfortable about the subject matter, they are welcome to take a break for a drink or bathroom visit. Ensure [ground rules](#) are established before beginning this activity.
- The purpose of teaching protective behaviours is to increase the safety and wellbeing of everyone in the community. The skills and strategies can be used by students to predict, assess and act appropriately in potential child abuse and family violence situations. Refer to the [Protective behaviours education](#) Guide for further information.
- Self-esteem and confidence of some students may be an issue during this activity. Be reassuring and support students as they develop the ability to practise assertive “no” statements. This will help students with their resilience and emotional wellbeing development. See the Guide: [Resilience and life skills](#) for more information.
- It is possible that a student has been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the [protective interrupting](#) technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the Guides: [Dealing with disclosures](#) and [Sex and the law](#) and have a risk management strategy in place.
- **Technology:** Where possible, teachers are encouraged to provide students with access to electronic rather than paper copies of teaching resources. The use of mobile and/or tablet devices, interactive white boards and other software and applications that may be suitable for the purpose of the activity should also be considered.

GDHR – Lesson 9

Sexual Consent and the Law Year 9

Whole Class

Students develop an understanding of the definition of sexual consent and the importance of making informed decisions.

1. Discuss with students what the difference between 'unwritten rules', 'expectations' and 'laws' about teenage sexual relationships. For example, 'unwritten rules' might include not getting on with a friend's girl/boyfriend; an 'expectation' could be that boys are the ones to initiate sex; 'law' is having sex with someone under 16 years of age is a crime.
2. Ask the students the following focus questions:
 - **What does 'consent' mean?**
 - **What is consensual sex?** (Consensual sex is when both parties are of legal age, agree to engage in sexual intercourse by choice, and have the freedom and capacity to make that choice)
 - **What do you think the legal age of consent in WA is?** (In WA if you are 13-16 years old it is illegal for someone to have sex with you, except in very limited circumstances. Once you turn 16 another person who has also turned 16 can have sex with you if you both agree to it. Having sex with someone under 13 years of age is a crime)
 - **Do you know any other laws about consent and sex with people under 18 years?** (For example: It is a crime to have a sexual relationship with someone under 18 years where there is a relationship of authority; for example, a teacher with a student or an employer with an employee. See the background notes on [Sex and the law](#) for further laws)
 - **Do these laws surprise you? Why/why not?**
 - **Why are there laws around the age of consent in WA?**
 - *How do the laws about consensual sex differ from the unwritten rules or expectations?*
 - *Do the unwritten rules and expectations around teenage sexual relationships vary with age, e.g. would your parents have different ideas about these rules or expectations?*
 - *Do these unwritten rules and expectations vary depending on where you are, e.g. at school, at a school dance, at a friend's place, at the park?*
 - *Do the laws about consensual sex vary with where you are?*
 - *Who do the laws about consensual sex benefit?*
 - *Where do these unwritten rules and expectations around teenage sexual relationships come from?*
3. Stress that regardless of age, if someone has not given consent to sexual activity and it has taken place, it is a crime.
4. Clarify students understanding around consent if necessary.
 - **Remind them that consent is about personal choice, making a personal decision and having the ability and the right to say either 'yes' or 'no' and having their decision or choice respected.**

Sexual Consent and the Law

1. What does 'consent' mean

2. What is consensual sex?

3. What do you think the legal age of consent in WA is?

4. Do you know any other laws about consent and sex with people under 18 years?

5. Why are there laws around the age of consent in WA?

Regardless of age, if someone has not given consent to sexual activity and it has taken place, it is a crime.

GDHR – Lesson 9

Sexual Consent and the Law Year 9

Independent or Small Group

Students apply their knowledge of sexual **consent to scenarios.**

1. Provide each small group with a copy of the Teaching Resource: *Consent scenarios.*
2. Ask students to read the scenario they have been given, identify the key points, discuss whether the situation is consenting or not and identify a reason for their answers.

Consent Scenario 1

Jack and Jess have been going out for a couple of months now. Jack tells Jess he will dump her if she does not have sex with him tonight. He is sick of waiting. Jess is afraid of losing him and agrees to have sex with him.

1. Is this consent?
2. How do you think Jess feels?
3. Do you think that coercion like this indicates a mutually respectful relationship?
4. How can a person who feels pressured manage this situation?

Consent Scenario 1

Jack and Jess have been going out for a couple of months now. Jack tells Jess he will dump her if she does not have sex with him tonight. He is sick of waiting. Jess is afraid of losing him and agrees to have sex with him.

1. Is this consent?

2. How do you think Jess feels?

3. Do you think that coercion like this indicates a mutually respectful relationship?

4. How can a person who feels pressured manage this situation?

Consent Scenario Teacher Notes

Scenario no.1:

1. Is this consent? – No. Even though Jess has said yes, she has been pressured into it.
2. How do you think Jess feels? E.g. sad, angry, violated, upset, etc.
3. Do you think that coercion like this indicates a mutually respectful relationship? No. Power does NOT equate to respect, trust, happiness, fairness, etc.
4. How can a person who feels pressured manage this situation? Make an excuse, tell the truth, walk away, etc.

Creating Assessments



- *Its HARD!*
- *Enable students to reach “A” judging standard*
- *Enable students to reach a “satisfactory achievement”*

GET the Facts

BLOG TEMPLATE

Name/s	
Age	
Blog topic	
Blog Title	
Introduction – 50 words <i>(something catchy which summarises your topic)</i>	

Introduction – 100 words <i>(Grab your reader's attention with something really funny or interesting. Explain the purpose of the blog post)</i>

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- Needed to create an assessment for Relate 10
- Opportunity from WA Health for students to to to write a “blog” on Get the Facts website
- Questions
 - How to assist with an already time poor program
 - How can I scaffold this?
 - Students wont be interested in writing about anything?? Or will they??
 - How could I integrate both??

RELATE

RESPECTFUL RELATIONSHIPS EDUCATION

GET the Facts



Department of Health



Yr 10 Assessment

You are replying to a question on the blog page on the WA Health website "Get the Facts". Reply to one of the questions below. Fill in the Blog Template. Include in your reply an understanding of emotions from people involved in the scenario and how that would affect their relationships. You need to suggest a range of skills and strategies to manage the situation. This is an open book assessment and you have access to your Relate Health Workbook.

Some responses will be forwarded with student permission to WA Health for possible inclusion on the Get the Facts Website.

Scenario 1

Hi my name is Jess and I have been going out with Jack for a couple of months now. Jack has said that he will dump me if I don't have sex with him soon. He is sick of waiting. I'm really afraid of losing him and last night I agreed to have sex with him.

Scenario 2

Hi my name is Brodie and I met this girl, Maya at the school disco. We were having fun telling jokes and talking about movies we both had seen recently. Maya reached over and kissed me. I really enjoyed it! Maya then started to touch me, which I liked, then I started to feel a little uncomfortable and unsure. I told her I didn't want to go any further right now and she ignored me and continued to touch me.

BLOG TEMPLATE

Your Name	
Age	
Scenario	
Blog topic (Circle the topic/s your scenario links to)	<p style="text-align: center;">Respectful Relationships</p> <p style="text-align: center;">Consent</p> <p style="text-align: center;">Sex</p>
Blog Title (Create a Blog Title)	

Assessment Feedback



- ◎ *Read the Assessment*

- > *What do you like about it?*
- > *What would you change?*
- > *Would you add anything?*

- ✦ *I have received feedback from Dino Manalis
Principal Consultant Schools Curriculum and
Standard DET*

Assessment Feedback



Question 2. Explain how these emotional responses would affect the relationship between the characters and provide examples of them.

Dino Manalis 17/8/2017 1:23 PM
Deleted: these characters relationships

Dino Manalis 17/8/2017 1:22 PM
Comment [1]: Examples of what?

Question 4. Provide a range of skills and strategies these characters could use to reduce the situation arising.

Dino Manalis 17/8/2017 1:26 PM
Comment [2]: Prevent?

- ★ Feedback from Dino Manalis *Principal Consultant Schools Curriculum and Standard DET*

Moderation



- *Read 1 of the student assessments*
- *Yr 10 Judging standards sheet*
- *Looking at the Yr 10 judging standards what grade are they working towards?*
 - > A
 - > B
 - > C
 - > D

Marking Key Feedback



- ◎ *Read the Marking Key*

- > *What do you like about it?*
- > *What would you change?*
- > *Would you add anything?*

- ✦ *I have received feedback from Dino Manalis
Principal Consultant Schools Curriculum and
Standard DET*

Marking Key Feedback



Your grades need to be reflective of the following grade descriptions (not based on the mark). Each question has been matched with these descriptors.

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement	E Very low achievement
Being healthy, safe and active	Provides a detailed explanation of a range of appropriate skills and strategies for how to manage situations where risk is encouraged by others.	Explains a range of appropriate skills and strategies for how to manage situations where risk is encouraged by others.	Outlines skills and strategies for how to manage situations where risk is encouraged by others.	Lists some skills or strategies for how to manage situations where risk is encouraged by others.	Does not meet the requirements of a D grade.
Communicating and interacting for health and wellbeing	Explains how emotional responses may affect relationships and provides relevant examples.	Explains how emotional responses may affect relationships.	Identifies how emotional responses may affect relationships.	Recalls an emotional response which may affect relationships.	Does not meet the requirements of a D grade.

Dino Manalis 17/8/2017 1:27 PM
Comment [1]: The 'Assessment pointers' are a resource to be used to help shape and give breadth to an assessment task and to use to make a judgement on each student at the end of the year.
 They are not designed to be used as a marking key as we do not award a grade for each task.

★ Feedback from Dino Manalis *Principal Consultant Schools Curriculum and Standard DET*

Marking Key Feedback



Marking Key			
Grade	Description	Marks	
	Question 1: Describe the emotional responses of all characters in the scenario and reasons why they may feel that way. (6 Marks)		
		Character 1	Character 2
	For each of the characters:		
	• Explains the emotional responses to the situation	3	3
	• Identifies 2 emotional responses to the situation	2	2
	• Recalls 1 emotional response to the situation	1	1
	Question 2: Explain how these emotional responses would affect these characters relationships and provide examples of them. (6 Marks)		
		Character 1	Character 2
	For each of the characters:		
	• Explains how the emotional responses to the situation may affect relationships and provides examples	3	3
	• Explains how the emotional responses to the situation may affect relationships	2	2
	• Identifies how the emotional responses to the situation may affect relationships	1	1

Dino Manalis 17/8/2017 1:29 PM
 Comment [2]: This column needs to be removed as we do not award a grade to specific questions or tasks.

Dino Manalis 17/8/2017 1:34 PM
 Deleted: B
 C
 D

Dino Manalis 17/8/2017 1:30 PM
 Comment [3]: How do students know how many emotional responses they are to identify?

Dino Manalis 17/8/2017 1:31 PM
 Comment [4]: How many examples?

Dino Manalis 17/8/2017 1:34 PM
 Deleted: A
 B
 C

★ Feedback from Dino Manalis *Principal Consultant Schools Curriculum and Standard DET*

Marking Key Feedback

	Question 3: Provide a range of skills and strategies these characters could use to manage the situation they are in. (4 Marks)	
	<ul style="list-style-type: none"> → Detailed explanation of a range of appropriate skills and strategies to manage situation → Explains a range of appropriate skills and strategies to manage situation → Outlines skills and strategies to manage situation → Lists some skills or strategies to manage situations where risk is encouraged by others 	4 3 2 1
	Question 4: Provide a range of skills and strategies these characters could use to reduce the situation arising. (4 Marks)	
	<ul style="list-style-type: none"> → Detailed explanation of a range of appropriate skills and strategies to manage situation → Explains a range of appropriate skills and strategies to manage situations situation → Outlines skills and strategies to manage situation → Lists some skills or strategies to manage situations where risk is encouraged by others 	4 3 2 1
Total		/20

Dino Manalis 17/8/2017 1:34 PM
Formatted: Centered, Indent: Left: -0.5 cm, Space After: 0 pt, Line spacing: single

Dino Manalis 17/8/2017 1:33 PM
Comment [5]: Unclear how these two are different

Dino Manalis 17/8/2017 1:35 PM
Deleted: A
B
C
D

Dino Manalis 17/8/2017 1:35 PM
Deleted: situations

Dino Manalis 17/8/2017 1:37 PM
Comment [6]: What is the difference between these two?

Dino Manalis 17/8/2017 1:36 PM
Comment [7]: Not sure where this came from

Dino Manalis 17/8/2017 1:38 PM
Comment [8]: See notes from Q3

Dino Manalis 17/8/2017 1:35 PM
Deleted: A
B
C
D

What happened to Question 5?

- ★ Feedback from Dino Manalis *Principal Consultant Schools Curriculum and Standard DET*

Moderation – Marking Key



BUTLER
COLLEGE

- *Use the marking key and mark the the student assessment you graded before*

Marking Key

AKOOR

Grade	Description	Marks	
	Question 1: Describe the emotional responses of all characters in the scenario and reasons why they may feel that way. (6 Marks)		
		Character 1	Character 2
B	For each of the characters:	3	3
C	• Explains the emotional responses to the situation	2	2
D	• Identifies 2 emotional responses to the situation	1	1
	• Recalls 1 emotional response to the situation		
	Question 2: Explain how these emotional responses would affect these characters relationships and provide examples of them. (6 Marks)		
		Character 1	Character 2
	For each of the characters:		
A	• Explains how the emotional responses to the situation may affect relationships and provides examples	3	3
B	• Explains how the emotional responses to the situation may affect relationships	2	2
C	• Identifies how the emotional responses to the situation may affect relationships	1	1
	Question 3: Provide a range of skills and strategies these characters could use to manage the situation they are in. (4 Marks)		
A	• Detailed explanation of a range of appropriate skills and strategies to manage situation	4	
B	• Explains a range of appropriate skills and strategies to manage situations situation	3	
C	• Outlines skills and strategies to manage situation	2	
D	• Lists some skills or strategies to manage situations where risk is encouraged by others	1	
	Question 4: Provide a range of skills and strategies these characters could use to reduce the situation arising. (4 Marks)		
A	• Detailed explanation of a range of appropriate skills and strategies to manage situation	4	
B	• Explains a range of appropriate skills and strategies to manage situations situation	3	
C	• Outlines skills and strategies to manage situation	2	
D	• Lists some skills or strategies to manage situations where risk is encouraged by others	1	
Total		17 /20	

A



Moderation Akoor

Marking Key

1-11/21C

Grade	Description	Marks	
	Question 1: Describe the emotional responses of all characters in the scenario and reasons why they may feel that way. (6 Marks)		
		Character 1	Character 2
B	For each of the characters:	3	3
C	• Explains the emotional responses to the situation	2	2
D	• Identifies 2 emotional responses to the situation	1	1
	Question 2: Explain how these emotional responses would affect these characters relationships and provide examples of them. (6 Marks)		
		Character 1	Character 2
A	For each of the characters:	3	3
B	• Explains how the emotional responses to the situation may affect relationships and provides examples	2	2
C	• Explains how the emotional responses to the situation may affect relationships	1	1
	Question 3: Provide a range of skills and strategies these characters could use to manage the situation they are in. (4 Marks)		
A	• Detailed explanation of a range of appropriate skills and strategies to manage situation	4	
B	• Explains a range of appropriate skills and strategies to manage situations situation	3	
C	• Outlines skills and strategies to manage situation	2	
D	• Lists some skills or strategies to manage situations where risk is encouraged by others	1	
	Question 4: Provide a range of skills and strategies these characters could use to <u>reduce</u> the situation arising. (4 Marks)		
A	• Detailed explanation of a range of appropriate skills and strategies to manage situation	4	
B	• Explains a range of appropriate skills and strategies to manage situations situation	3	
C	• Outlines skills and strategies to manage situation	2	
D	• Lists some skills or strategies to manage situations where risk is encouraged by others	1	
Total		10 /20	



Moderation Kaible

Marking Key

Kirsty

Grade	Description	Marks	
	Question 1: Describe the emotional responses of all characters in the scenario and reasons why they may feel that way. (6 Marks)		
		Character 1	Character 2
B	For each of the characters:	3	3
C	• Explains the emotional responses to the situation	2	2
D	• Identifies 2 emotional responses to the situation • Recalls 1 emotional response to the situation	1	1
	Question 2: Explain how these emotional responses would affect these characters relationships and provide examples of them. (6 Marks)		
		Character 1	Character 2
A	For each of the characters:	3	3
B	• Explains how the emotional responses to the situation may affect relationships and provides examples	2	2
C	• Explains how the emotional responses to the situation may affect relationships • Identifies how the emotional responses to the situation may affect relationships	1	1
	Question 3: Provide a range of skills and strategies these characters could use to manage the situation they are in. (4 Marks)		
A	• Detailed explanation of a range of appropriate skills and strategies to manage situation	4	
B	• Explains a range of appropriate skills and strategies to manage situations situation	3	
C	• Outlines skills and strategies to manage situation	2	
D	• Lists some skills or strategies to manage situations where risk is encouraged by others	1	
	Question 4: Provide a range of skills and strategies these characters could use to reduce the situation arising. (4 Marks)		
A	• Detailed explanation of a range of appropriate skills and strategies to manage situation	4	
B	• Explains a range of appropriate skills and strategies to manage situations situation	3	
C	• Outlines skills and strategies to manage situation	2	
D	• Lists some skills or strategies to manage situations where risk is encouraged by others	1	
Total		14 /20	

B



Moderation Kirsty

Reporting



- ⦿ *Marks into Reporting to Parents*
- ⦿ *Moderating after assessments*
- ⦿ *End of Year*
 - > *Rank students*
 - > *Revise student assessments and work samples*
 - > *Make a “judgement” in regards to the Judging Standards*
 - > *Use cut-offs to distinguish A-E*

What I have learnt



◎ *Planning*

- > *Continual process*
- > *Always changing and adapting to your clientele*

◎ *Assessment*

- > *Continual process*
- > *Always changing and adapting*
- > *Create a variety of assessments for success*
- > *I'm still learning*

Its always good to have another champion or 2 to bounce ideas off!