



**Sexual  
Wellbeing  
Aotearoa**

(formerly Family Planning)

# THE COLOURS OF SEXUALITY

**A toolkit for teachers  
of intellectually  
disabled students**

# Introduction

## WHO IS THIS RESOURCE FOR?

**Sexual Wellbeing Aotearoa (formerly Family Planning) has developed The Colours of Sexuality for use in primary and secondary schools with students with additional learning needs.**

The resource is aimed at teachers working with young people who have mild to moderate additional learning needs in the classroom. It uses the concept of inter-related wheels to help young people understand how people around them fit into their own sexual development and wellness.

The original version of this resource was based on a needs assessment which was undertaken with Learning Support Units across New Zealand in 2014. This edition expands on the original resource by supporting the use of our Navigating the Journey suite as the foundation for classroom resources.

The Colours of Sexuality covers themes and issues that reflect young people's experiences such as building friendships, personal boundaries and managing emotions. The objective is to educate and foster skills such as appropriate touch, assertive communication and positive decision making so that if and when young people choose to engage in sexual contact, it will be wanted, safe, non-pressured and more likely a positive experience.

Sexual Wellbeing Aotearoa has developed The Colours of Sexuality resource to provide teachers with a framework to navigate Relationships and Sexuality Education with young people who may need extra support in understanding this core component of the Health and Physical Education curriculum.

## SEXUALITY IN DISABILITY

Sexuality is "...a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors."<sup>1</sup>

Sexuality is a holistic concept that brings together all aspects on one's sexual self and sexual wellbeing. For many people, adolescence is the time when young people start to learn and understand more about themselves, their identity and their likes or dislikes. This process of self-discovery will be varied and may look quite different between young people of

different groups, cultures, ethnicities, and religions, among other things including disabilities. Therefore, it is important to recognise that diversity is the norm, but it is also important to understand that self-discovery will happen within everyone, even if it does look slightly different.

## **Keeping Safe**

Safety is paramount anytime that you are working with young people or anyone who may have additional vulnerabilities. These vulnerabilities may look different for different groups. For this resource, we will focus on vulnerabilities that may lead to sexual abuse.

Unfortunately, individuals with disabilities are more likely to be victims of various forms of abuse than those without a disability. Research indicates that people with an intellectual disability experience high levels of abuse with up to 44 percent of children<sup>2,3,4</sup> and over 50% of adults<sup>5</sup> experiencing one or more types of abuse. While we acknowledge that this does not exclusively mean sexual abuse, we know the levels are higher than many people may realise.

For young people with a disability, it is important to know what sexual abuse may look like. Sometimes we consider behaviours such as forced touching and sex, but we do not always think of the precursors to these behaviours such as grooming. For instance, a young person who may be accessing the same service regularly, such as a bus or a gym, may not realise that the person who is being nice to them, is being friendly, and is not their friend. This is where the discussion with young people, both with and without an intellectual disability, becomes difficult.

We want young people to be able to feel safe, be safe and trust adults, but we also need to educate young people about bodily autonomy and consent to ensure they can identify if something is happening to them that could escalate into abuse.

## **Rights and Values**

Around the world, many countries support children's rights which have evolved to ensure that young people are nurtured and cared for as they grow. In New Zealand, these rights include provisions for an adequate standard of living, healthcare, education, and the right to protection from discrimination, abuse, and neglect. Some of these rights continue into adulthood, while additional rights are gained. These rights are guaranteed regardless of disability status.

When we think of rights, for many people it is difficult to differentiate between the idea of rights versus values. Rights can be thought of as standards of achievement, while values are standards of behaviour. Although a wider discussion is beyond the scope of this resource, it is important to understand that we have a duty of care to the young people that we work with to ensure their rights are protected from the influence of our personal values. Even though our personal values work for ourselves, they may not be the same as, or work for, the people we are supporting.

## CHANGING YOUR APPROACH TO EDUCATION, NOT THE MATERIAL

All young people in Aotearoa are entitled to receive quality and accessible education. For this to occur in the context of this resource, it is important to understand that the requirements for Relationships and Sexuality Education (RSE) apply to all students. Therefore, students who require additional learning support should still receive holistic and comprehensive RSE that would normally be taught to a similar aged person without additional needs, but in a way that will help them learn and understand. This is an essential part of a young person's emotional, social, sexual and psychological development irrespective of what additional support is needed in the classroom.

When developing the Relationships and Sexuality Education (RSE) curriculum in your classroom and school, it is important to remember that the programme should be holistic, focusing on the development of the whole person and not just on physical or biological changes. It is understood that there could be some additional challenges for young people with additional needs considering that not all young people develop at the same pace which is why the same topics may need to be revisited at different ages across their schooling.

## HOW DO WE ACHIEVE EDUCATION

Using a mixed methods approach in the classroom is essential for assisting students to learn. This is even more important when working with young people with additional needs. As research has shown, individuals who may be lower functioning intellectually, may experience decreased memory recall, decreased task generalisation, and decreased self-determination. This can lead to poor adaptive behaviour which may lead to problems in conceptual, social, and practical skills<sup>6</sup>.

In this section we provide some strategies that you can employ in the classroom to help young people more easily learn and potentially retain the material<sup>7,8</sup>. This also means that you can take any topic or educational tool and make it work for young people. Hence, we advocate using our mainstream material in conjunction with Colours of Sexuality to ensure that young people are receiving the holistic education they require.

### **Breakdown the lesson**

Group or chunk material so that it is in more easily understood blocks. For instance, sexuality is a large construct which is hard for many people to truly understand. Instead of trying to explain sexuality, focus on aspects of sexuality such as gender and sexual orientation as standalone topics in the first instance.

Another example might be when wanting to discuss masturbation. In this instance you may choose to start with a discussion on body parts and then progress to a discussion on public and private places. Once this is understood, then you can discuss what body parts are appropriate in and what you can do in public and private spaces.



## **Action-based learning**

Try to use activities to help facilitate your conversations. Let us use gender for this example. One activity you could do might include putting posters on two different walls and explaining how people can be anywhere in between those and that not everyone or not even the majority of people would be right next to the wall. You could also discuss gender by using toys. Ask the young people to choose what toy they would like to play with and then talk about how some people may prefer different toys, but it is fine to play with all toys regardless of gender.

Using our other previous topic example of public and private, a fun activity might include making little pictures (which relates into our next strategy) of activities that the young people already do, such as bathing or playing in the garden, and then ask them to stick them up on walls under labels of public and private activities.

## **Visual learning**

Use pictures and diagrams to explain concepts. This is already a common activity for all students for topics like anatomy, but you can pictorialise any concept for the purpose of basic understanding. For instance, desire would be a complex topic to understand through discussion. However, if you created a ladder starting with 'not wanting something' at the bottom and incrementally showing more want, you could explain that the top would be desire, meaning it is something that we 'really really want'.

## **Modelling**

In short, demonstrate how something is supposed to work. Obviously, there are a few things relating to sexuality that it is probably best if we do not demonstrate, but for things such as healthy relationships, consent, accepting differences, etc. this strategy would work well. Young people will learn a lot just from watching you, so make sure that your interactions and comments are to the same level that you would expect from the young people.

## **Guided practice**

This follows on from modelling in that this strategy supports learners to try skills. Once you explain a topic to the young people, help them practice it. It will be important to help the young people understand that the skills they are learning such as accepting differences, understanding consent and rejection, etc. will all be useful in a variety of settings.

## **Reinforcement**

This tactic rewards people when they do well. It should be as immediate as possible and consistent, especially when learning something new. The reward can be as simple as recognition or a star on a behaviour plan.

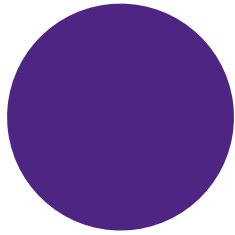
## HOW TO USE THIS RESOURCE

The Colours of Sexuality is a seven theme programme organised as coloured wheels representing the people in a young person's life. Each theme contains a selection of activities and recommendations for how to tailor the activities from our comprehensive Navigating the Journey suite to meet the needs of your classroom. The activities are interactive and highly visual to aid in engagement and support learning through experiences and associations. Teachers may choose to do all the activities under a theme or just those that are required to meet the learning needs of their students.

There are six coloured wheels: purple, blue, green, yellow, orange and red which should be placed horizontally in this order. Each of these wheels represents a different theme as well as visually reinforcing appropriate physical distance between an individual and other people that are in their lives.

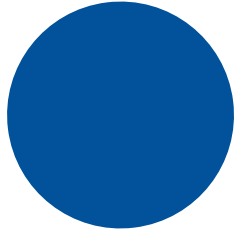
The programme begins with the activity, Keeping Safe, which will set the scene and create a safety agreement for the rest of the lessons. The lessons begin with the purple wheel and move through to the red wheel. Place the wheels on the wall or board prior to each lesson.

The silver wheel is discussed last and goes next to the purple wheel to indicate that intimate physical touch is okay if both people want it, both people are old enough and they are in a private space.



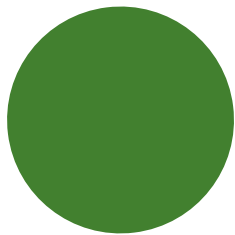
## **PURPLE WHEEL**

I am the most important person in my life.



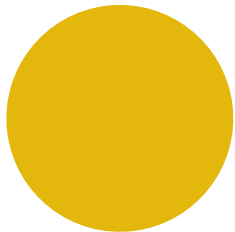
## **BLUE WHEEL**

My Family.



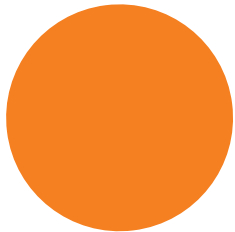
## **GREEN WHEEL**

My Friends.



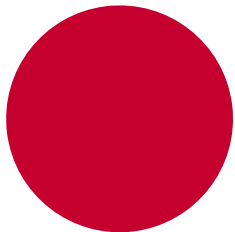
## **YELLOW WHEEL**

Other important people in my life.



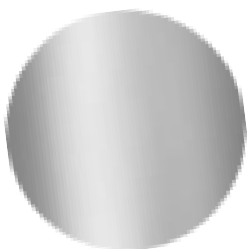
## **ORANGE WHEEL**

Acquaintances.



## **RED WHEEL**

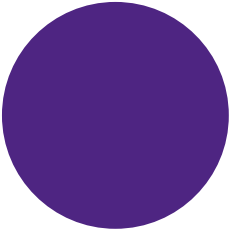
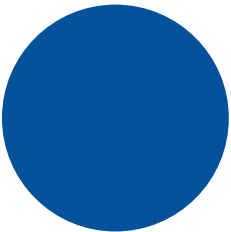
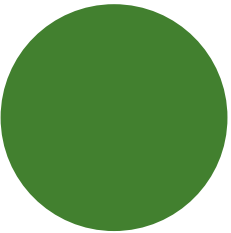
Strangers.



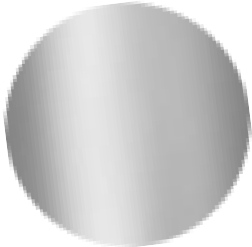
## **SILVER WHEEL**

Romantic Partners.

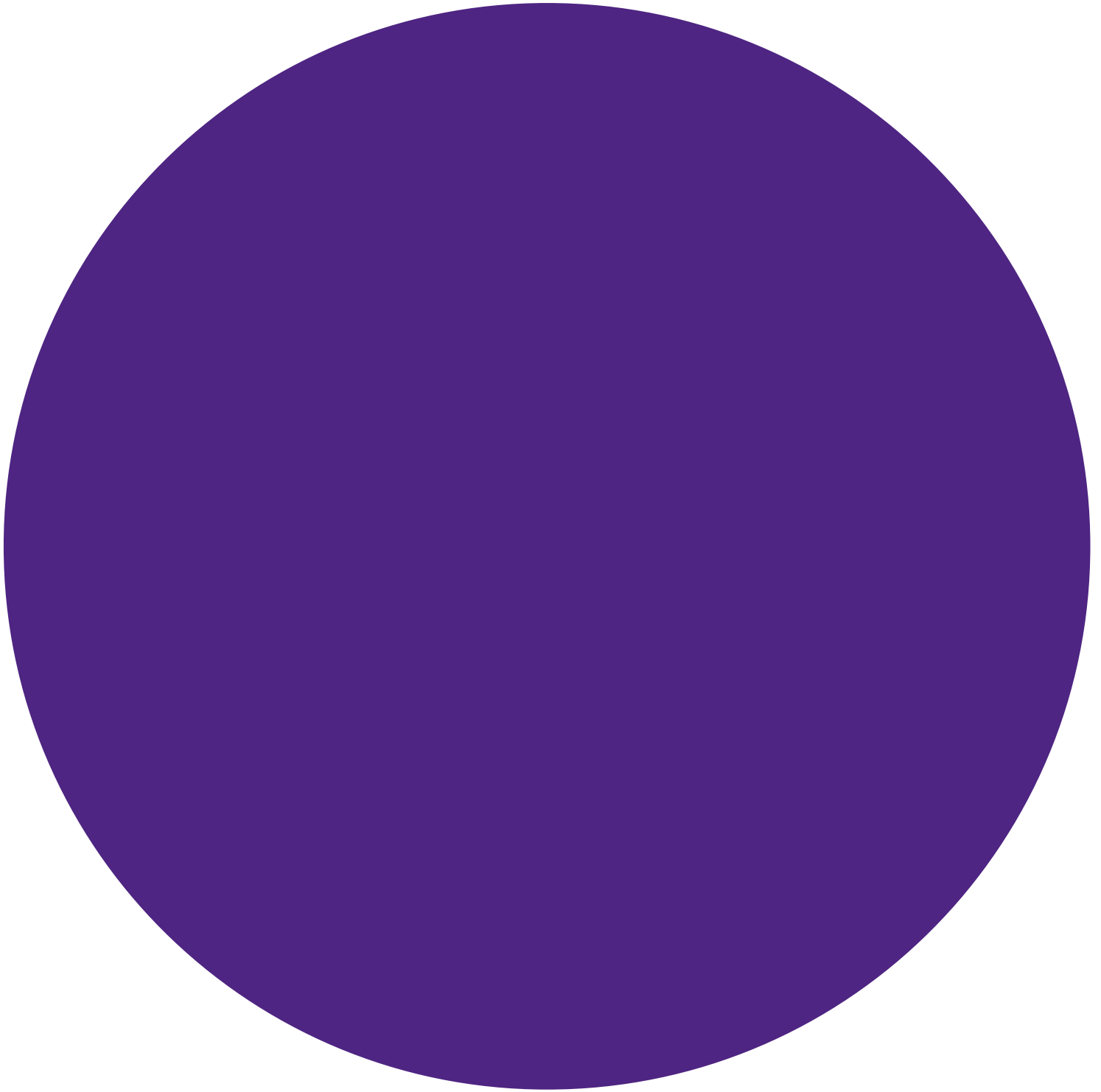
The following planning guide identifies each theme, the activities and the learning intentions. All activities are designed to be delivered in a 50 minute time frame.

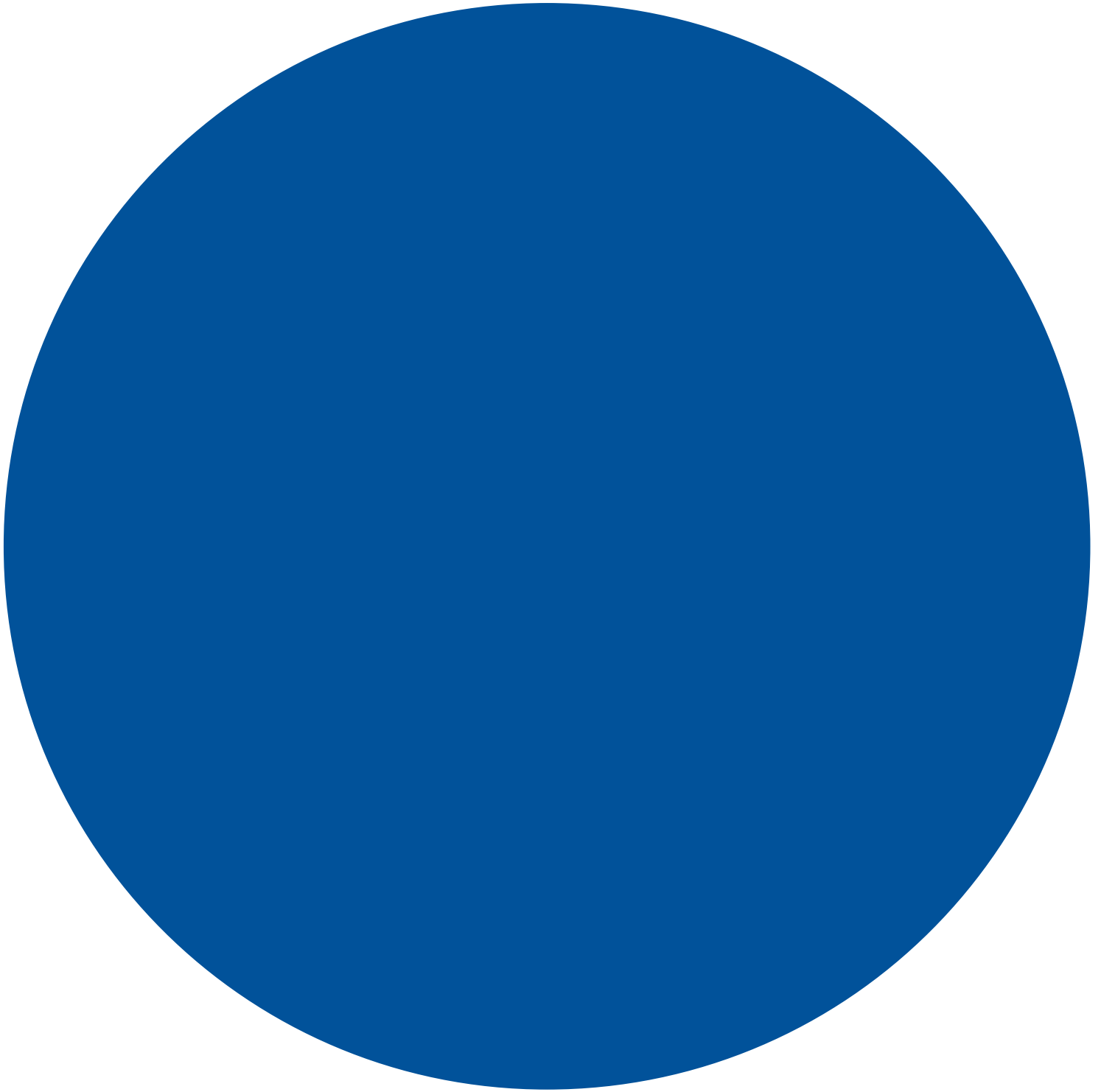
| THEME  | ACTIVITY   | LEARNING INTENTION   |
|--|--|--|
| <b>PURPLE WHEEL</b><br>I am the most important person in my life.<br> | <ul style="list-style-type: none"> <li>• My Purple Wheel</li> <li>• Growing Up</li> <li>• Public and Private Body Parts</li> <li>• Public/Private Places</li> </ul>          | <ul style="list-style-type: none"> <li>• Students will describe themselves in relation to their classmates.</li> <li>• Students will explore the changes that happen at puberty.</li> <li>• Students will identify public and private body parts.</li> <li>• Students will distinguish between public and private places.</li> </ul>                   |
| <b>BLUE WHEEL</b><br>My Family.<br>                                 | <ul style="list-style-type: none"> <li>• My Blue Wheel</li> <li>• Rules About Touch in Families</li> <li>• How Are you Feeling</li> <li>• Family Responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>• Students will develop an understanding of family.</li> <li>• Students will demonstrate an understanding of what is ok and not ok touching in families.</li> <li>• Students will describe how feelings affect the body.</li> <li>• Students will describe their responsibilities at home.</li> </ul>           |
| <b>GREEN WHEEL</b><br>My Friends.<br>                               | <ul style="list-style-type: none"> <li>• My Green Wheel</li> <li>• Sam's Friends</li> <li>• Making Friends</li> <li>• Growing Healthy Relationships</li> </ul>               | <ul style="list-style-type: none"> <li>• Students will practise identifying those people who belong in the green wheel.</li> <li>• Students will describe the qualities they like in a friend.</li> <li>• Students will practise social and communication skills.</li> <li>• Students will explore what is needed for a healthy friendship.</li> </ul> |

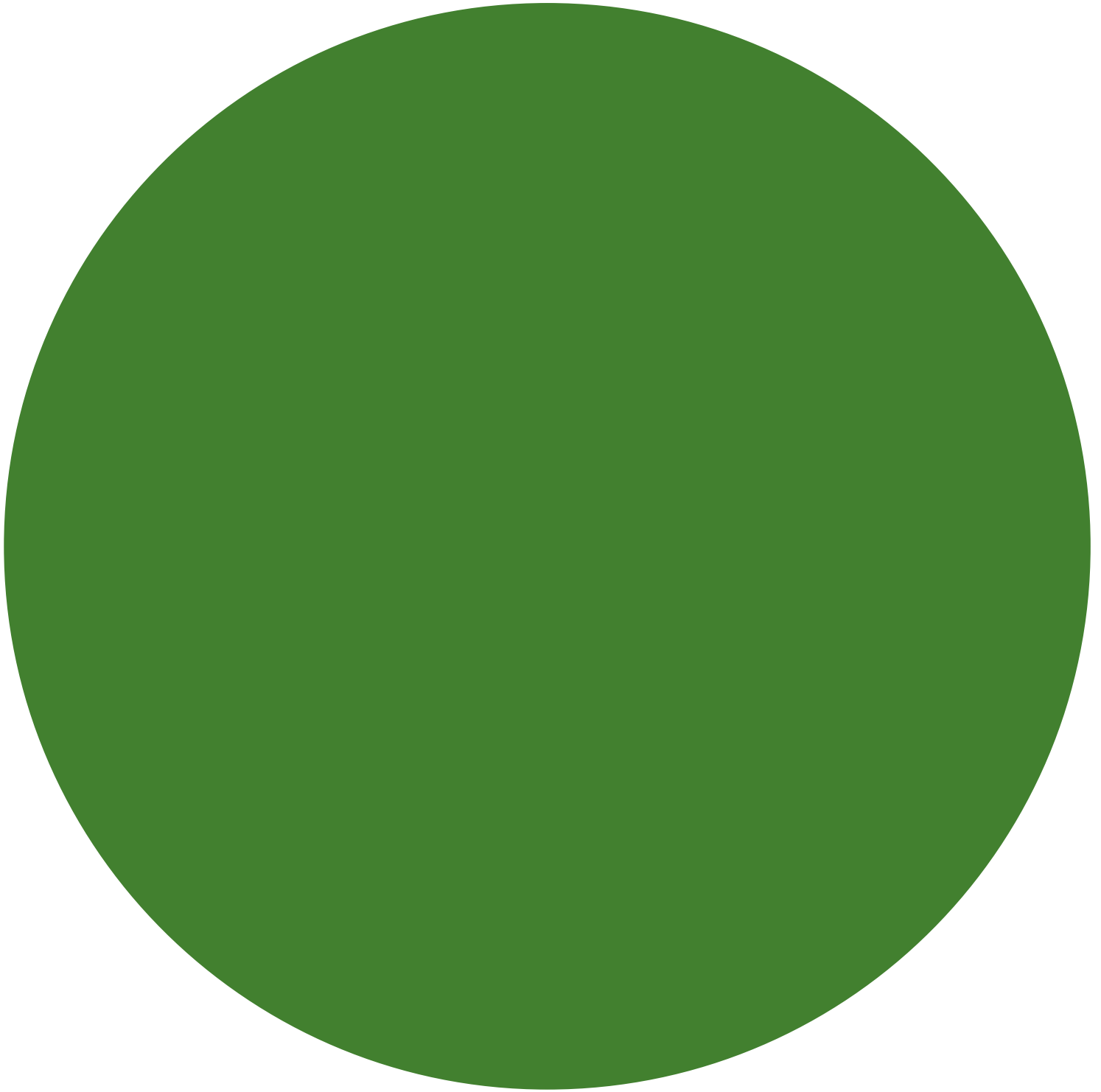
| THEME  | ACTIVITY   | LEARNING INTENTION  |
|--|--|---|
| <b>YELLOW WHEEL</b><br>Other important people in my life.<br> | <ul style="list-style-type: none"> <li>• My Yellow Wheel</li> <li>• Friends or Just Friendly</li> </ul>        | <ul style="list-style-type: none"> <li>• Students will describe who belongs in their yellow wheel and the rules for touching in this wheel.</li> <li>• Students will describe the difference between people who are friends and people who are just friendly.</li> </ul>                        |
| <b>ORANGE WHEEL</b><br>Acquaintances.<br>                    | <ul style="list-style-type: none"> <li>• My Orange Wheel</li> <li>• Real Friends vs On-line Friends</li> </ul> | <ul style="list-style-type: none"> <li>• Students will describe who belongs in the orange wheel and the rules for touching in this wheel.</li> <li>• Students will describe the difference between real friends and on-line friends and identify strategies for staying safe online.</li> </ul> |
| <b>RED WHEEL</b><br>Strangers.<br>                          | <ul style="list-style-type: none"> <li>• My Red Wheel</li> </ul>   | <ul style="list-style-type: none"> <li>• Students will describe who belongs in the red wheel and the rules for touching in this wheel.</li> </ul>   |

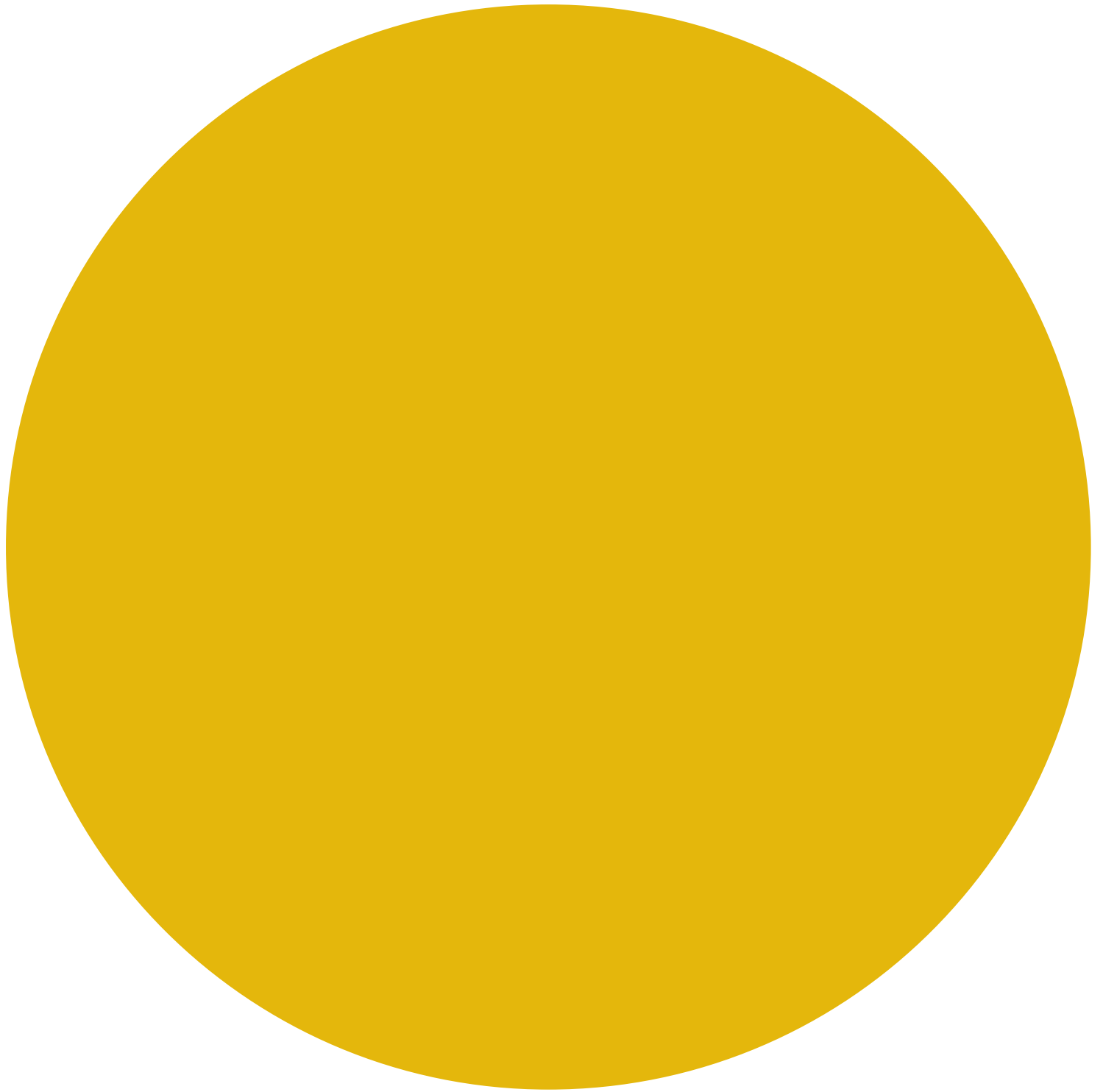
| THEME  | ACTIVITY   | LEARNING INTENTION   |
|--|--|--|
| <p><b>SILVER WHEEL</b></p> <p>Romantic Partners.</p>  | <ul style="list-style-type: none"> <li>• My Silver Wheel</li> <li>• Hooked Up</li> <li>• Going on a Date</li> <li>• Breaking Up</li> <li>• What is Sexy Touch?</li> <li>• Reproduction</li> <li>• About Contraception</li> </ul> | <ul style="list-style-type: none"> <li>• Students will develop an understanding of sexual orientation.</li> <li>• Students will demonstrate use of negotiation skills to use within a relationship.</li> <li>• Students will practise asking someone out on a date.</li> <li>• Students will discuss which behaviours are ok and not ok when breaking up.</li> <li>• Students will describe what sexy touch is.</li> <li>• Students will describe the process of reproduction.</li> <li>• Students will describe different methods of contraception and who would use them.</li> </ul> |

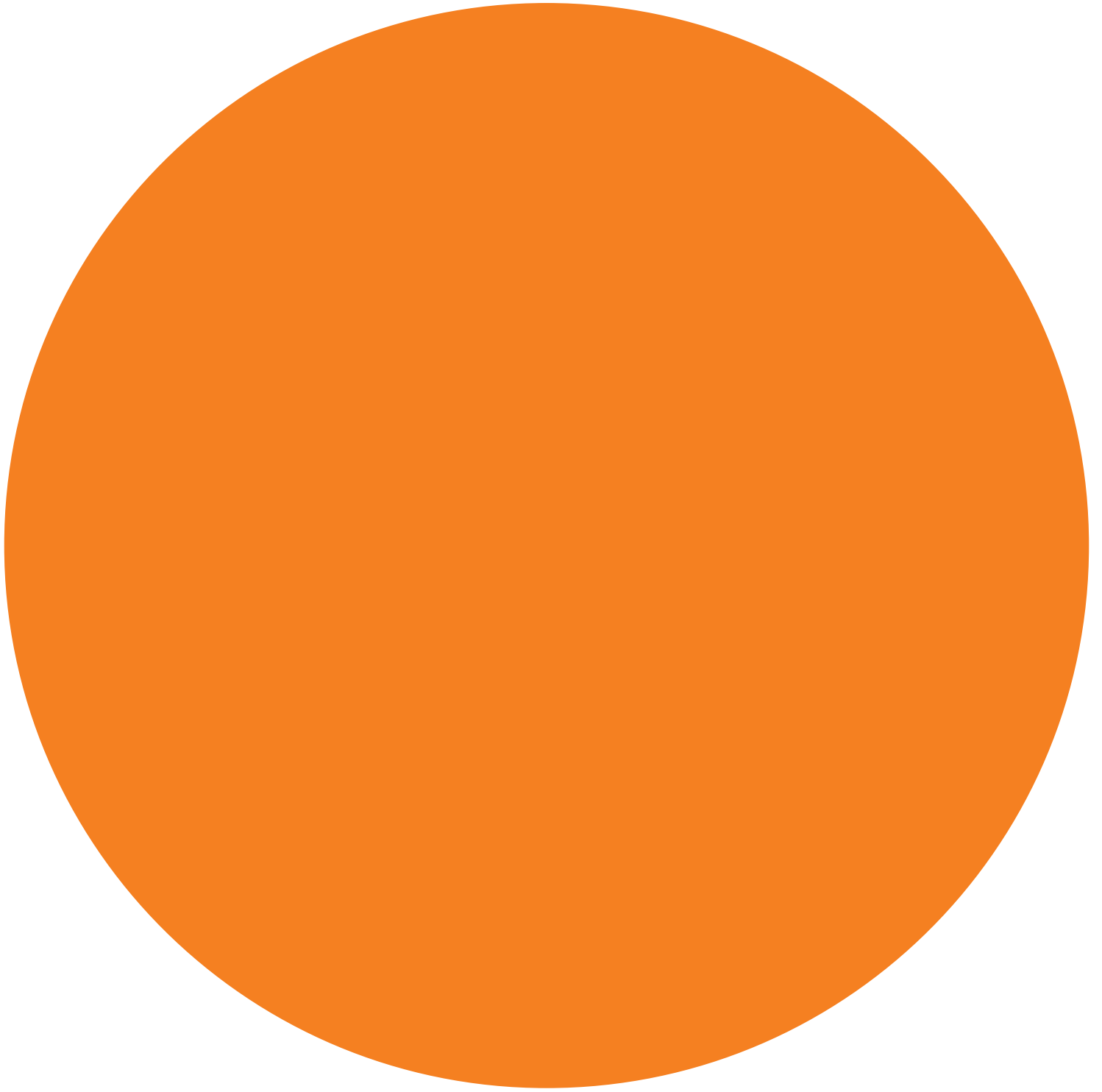


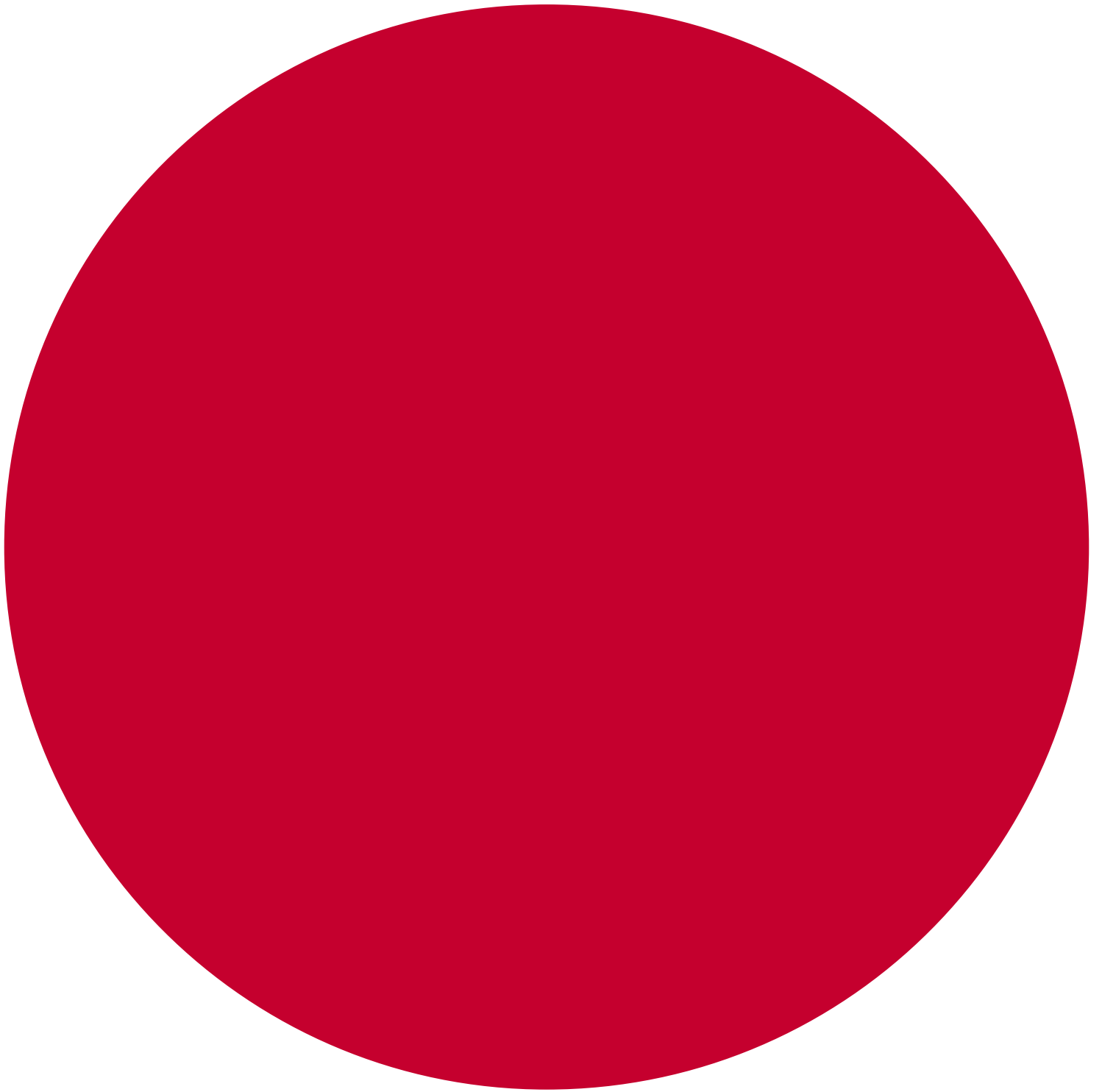




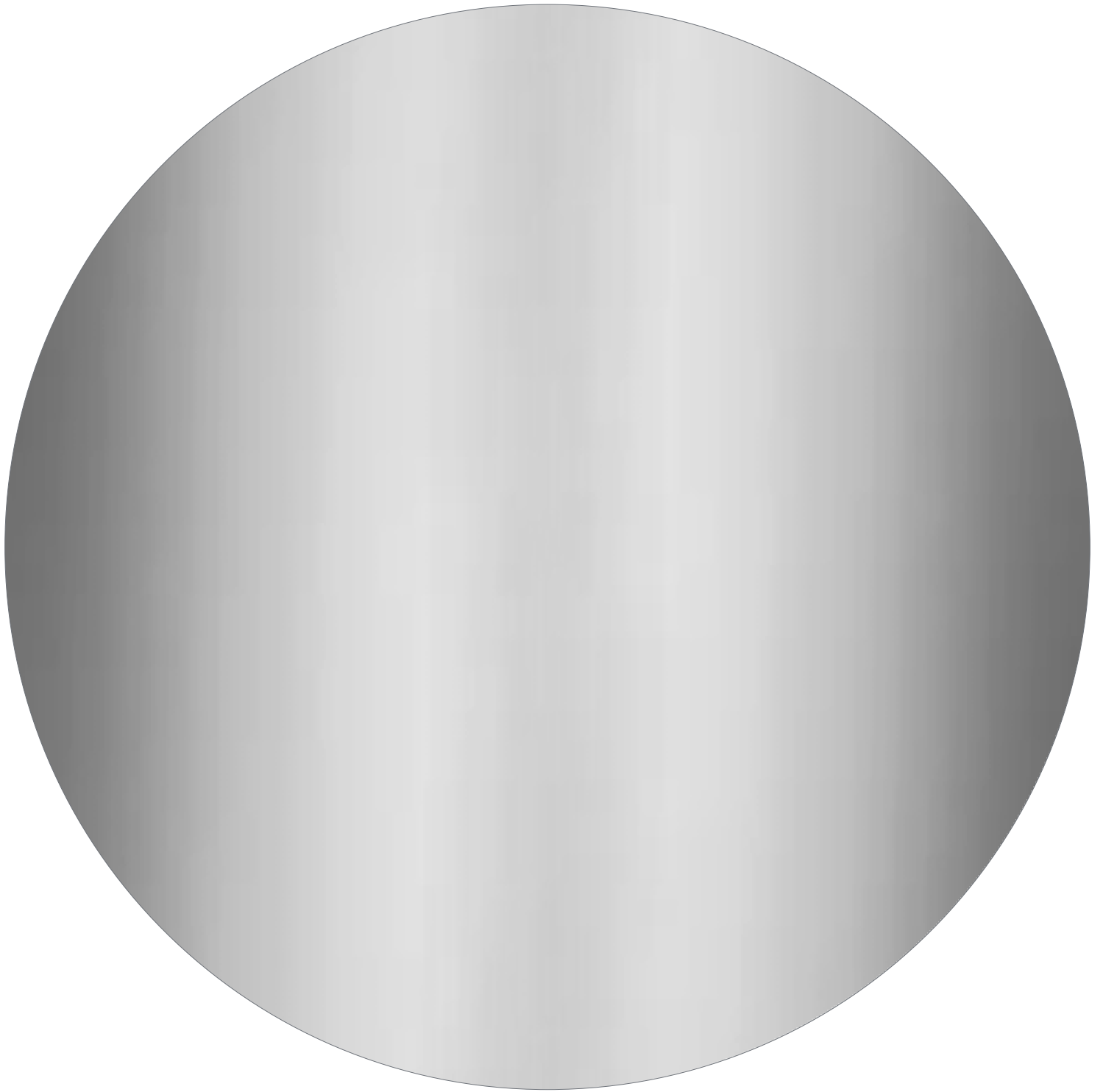












# ACTIVITY: **KEEPING SAFE**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will create a safety agreement for the classroom.

## RESOURCES:

- Butchers paper, blutack, felts, pens, glue, coloured wheels
- Safety cards

**Focus:** Attitudes development

## INSTRUCTIONS:

- Explain to students that we are going on a journey together to learn some great things about ourselves.
- Place the wheels on the wall and explain that the coloured circles are like the wheels that will help us to move through the journey.
- Each wheel will have different people that we might meet and different rules for living a healthy and safe life.
- We will learn the rules for each wheel as we go.
- Ask the students what sorts of things we might need for a long trip. Acknowledge their answers and if no one mentions it bring up safety.
- We are going to make some rules to help keep us safe on our trip.
- Place a large piece of butchers paper on the wall with the heading “KEEPING SAFE”.
- Using the Safety Cards, tell the students you are going to read them out one by one and they can choose the card that is most important to them. You may need to explain the word or give them an example which illustrates the behaviour you are seeking. Depending on the number and ability of students you may need to make up extra cards or have students work in pairs.
- When all the cards have been chosen ask the students to write their names on their safety card and glue them to the butcher’s paper.
- Explain that you have, as a group, created an agreement about what is important to everyone and how everyone can behave while doing the next lessons.

## DISCUSSION:

- Explain to students that in some of the lessons we will be talking about private things. Sometimes people feel embarrassed when talking about private things. It's okay to feel embarrassed.
- Ask students if it is okay to share private things with everyone or just some people? Clarify with the class who they can and cannot share private information with.

## TEACHER NOTES:

- Feeling comfortable and safe in the classroom is important for all students of any age.
- Having a discussion about whanaungatanga can help students with feeling comfortable.
- This is also a good time to remind students that it is not okay to ask private questions of the teacher.

### FOR ADDITIONAL ACTIVITIES:

#### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 1-2***

- Caring for others (page 11-12)
- What is cooperation? (page 13-14)
- Being a good listener (page 15-16)

#### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 3-4***

- Building a positive classroom community (page 18-19)
- Practicing Co-operation skills (page 21-23)

#### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 5-6***

- Understanding the landscape and creating a safe place for the journey (page 12-15)



# HAVE FUN

Name:

# RESPECT

Name:

# KIND

Name:

# CARING

Name:



# FOCUS

Name:

# APPROPRIATE

Name:

# ASKS QUESTIONS

Name:

# OK TO BE EMBARRASSED

Name:



# TAKE TURNS

Name:

# PARTICIPATE

Name:

# LISTEN

Name:

# NO GOSSIP

Name:





# NOT BE SILLY

Name:

# NO PUT DOWNS

Name:

# BE NICE

Name:

# BE PRIVATE

Name:



# My Purple Wheel

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Activity: My Purple Wheel

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Activity: Growing Up

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Activity: Public and Private  
Body Parts

---

Activity: Public/Private  
Places

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# ACTIVITY: MY PURPLE WHEEL

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe themselves in relation to their class mates.

## RESOURCES:

- Student photos
- Purple wheel worksheet and Who am I? worksheets
- IPADS/Notebooks (optional)
- Pens, felts, glue
- Folders – 1 for each student

**Focus:** Skills development.

## INSTRUCTIONS:

- Explain to students the first wheel on their journey or trip is the purple wheel.
- Ask – who do they think is the most important person on their journey or trip? (They are.)
- So the first wheel is all about them – the most important person in their life.
- Explain that they are going to find out all about each other by doing interviews.
- Give each student a “WHO AM I?” worksheet to complete.
- Ask students to choose a partner and take turns to introduce each other to the rest of the group by using the answers on the worksheet. For example “This is Fleur. Her favourite colour is blue.”
- Hand out folders to students to save their work.
- Have students paste their photos of themselves onto the PURPLE WHEEL worksheet and place in the folder with the WHO AM I? worksheet. If there is time students can decorate their folders.

## DISCUSSION:

- Did everyone have the same favourite colour?
- Did everyone have the same favourite food?
- What does this tell us about our class mates?
- Everyone is the same as other people in some ways and different in other ways. This means everyone is a unique or special person.

## TEACHER NOTES:

- If you have access to iPads or notebooks then you can do this activity by having the students film each other then play them back to the rest of the group at the end of the lesson.

### FOR ADDITIONAL ACTIVITIES:

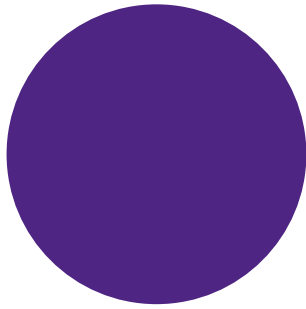
#### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 1-2***

- My name (page 18-19)
- My Pepeha (page 20-21)
- Tell me what I do well (page 22-23)
- How am I the same? How am I different? (page 24-25)
- Gender roles (page 28-29)

#### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 3-4***

- I am unique (page 35-37)
- Gender diversity (page 38-40)
- What makes me happy (page 41-42)





**I am the most  
important person  
in my life.**

# WHO AM I?

Name: \_\_\_\_\_

Circle your favourite colour:



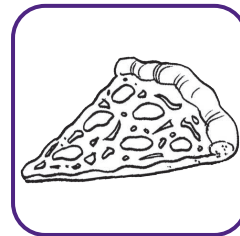
Circle your favourite food:



Fruit



Chocolate



Pizza



Pasta



My eyes are:



blue eyes



brown eyes



green eyes



hazel eyes



Circle your hobbies:



soccer



cooking



dancing



playing  
video games



reading

# ACTIVITY: **GROWING UP**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will explore the changes that happen at puberty.

## RESOURCES:

- Boys, Girls, Everyone cards
- I'm a teenager and proud of it! worksheet.

**Focus:** Knowledge and Attitudes development.

**Considerations:** Sexual Wellbeing Aotearoa recognises that this activity is simplified and does not represent the wider diversity that exists in biological sex. If your students are able to engage in a discussion about sex diversity, you may choose to not use the Boys, Girls, Everyone cards.

## INSTRUCTIONS:

- Explain to the students that they are going to look at all the changes that happen to us as we are growing from children into young adults.
- Because we are talking about changes that happen to us we are in the purple wheel.
- Place the three cards on the top of a wall/whiteboard – BOYS, EVERYONE, GIRLS and explain that we are going to decide if the changes just happen to GIRLS, BOYS or to EVERYONE.
- Choose a change card, read to the class then ask a student to come up and place it under BOYS, GIRLS or EVERYONE depending on who they think it happens to.
- Repeat this process until everyone has had an opportunity to contribute.
- Read out any change cards that are left and get the students to say where they think the cards go.
- Ask the students - who do most changes happen to?
- Reinforce that we all grow up and change.
- Hand out the "I'm a Teenager and Proud of It", worksheet and ask the students to complete it and add to their folders.

## DISCUSSION:

- Why do we go through these changes?
- Does everyone go through them?
- Ask students to identify one trusted adult they could talk to if they had questions about growing up.

## TEACHER NOTES:

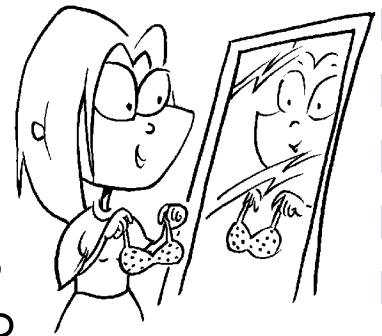
- Emphasise that everyone goes through being a teenager but that our bodies all change at different times. How long it takes is also different for all of us. This is because we are all different or unique. How long it takes and when the changes happen is just right for us.



GET PIMPLES



BREASTS  
DEVELOP



NEED MORE SLEEP



FEEL  
MOODY



GROW  
UNDERARM HAIR



FEEL LIKE  
MASTURBATING



HAVING CRUSHES  
ON  
PEOPLE



SPEND MORE  
TIME  
WITH  
FRIENDS

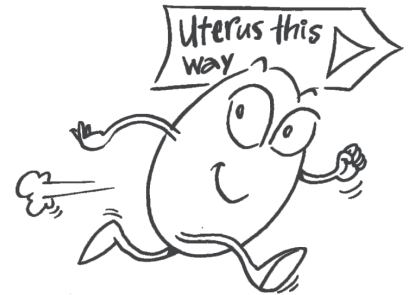




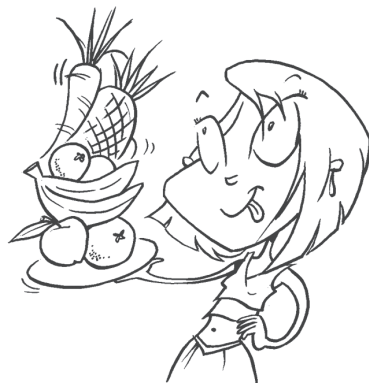
GROW HAIR  
ON FACE



EGGS ARE RELEASED



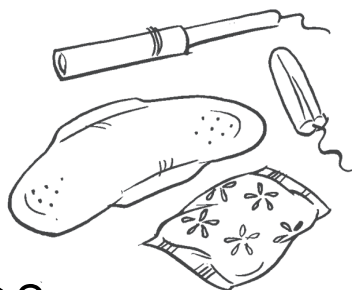
EAT  
MORE



GET  
MORE  
ERECTIONS



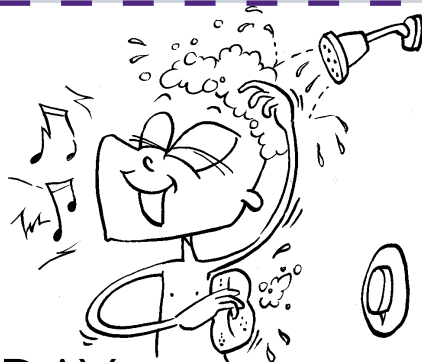
HAVE  
PERIODS



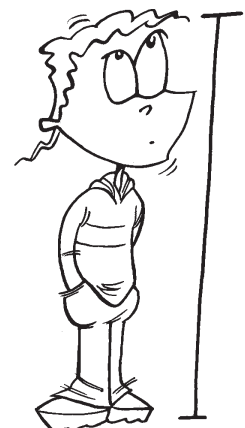
START MAKING  
SPERM



NEED  
TO  
WASH  
EVERYDAY

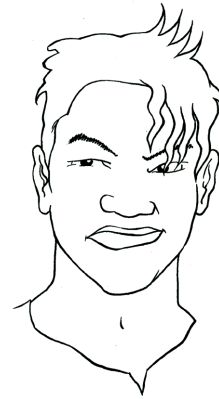


GROW  
TALLER





BOYS



GIRLS



EVERYONE



# I'M A TEENAGER AND PROUD OF IT!

You are a teenager. Yay! How old are you?

Put a circle around your age

**13   14   15   16   17   18   19**

There are lots of good things about being a teenager.

But there are some things that are not so good.

Which of these things do you think are good and which things are not so good?



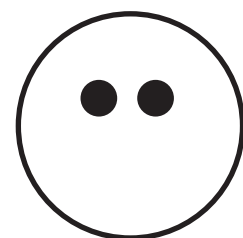
Draw a smile on the face for things you think are good.



Draw a sad mouth on the face for things you think are not so good.



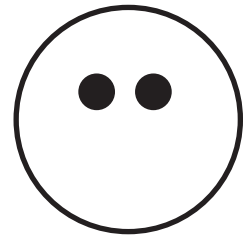
ALLOWED TO  
STAY UP LATER



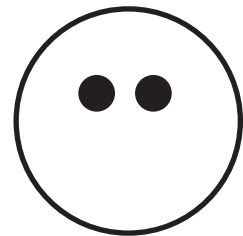




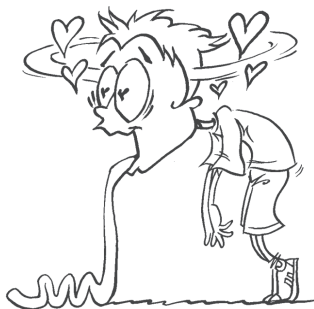
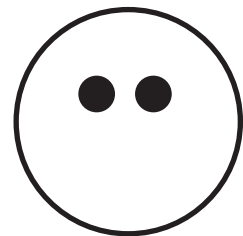
GETTING  
PIMPLES



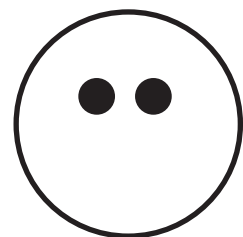
NEED MORE  
SLEEP

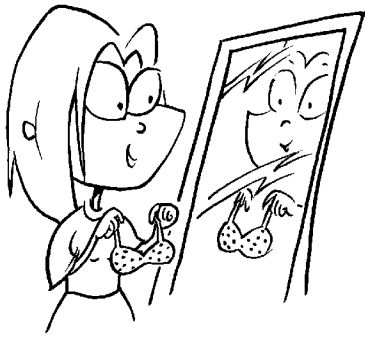


GROW  
UNDERARM HAIR

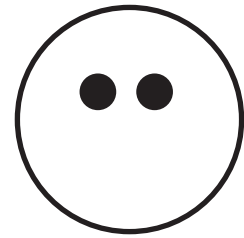


HAVING  
CRUSHES ON  
PEOPLE

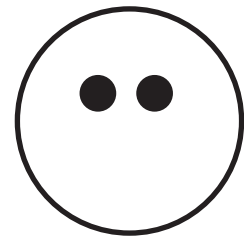




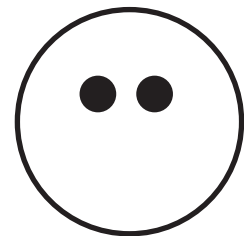
CHOOSE OWN  
CLOTHES



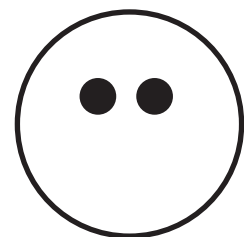
FEELING  
MOODY



FEEL LIKE  
MASTURBATING

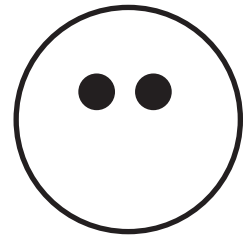


HANGING  
OUT WITH  
FRIENDS

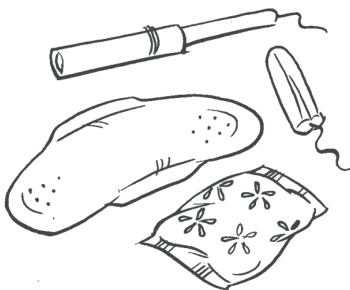
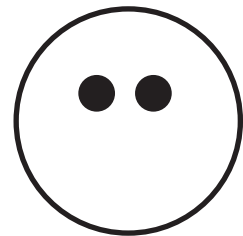




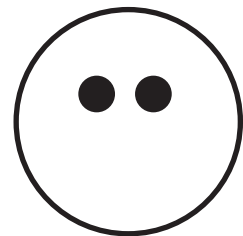
GROW HAIR  
ON FACE



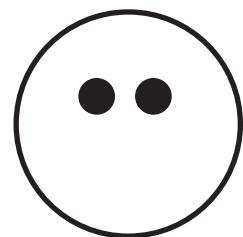
EAT MORE



HAVE  
PERIODS



NEED TO WASH  
EVERYDAY



# ACTIVITY: **PUBLIC AND PRIVATE BODY PARTS**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will identify public and private parts of the body.

## RESOURCES:

- Public/Private jigsaws
- Public/Private bodies worksheet
- PUBLIC/PRIVATE cards
- Body part picture cards

**Focus:** Skills development.

## INSTRUCTIONS:

- Explain to students that we are going to talk about bodies. Some body parts are public like our noses and elbows and some parts are private.
- Private body parts are those parts we cover up when we go swimming.
- No one can touch the private parts of our bodies unless they have a very good reason and we say that it is okay.
- Ask students if they can think of any reasons someone might need to touch our private parts – e.g. need help with self-care, hurt or unwell.
- It's important we know about private body parts so we can stay healthy and safe.
- Because we are talking about our own bodies we are in the purple wheel.
- Divide the whiteboard in half and place the PUBLIC card on one side and the PRIVATE card on the other alternatively make enough sets for students to do in small groups or pairs.
- Hold up the pictures of the body parts one by one saying the name of each one. Have the students say if they are public or private and place on the board when you have the correct answer.
- Once complete go over the lists.

- Divide students into pairs or small groups and hand out the Public/Private jigsaws.
- Once they have completed the jigsaws ask students to cover the private parts of the body with underwear.
- When students have completed their jigsaws hand out the Public and Private Bodies worksheet and have them complete and put into their folders.

## DISCUSSION:

- Who do our bodies belong to?
- When might it be okay for someone to touch our private body parts?

## FOR ADDITIONAL ACTIVITIES:

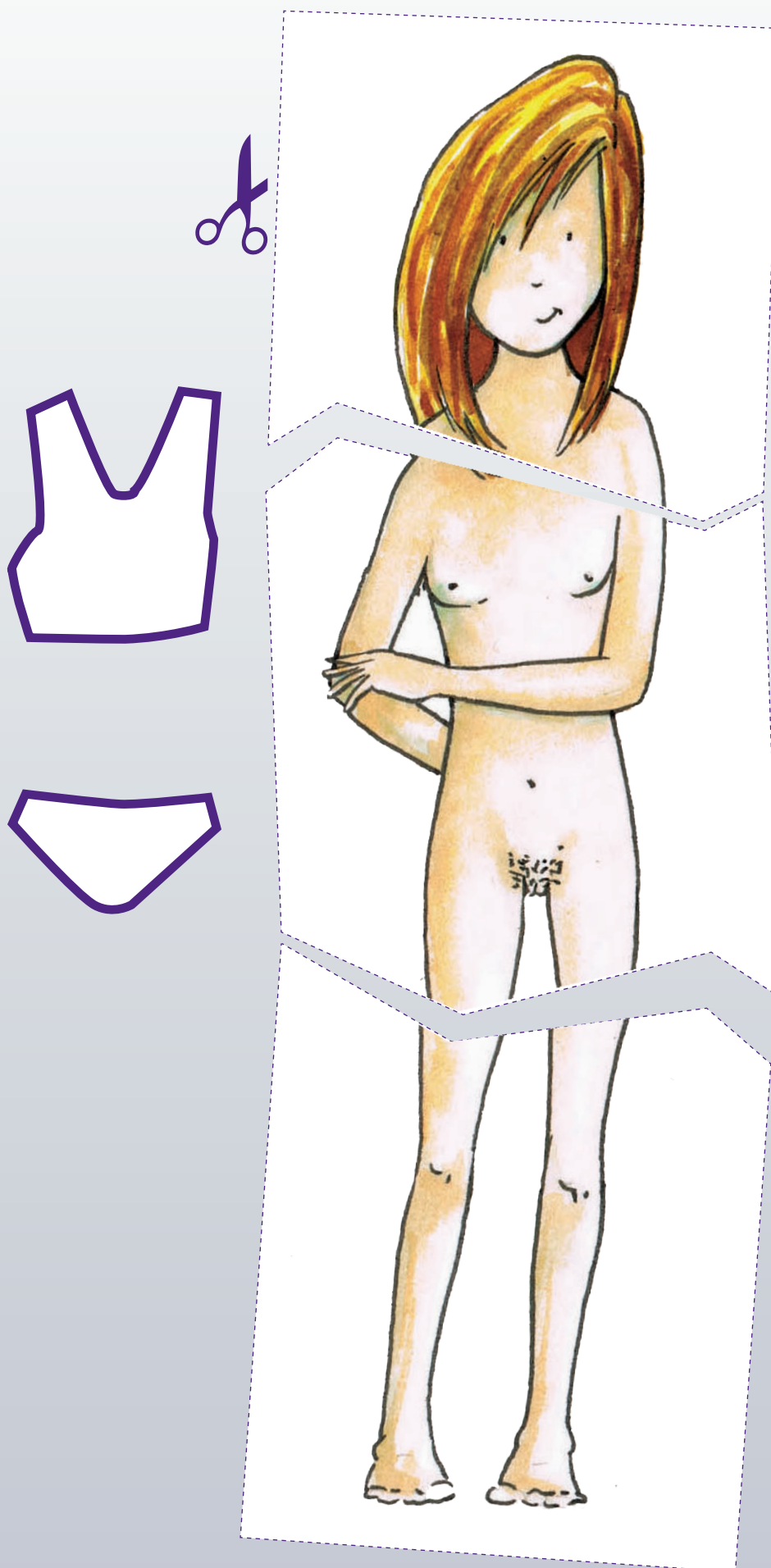
### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 1-2***

- My body parts (page 49-50)
- Appendix 17-19

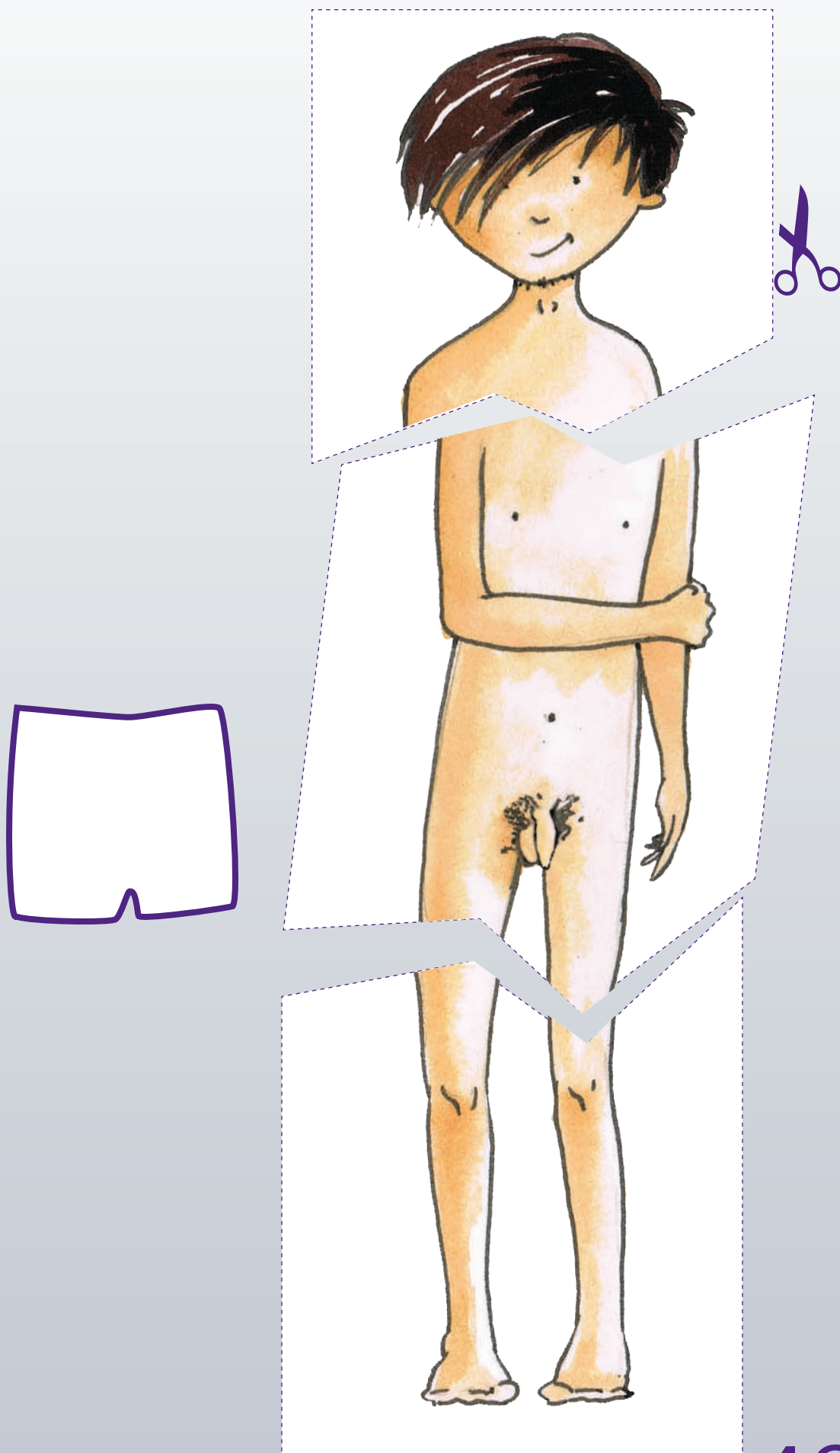
### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 3-4***

- Caring for my body (page 73)

## PUBLIC/PRIVATE JIGSAW



## PUBLIC/PRIVATE JIGSAW





## PUBLIC/PRIVATE BODIES WORKSHEET

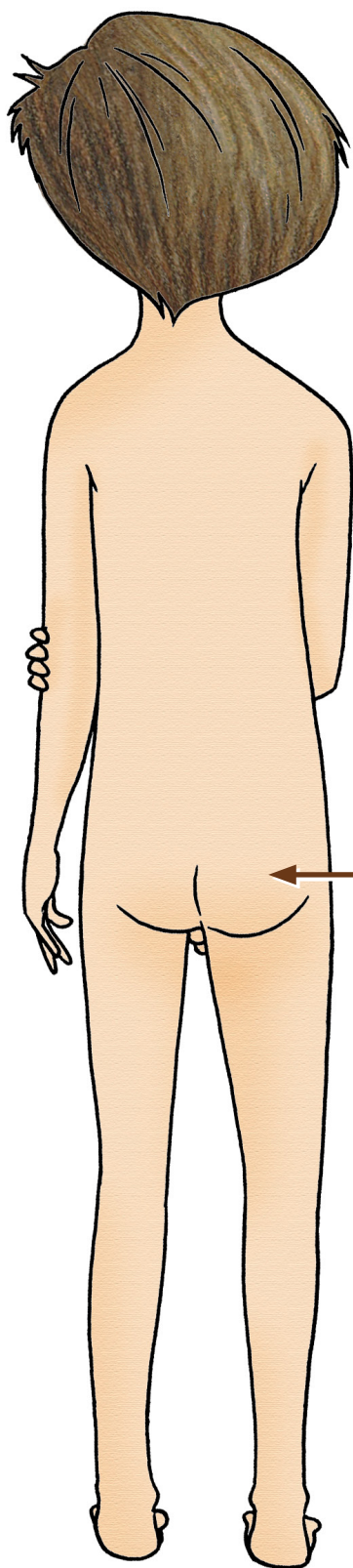
Name the private parts.

Penis

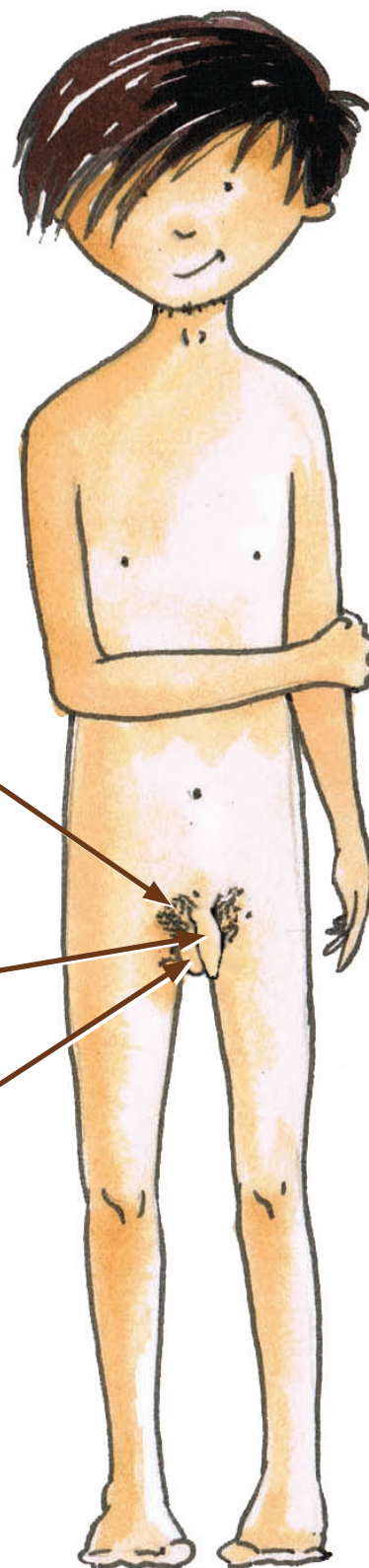
Scrotum

Bottom

Pubic hair



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## PUBLIC/PRIVATE BODIES WORKSHEET

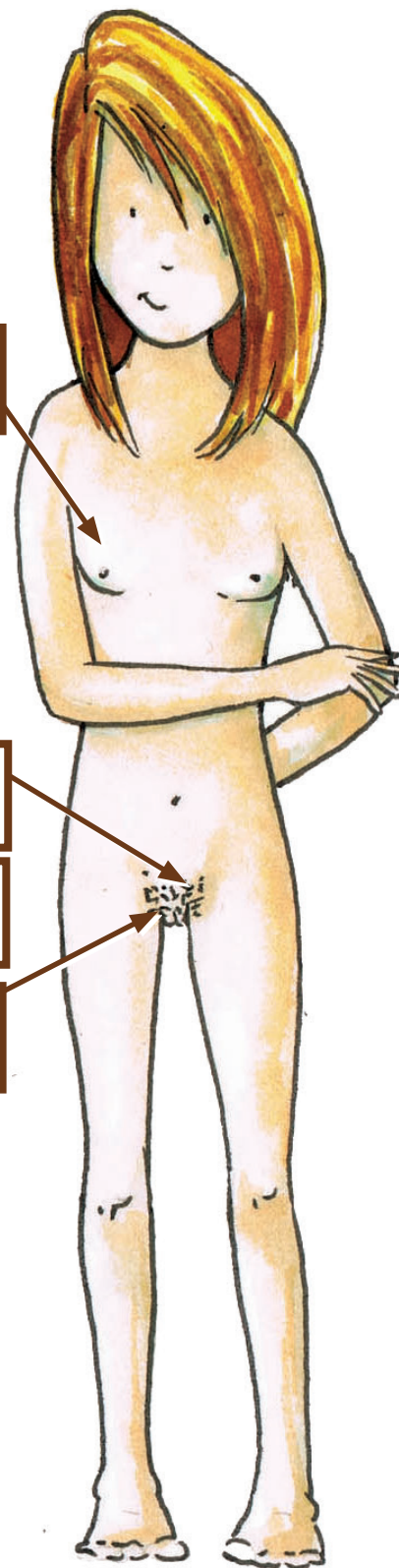
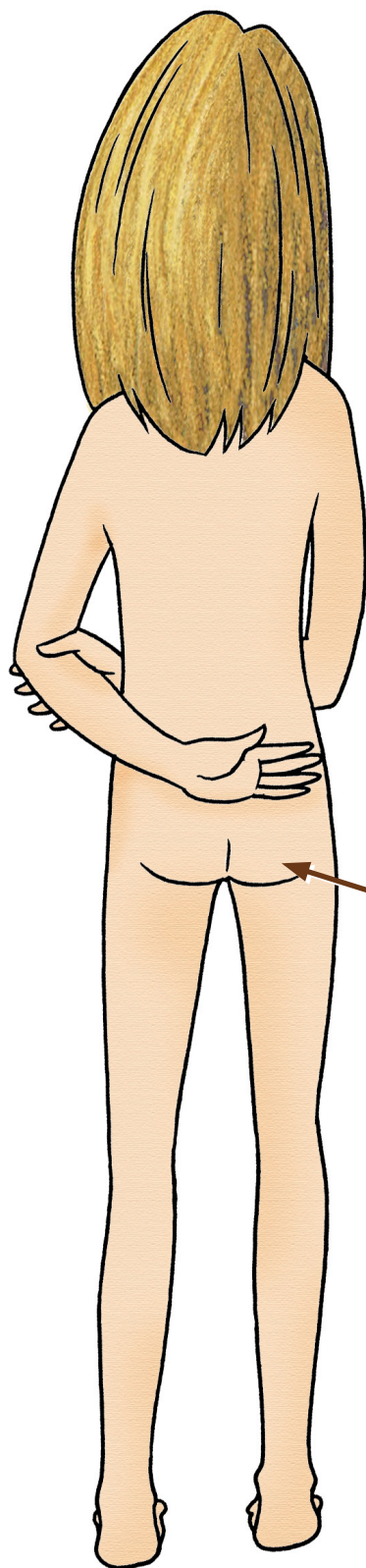
Name the private parts.

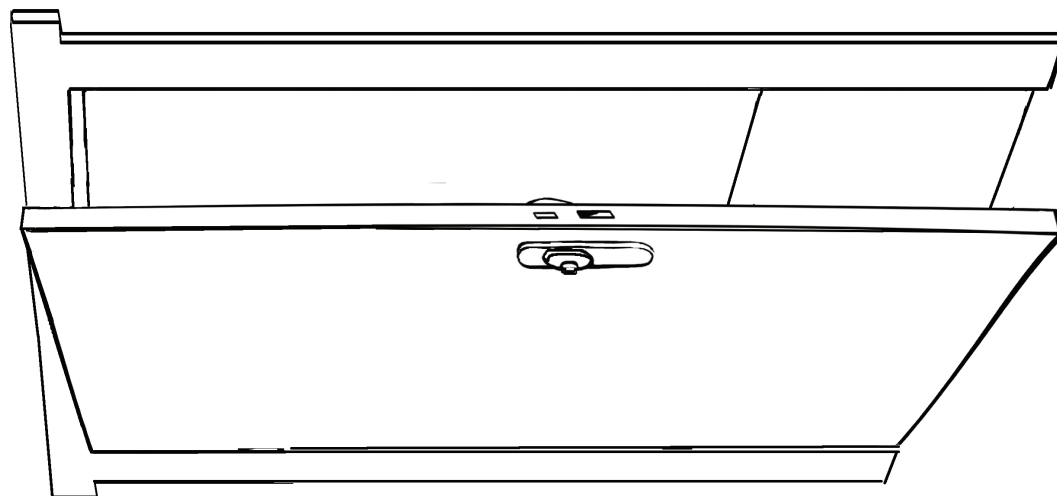
Breasts

Vulva

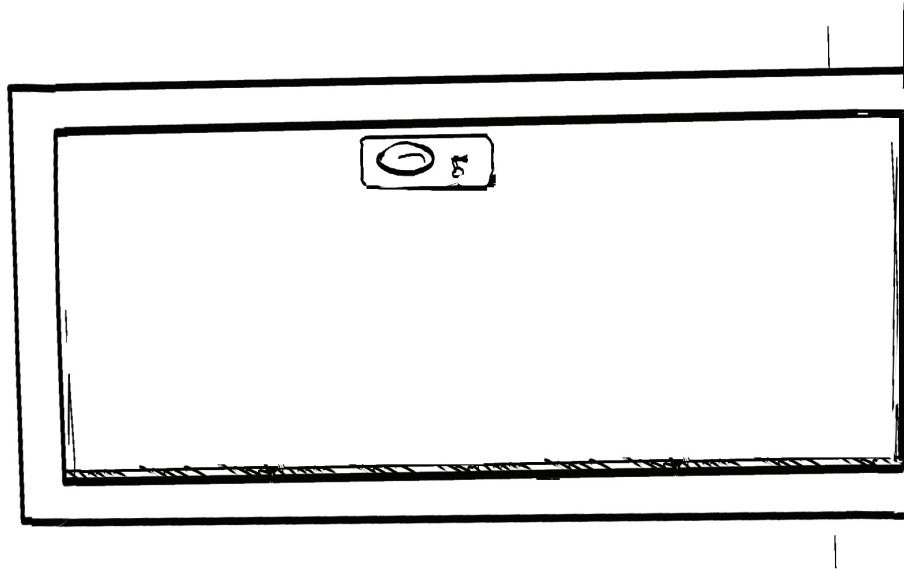
Bottom

Pubic hair





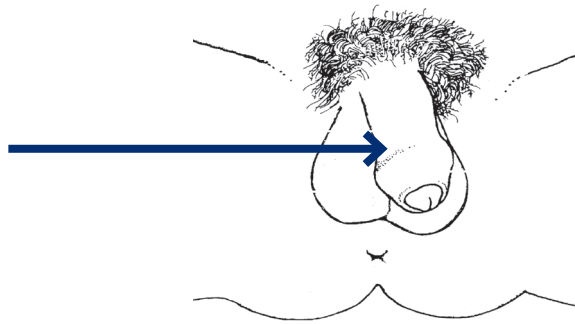
PUBLIC



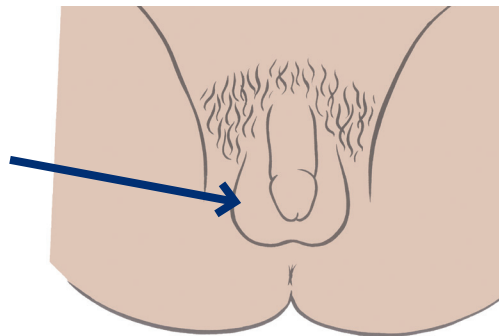
PRIVATE



PENIS



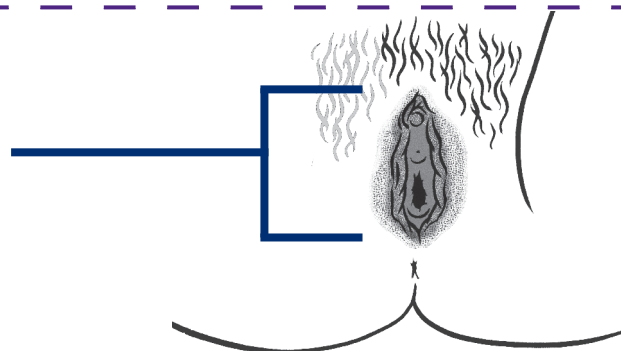
SCROTUM



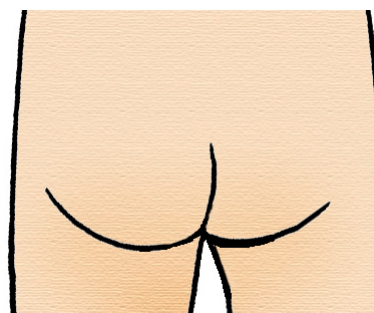
BREASTS



VULVA



BOTTOM





ARM



FEET



NOSE



EYES



# ACTIVITY: **PUBLIC/PRIVATE PLACES**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will distinguish between public and private places.

## RESOURCES:

- PRIVATE and PUBLIC cards
- 3 sets of Public Private Spaces cards (or more depending on class size)
- PUBLIC AND PRIVATE Places Worksheet

**Focus:** Knowledge and Skills development.

## INSTRUCTIONS:

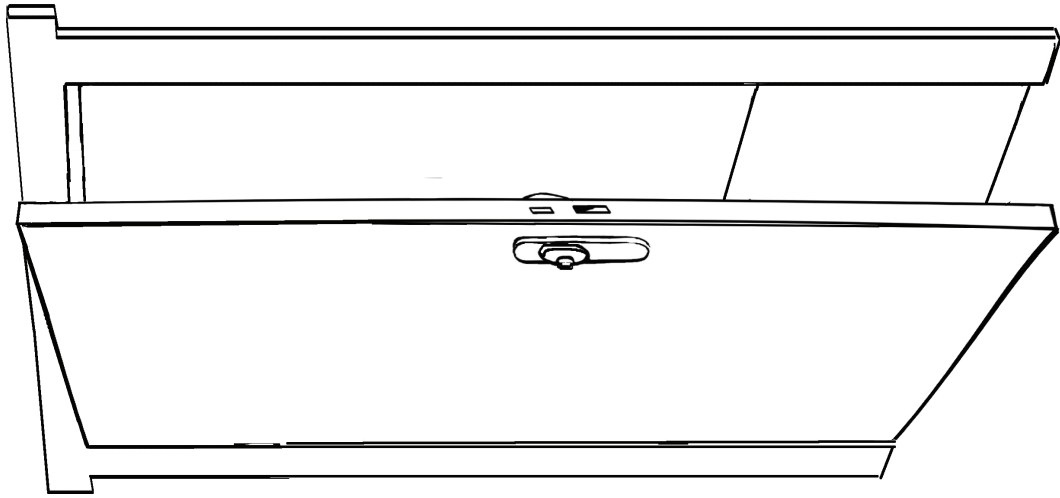
- Today we are talking about public and private places.
- Public places are places where lots of people can go. The living room, the classroom, park and library are all public places. It's okay for everyone to use these places.
- Private places are places where you close the door and can be on your own. The bathroom, school toilets and your bedroom are all private places. It's good to knock before we go into some else's private place.
- Place the PRIVATE and PUBLIC cards on the board.
- Go through the public and private cards one at a time asking the students where they belong.
- Once they have all been correctly identified tell the students we are going to play a public private scavenger hunt.
- Each student will get one card and when you say "go" students need to find the person who has the same card.
- When they have a match they need to yell out "public" or "private" depending on which place card they have.
- If they are correct they may sit down.
- Repeat until all the cards have been identified.
- Have students complete the PUBLIC and PRIVATE Places Worksheet and put it in their folders. Alternatively this can be done as a homework activity.

## DISCUSSION:

- Some places are public and anyone can go to a public place.
- Some places are private. We should always knock and wait to be asked in before going into someone else's private place. Other people should always knock and wait to be asked in before coming into our private place.
- What sorts of things can we do in a public place?
- What things do we do in a private place?

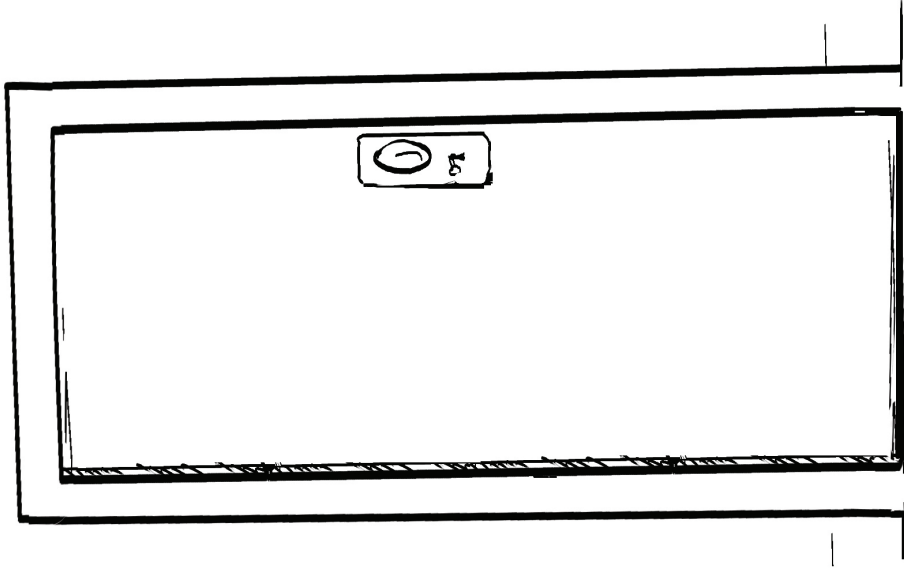
## TEACHER NOTES:

- Make up the public private cards as pairs.
- Depending on the size of your class some students may need to have two cards or you could give out any extras to the first pairs to correctly identify their cards.



PUBLIC





PRIVATE



## Living Room



## Park



## Bedroom



## Bathroom





## Bus stop



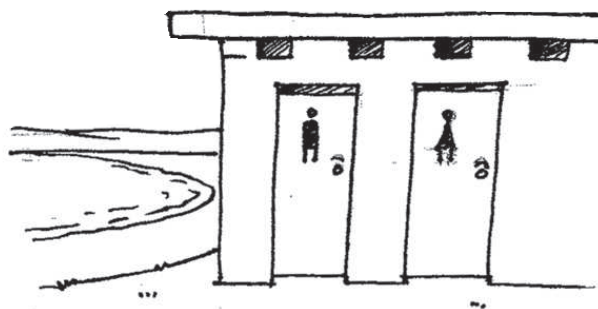
## Library



## Cinema

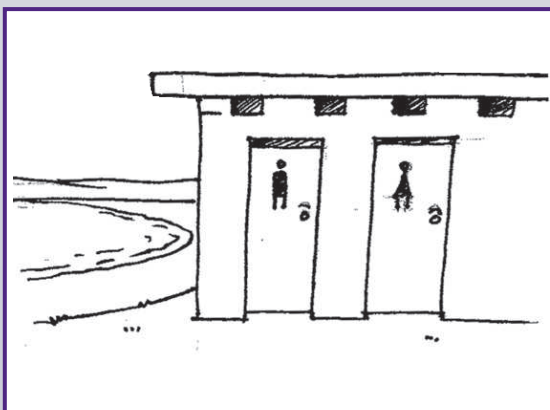
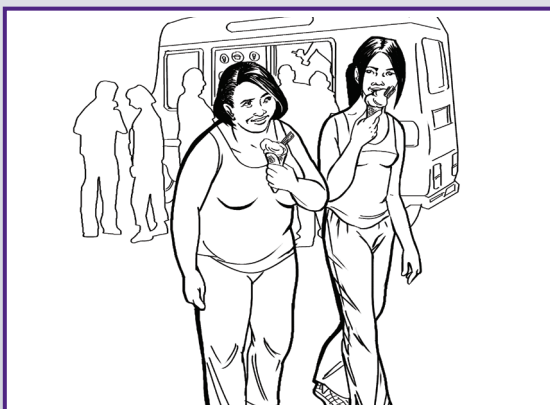
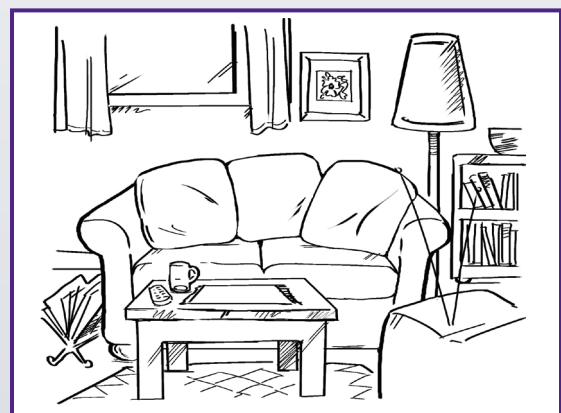
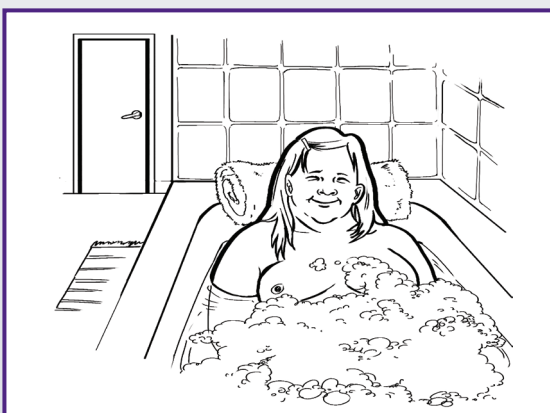


## Public Toilet



## PUBLIC AND PRIVATE PLACES WORKSHEET

Circle the private places.



# My Blue Wheel

---

Activity: My Blue Wheel

---

Activity: Rules about Touch  
in Families

---

Activity: How Are you Feeling?

---

Activity: Family Responsibilities

---



# ACTIVITY: **MY BLUE WHEEL**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will develop their understanding of family.

## RESOURCES:

- Sam's picture and Sam's family pictures.
- Blue wheel worksheets
- Felts, pens, glue

**Focus:** Knowledge and Skills development.

## INSTRUCTIONS:

- Start the lesson by reviewing the purple wheel.
- Ask students who belongs in the purple wheel? Who is the most important person in their life?
- Ask students if they are the most important person in their life who would be the next most important person/people in their lives? Keep questioning until someone talks about family.
- Point out the blue wheel and say that families are really important and because they are so important they belong in the blue wheel which is closest to their own purple wheel.
- Families are all different. Some people have sisters and brothers, some people a mother and father or just one of them, and some people have two mothers or two fathers. Sometimes families might be really big with grandparents or cousins all living together. Some family members we see a lot and some family members we might only see a little bit. Sometimes families change. Parents might break up and live apart from each other. Sometimes family members move away, die or have disagreements.
- Hold up the picture of Sam and introduce him to the class.
- Ask who is the most important person in Sam's life?
- Once the students have identified that Sam is the most important person in his life, place his picture in the purple wheel.
- Introduce Sam's family - Sam's grandfather, his mother, his stepfather Pesi, his brother Jack and step sister Motu.

- Ask which wheel Sam's family members would belong in.
- Once students have correctly identified the blue wheel have someone place the pictures in the blue wheel.
- Hand out the Blue Wheel Worksheet and have students draw a picture, glue a photo or write the names of their family members.
- Ask each student to report back to the rest of the class who their family members are and what their relationship is i.e. brother, mother, cousin.
- Ask students to put their worksheets in their folder.

## DISCUSSION:

- Are all our families the same?
- What things were the same?
- What things were different?

## TEACHER NOTES:

- Some students may include family members who are deceased. Do not discourage them from including dead family members.
- It is also common for students to talk about the family pet. As pets are often considered to be part of the family unit it is also important that they are included.

## FOR ADDITIONAL ACTIVITIES:

### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 1-2***

- My whānau (page 26-27)
- How can I help my whānau? (page 40-41)

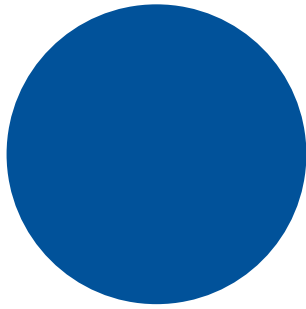
### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 3-4***

- My whānau (page 32-34)
- Helping my whānau (page 58-60)

### **Sexual Wellbeing Aotearoa (formerly Family Plannings)** ***Navigating The Journey Year 7-8***

- What is important in a relationship (page 37-42)





**My family are really  
important to me.**

**Here are my family:**



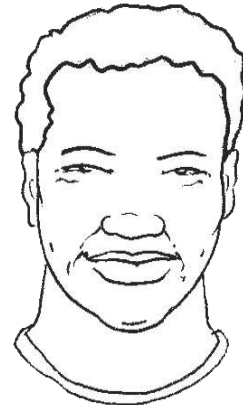
**Sam**



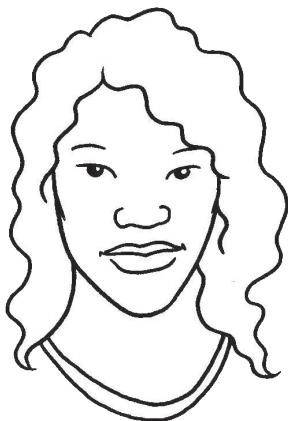
**Grandfather**



**Sam's mother**



**Pesi**



**Motu**



**Jack**

# ACTIVITY: RULES ABOUT TOUCH IN FAMILIES

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will demonstrate an understanding of what is ok and not ok touching in families.

## RESOURCES:

- YES and NO cards
- Rules for Touching in Families Worksheet

**Focus:** Knowledge and Skills development.

## INSTRUCTIONS:

- Ask students if they know or remember what consent means?
- Consent is when you give permission for someone to touch you, no matter what kind of touch it is.
- Explain that all families are different and all people are different. Some families like to touch and hug a lot and some do not. Some people like to touch and hug a lot and some people do not. You might love your family very much but not like to touch and hug. Your body belongs to you and you can decide who to touch and hug. Here are some rules about touching in families.
- No one should make you touch or hug them if you don't want to or the touching makes you feel scared, confused or yucky.
- It is okay to hug or kiss family members on the cheek.
- It is okay to touch family members on the public parts of the body – ask students to name some public parts.
- It is okay for family members to touch you on public parts of the body.
- It is not okay for family members to touch the private parts of your body – ask students to name the private parts - unless they have a very good reason. Ask students if they can think of a really good reason (e.g. help with toileting, specifically help to wipe themselves, bathing, if sick).
- It is not okay for you to touch the private parts of the body of a person who is a member of your family.
- Family members cannot have sexy touch. Ask students if they know what sexy touch means (e.g. kissing on the lips, touching breasts, vulva or penis with any part of their body, hands, lips, tongue).

- Place the YES card at one end of a table or on the wall or whiteboard. Place the NO card at the other end.
- Tell the students you are going to give them a card and they will need to decide if, in the rules, it is a YES touch or a NO touch.
- Allow time for the students to place their cards either under the YES or NO card. Discuss as you go to ensure they are in the correct place. Ask students how they know it is a yes or a no (e.g. both people are smiling, one person looks angry or sad.)
- Sometimes the trusted adult is the person who breaks the rules so who could someone tell that the touching in families rules had been broken? (e.g. a different family member, teacher.)
- Ask students to complete the Rules for Touching in Families worksheet and file in their folders.

## DISCUSSION:

- No one in your family should touch you or make you touch them in a way that makes you feel scared or yucky. Who could you tell if this happened to you?
- It is not okay to have sex or have sexy touching with a family member.
- What could you do if this happened to you? Say no as loudly as you can, go away from the person if you can and tell a trusted adult.

## TEACHER NOTES:

- It is important that all staff model and reinforce the rules regarding family touching i.e. you and your mum like to hug each other. Your mum is family. I'm not family, I work with you.

## FOR ADDITIONAL ACTIVITIES:

### **Sexual Wellbeing Aotearoa (formerly Family Plannings) *Navigating The Journey Year 1-2***

- My body is mine (page 57-58)
- Safe and unsafe touching (page 59-60)

### **Sexual Wellbeing Aotearoa (formerly Family Plannings) *Navigating The Journey Year 3-4***

- I'm the boss of my body (page 77- 78)



YES

NO

# RULES FOR TOUCHING IN FAMILIES WORKSHEET

Circle Okay or Not Okay



# ACTIVITY: **HOW ARE YOU FEELING?**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe how feelings affect the body.

## RESOURCES:

- Body outline
- felt pens
- George, Amiria and Hemi's stories.

**Focus:** Knowledge and Skills development.

## INSTRUCTIONS:

- Tell students that you are going to make a face and see if they can guess what the feeling is. Make an angry face.
- Once the students have guessed correctly ask them how they knew.
- Tell them you are going to make an angry face again but this time they need to look at what your body is doing.
- Ask students to explain how your body looked – i.e. were your fists open or closed?
- Explain that our bodies can help us show our feelings. Sometimes if we feel scared or uncomfortable our bodies will do certain things to remind us to keep safe.
- Hand out the body outlines and felt pens.
- Ask students to close their eyes while you read George's story. When you have finished students can open their eyes for the discussion questions.
- Ask students to close their eyes again and think of a time when they were scared. Where is their body telling them they are scared?
- Have students open their eyes and mark the body outlines to match their own feelings of being scared.
- Repeat this process for Amiria and Hemi.

## DISCUSSION:

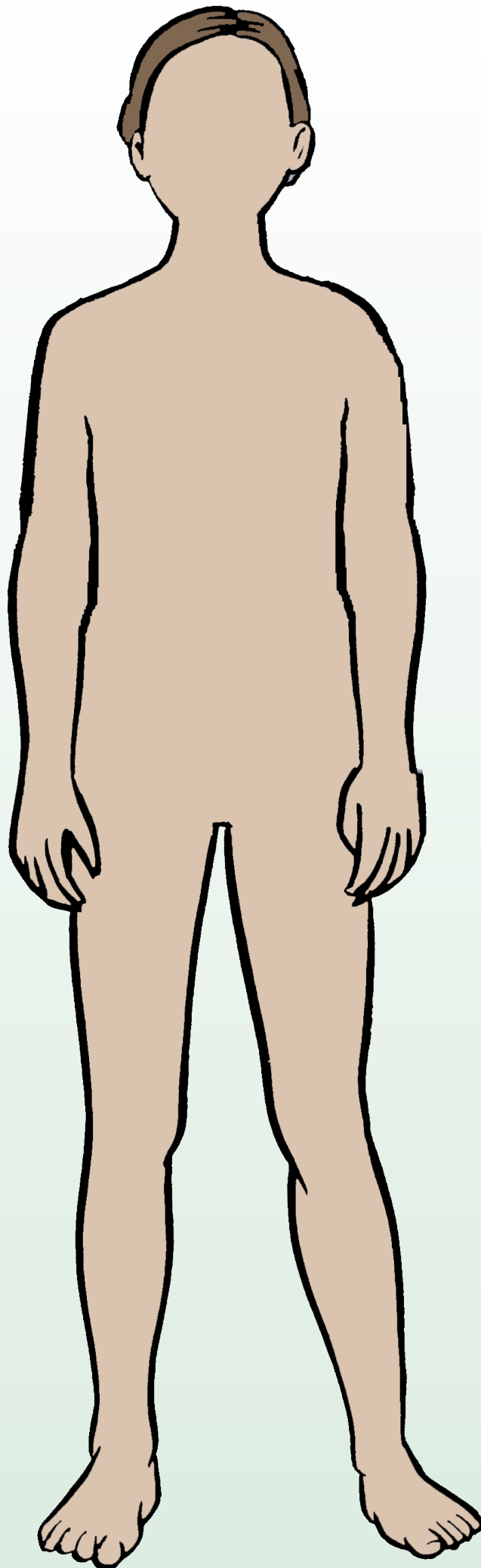
- Who can you go to if you have a scared feeling in your body?
- Who can you go to if you have a yucky feeling in your body?
- Who can you tell if you have an excited feeling in your body?
- If someone makes us feel scared or yucky we should say NO, this makes me feel bad and GO if we can and then TELL an adult we trust.

## TEACHER NOTES:

- The activity may remind students of something bad or unpleasant that has happened. Make sure you have follow up supports in place, should any student need it, before starting the activity.
- Make sure that students are all feeling ok at the end of this activity.



## BODY OUTLINE





## George's Story

George is with his Uncle Bill at George's grandmother's house. Uncle Bill has been drinking lots of beer and wants to drive George home. George has a funny feeling in his tummy and he is finding it difficult to breathe. George feels scared.

*What is making George feel scared?*

*What scared signs is George getting from his body?*

*What could George do?*

## Amiria's Story

Amiria lives with her older sister Tanya and Tanya's partner Craig. Craig likes to cuddle Tanya lots. Craig likes to cuddle Amiria too but Amiria doesn't like it. It makes her tummy feel all squishy and makes her feel cold all over. Amiria feels yucky when Craig cuddles her.

*What is making Amiria feel yucky?*

*What yucky feelings is Amiria getting from her body?*

*What could Amira do?*

## Hemi's Story

Hemi's step dad is taking him to speedway. Hemi loves cars and this will be the first time he has ever been to see cars race. Hemi can't stop jumping up and down. Hemi feels excited.

*What is making Hemi feel excited?*

*What excited feelings is Hemi getting from his body?*

*What is one thing that gives you an excited feeling?*

# ACTIVITY: **FAMILY RESPONSIBILITIES**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe their responsibilities at home.

## RESOURCES:

- My Responsibilities at Home Worksheet.
- My Responsibilities Timeline and cards.

**Focus:** Attitudes and Values development.

**Considerations:** Family Planning recognises that this activity is simplified and does not represent the wider diversity that exists in biological sex. If your students are able to engage in a discussion about sexual diversity, you may choose to have a wider discussion on the gendering of jobs.

## INSTRUCTIONS:

- Explain to students that being part of a family means that we all have to help out.
- How much we help out is different in different families.
- As we grow up we usually help out more. These jobs are called our family responsibilities.
- Let students know that we are going to play a game of Stand Up/Sit Down. You are going to ask if anyone does a certain job or responsibility and if they do they should stand up.
- Stand up if: you feed the family pet; make your bed; vacuum; put out the rubbish; hang out the washing; tidy your room; cook; wash the car; do the dishes.
- Ask - why do you think it is important to help out at home?
- Does everyone have the same jobs or are their different jobs for boys? Girls?
- Can boys do jobs that girls do? Can girls do jobs that boys do?
- Ask what jobs a baby could do? A teenager? What jobs should only an adult do?
- Place the My Responsibilities Timeline cards on the wall and explain we will be looking at what jobs can be done at different stages of our lives. Write 5 years, 10 years, 15years, 25 years on the board
- Hand out My Responsibilities Cards and have students place on the timeline wherever they think is the most appropriate stage.

- Discuss each card with the whole group and move if necessary.
- Hand out the My Responsibilities at Home Worksheet and have students complete and file in their folders.
- Bring the class back together and have each student say one thing they do now and one thing they don't do but could do.

## DISCUSSION:

- As we grow up we have more responsibilities and can do more things.
- Ask students what jobs or responsibilities they are looking forward to.
- Who are the people in their lives that will help them to learn these new things?

## TEACHER NOTES:

- Understanding the roles and responsibilities in families gives young people a sense of contributing and belonging.
- Encouraging students to participate in all areas of family life increases their sense of self-worth.

## MY RESPONSIBILITIES AT HOME WORKSHEET

Circle the jobs you do.

### Gardening



### Cooking



### Shopping



### Doing dishes



One new thing I can do at home: \_\_\_\_\_

## MY RESPONSIBILITIES AT HOME WORKSHEET



**Gardening**



**Cooking**



**Shopping**



**Doing dishes**

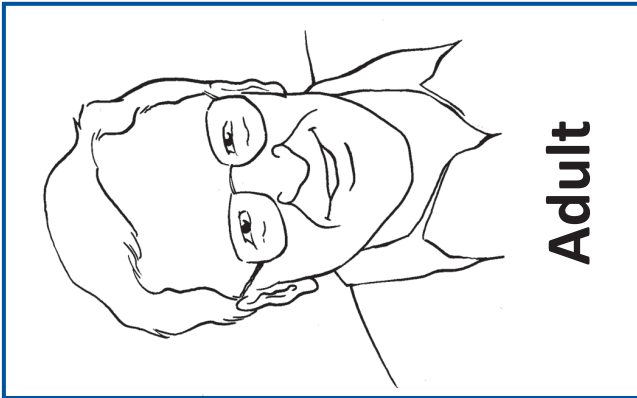


**Be a parent**



**Have a job**

*Enlarge and print as A3*  
MY RESPONSIBILITIES TIMELINE CARDS



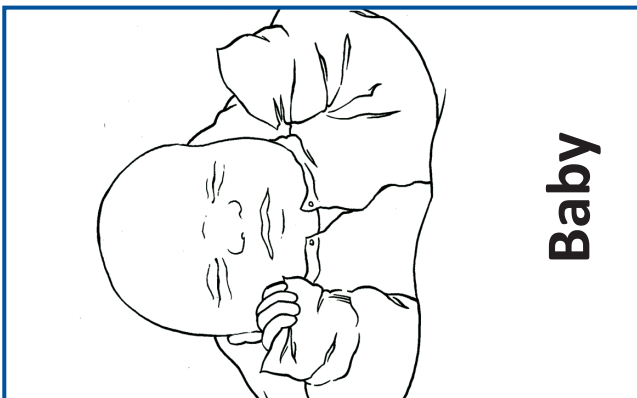
Jobs:



Jobs:



Jobs:



Jobs:





## My Green Wheel

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Activity: My Green Wheel

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Activity: Sam's Friends

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Activity: Making Friends

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Activity: Growing Healthy  
Friendships

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# ACTIVITY: MY GREEN WHEEL

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will practise identifying people who belong in the green wheel.

## RESOURCES:

- Green Wheel worksheet

**Focus:** Knowledge and Skills development.

## INSTRUCTIONS:

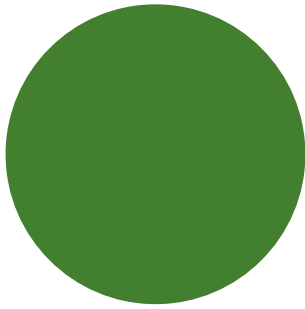
- Start the lesson by reviewing the purple and blue wheels.
- Ask students who belongs in the purple wheel? Who is the most important person in their life?
- Ask students who belongs in the blue wheel? Can we hug people in our blue wheel? Can we kiss the people in our blue wheel? Can we have sexy touch with people in our blue wheel?
- Let students know that they are going to be looking at the green wheel and ask them if they know what group of people might belong in this wheel.
- The green wheel is for friends. Friends are people we know well and make us feel good about ourselves. Friends are people we like doing things with like playing sport, going to the movies or just hanging out with.
- Ask students which wheel is closest to their wheel (the purple wheel) the blue wheel or the green wheel?
- Explain that the blue wheel is closest because we are closer to family members than to friends. We can have closer touch with family than with friends.
- Demonstrate with a teacher aide by role playing close touch with a family member and then role play close touch with a friend. You will need to ensure that it is clear to students that we can physically hug family members closer than when we hug friends. You can also demonstrate greeting friends by doing a high five.
- Ask students to stand in a circle and have one student stand in the middle of the circle. Tell the students they will be role playing greeting their friends when they arrive at school. Rotate the student in the middle until each student has had a turn.
- When finished ask the students to complete the Green Wheel worksheet by sticking photos of their friends in the wheel and/or writing their names. If there is time students can share the name of one friend each with the rest of the group.
- Finish with students putting the worksheet into their folders.

## DISCUSSION:

- How do we know someone is our friend? They like being with us, are there for us, we do things together like hanging out or going places together.
- What about online friends – do we really know who they are? Do they really belong in the green wheel?

## TEACHER NOTES:

- It is important to remind students that people can lie about who they are online.
- If they have online friends they have never met in person it's a good idea for them to talk to a trusted adult about the friendship.



**Friends are very important.**

**Circle the rules for touching with friends.**

**I can hug my friends**



**Okay**



**Not okay**

**I can kiss my friends**



**Okay**



**Not okay**

**I can have sexy touch with my friends**



**Okay**



**Not okay**

**My most important friends are:**

# ACTIVITY: **SAM'S FRIENDS**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe the qualities they like in a friend.

## RESOURCES:

- Pictures of Sam, Sam's family and Georgia, Tahu and Henry.
- Qualities I Like in a Friend Worksheet
- Things I Like to do with my Friends worksheet

**Focus:** Values development.

## INSTRUCTIONS:

- Begin by placing the picture of Sam in the purple wheel and the pictures of Sam's family in the blue wheel.
- Sam has lots of friends from school and also from his youth group. His three best friends are Georgia, Tahu and Henry.
- We are going to put these people in the green wheel. The green wheel is for friends.
- Once you have all the pictures up in the wheel ask:
- Which wheel are Sam's friends in?
- Are they as close as Sam's family in the blue wheel?
- What sort of touch is okay for friends? (e.g. High five, hug, kiss on the cheek)
- What sort of touch is not okay for friends?(e.g. Sexy touch, kiss on the lips)
- Sam likes Georgia because she is kind. He likes Tahu because he can trust him. and Sam likes Henry because he is funny. Being kind, trusting and funny are important to Sam and these are the things Sam looks for in a friend. We call these things qualities.
- Hand out the Qualities I Like in a Friend worksheet and have students circle the three qualities that matter most.
- Sam, Georgia, Tahu and Henry all like to watch the All Blacks play rugby together. They also all go to the same youth group. These are called common interests.
- Having friends means we like the way they behave towards us or the qualities they have and being able to share things together like our common interests.
- Hand out the Things I Like to do with my Friends worksheet and have students circle two interests they have in common with their friends.
- Ask the students to share what they chose with the whole group.

## DISCUSSION:

- Did everyone have the same qualities? Why/why not? We all look for different qualities in our friends. It's one of the things that make us unique. Knowing what we like in a friend helps us to decide who we want to be friends with.
- Did everyone like to do the same things? Why/why not? We all like different things. It's one of the things that makes us unique

## TEACHER NOTES:

- Some people with autistic spectrum disorder do not always see friendships as necessary. For others friendships are very much desired but they may lack the social skills and opportunities to meet others and form friendships. Learning about friendships and participating in lessons that build social skills is still relevant for all students and participation in these lessons should be encouraged.

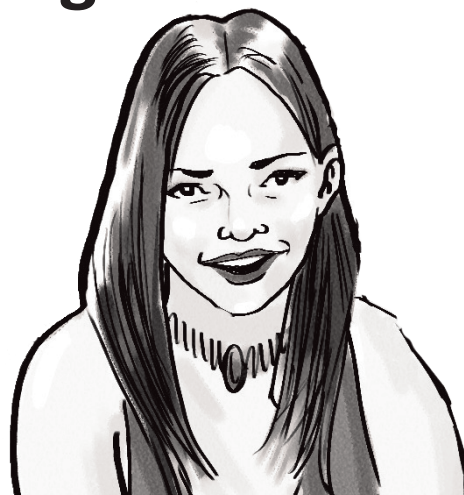
## Sam's Family



**Sam**



**Georgia**



**Tahu**



**Henry**





## QUALITIES I LIKE IN A FRIEND WORKSHEET

Circle 3 qualities you like in a friend

FUN

KIND

CARING

RESPECTFUL

**TRUSTWORTHY**

FRIENDLY

## THINGS I LIKE TO DO WITH MY FRIENDS WORKSHEET

Tick 2 things you like to do with friends



**PLAY SPORTS**



**SKATEBOARDING**



**PLAY ON X BOX**



**COOK**



**DANCE**



**HANG OUT**



**GO TO THE  
MOVIES**

What other ideas can you think of?

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# ACTIVITY: MAKING FRIENDS

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will practise social and communication skills.

## RESOURCES:

- Observation cards
- Making a new friend prompt cards
- Making a new friend worksheet

**Focus:** Skills development.

## INSTRUCTIONS:

- Ask students - How do we know if we want to be friends with someone? (e.g. We like the same things, like being with each other, find the other person funny or kind.)
- Ask - How do we get to know someone?
- Explain that finding out about people through talking to them is a great way of getting to know someone but we also need to show that we are interested in them by making eye contact.
- Role model making eye contact with a teacher aid or student while asking them about their day.
- It's also a good idea to take turns in the conversation. This shows the other person we care about what they have to say. Role model taking turns in a conversation with a teacher aid.
- We can also let people know that we are being friendly with our bodies. This is called body language. Role model an open, friendly stance while having a conversation with a teacher aid or other staff member.
- Explain that we are going to practise making a new friend. Put students into pairs to role play making a new friend. Use the making a new friend prompt card if needed.
- Place the observation cards for Body Language, Eye Contact and Take Turns on the board. Explain that you will also be videoing the students (if you can) so that everyone can comment on their performance.
- While each pair acts out the role play ask the rest of the class to look at how well they do by assessing body language, eye contact and the ability to take turns with the conversation.

- After each performance play the video back to the whole class. Ask the viewers to comment on body language, eye contact and if they took turns.
- Repeat until everyone has had a turn.
- Have students complete the Making New Friends Worksheet if time or this could be done as a homework activity.

## DISCUSSION:

- Why is making eye contact with someone important? It tells them we are interested in talking to them.
- Why is it important to take turns in the conversation? It tells the other person we care about what they have to say.
- How might you know if someone doesn't want to be your friend? Tell you, turn away from you (body language), look away (won't make eye contact).
- Where can you go to meet other people?

## TEACHER NOTES:

- It is important to remember that people with disabilities often have limited opportunities to meet new people so there may be a need for constant reinforcement and practice.

## FOR ADDITIONAL ACTIVITIES:

### **Sexual Wellbeing Aotearoa (formerly Family Plannings) *Navigating The Journey Year 1-2***

- Respect for others (page 32-33)
- Being a good friend (page 34-35)



BODY  
LANGUAGE

EYE  
CONTACT

TAKE  
TURNS

Things you could ask:

What is your name?

What school do  
you go to?

Where do you live?

What do you like  
to do?

## MAKING A NEW FRIEND WORKSHEET

Circle three things you could say to someone you just met.

Put a **X** next to three things you should not say to someone you just met.

Hi my name is....

I like your breasts

You've got a fat tummy are you pregnant?

Will you be my boyfriend/ girlfriend?

I just got my period.

I've seen you before. Do you go to my school?

I like your shoes.

Hi, how's it going?

# ACTIVITY: **GROWING HEALTHY FRIENDSHIPS**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will explore what is needed for a healthy friendship.

## RESOURCES:

- A3 paper, felt pens
- Glue
- Growing healthy relationships watering can
- Leaf worksheet

**Focus:** Skills and Values development.

## INSTRUCTIONS:

- Ask students what sorts of things we should do to grow healthy flowers and trees. List on the board.
- Explain friendships are like gardens. We need to look after them so they grow strong and healthy.
- Ask students what sorts of things they think would help a friendship to grow. List on the board ensuring the following are included: spending time together, sharing things with them, being kind to each other, doing things for the other person, asking them about their feelings, sharing our feelings, being able to disagree, not making people do things they don't want to, having fun.
- Tell students that they are going to grow their own friendship gardens. Students can do this by working alone, in pairs or in small groups depending on the size and ability of the class.
- Each person or group will need one sheet of A3 paper, a watering can, felt pens, coloured pencils and enough leaves to grow their garden. Students will need to draw a tree trunk and branches (or you may choose to do this beforehand) and glue on the watering can.
- Students can then grow their gardens by gluing leaves to the branches. Students may use the ready-made leaves, the blank leaves and write their own or a mixture of both depending on their ability.
- Have students present back their work.



## DISCUSSION:

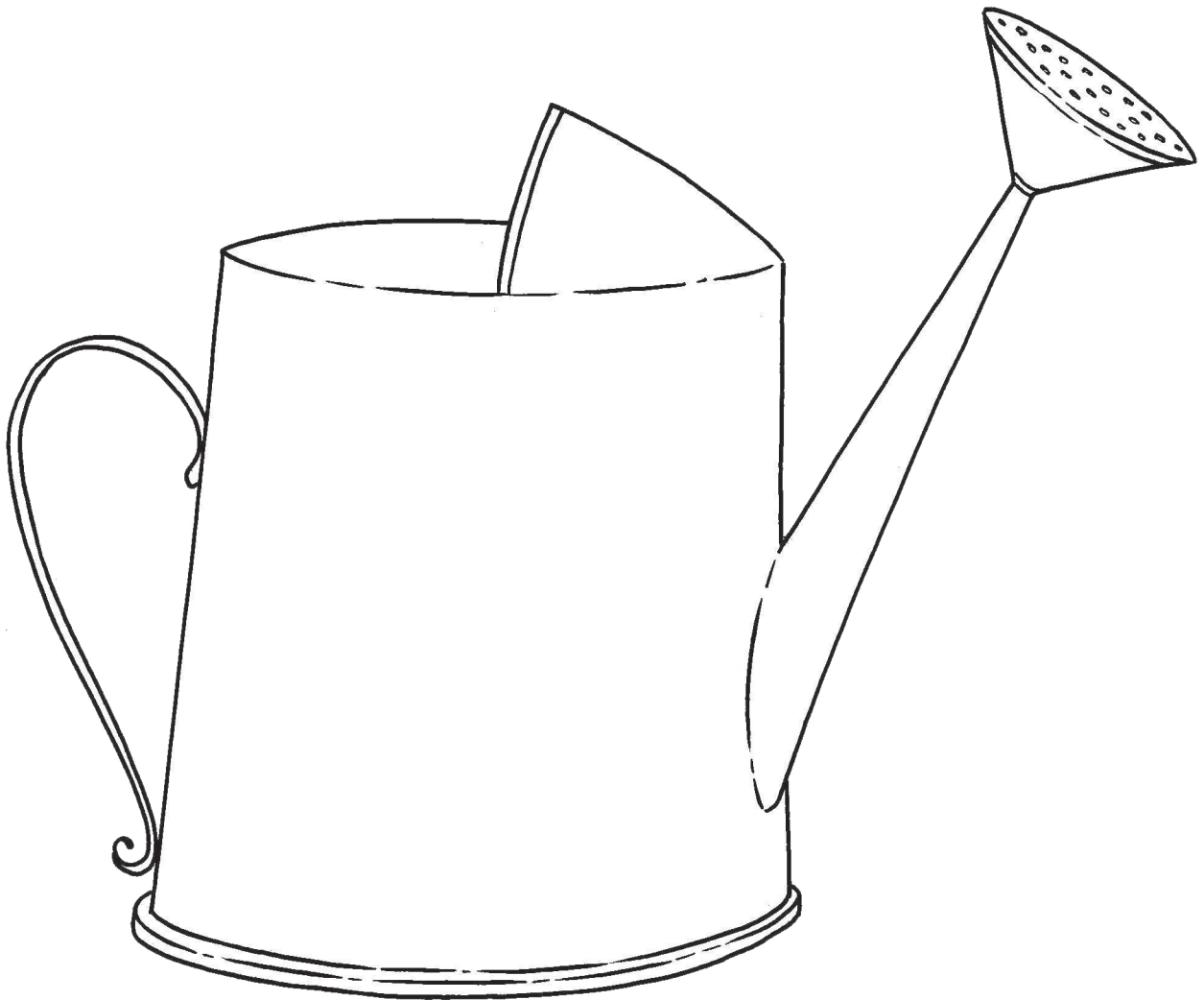
- Why are friendships important?
- What would happen if you didn't "water" your friendship garden?
- Whose job is it to water the garden?

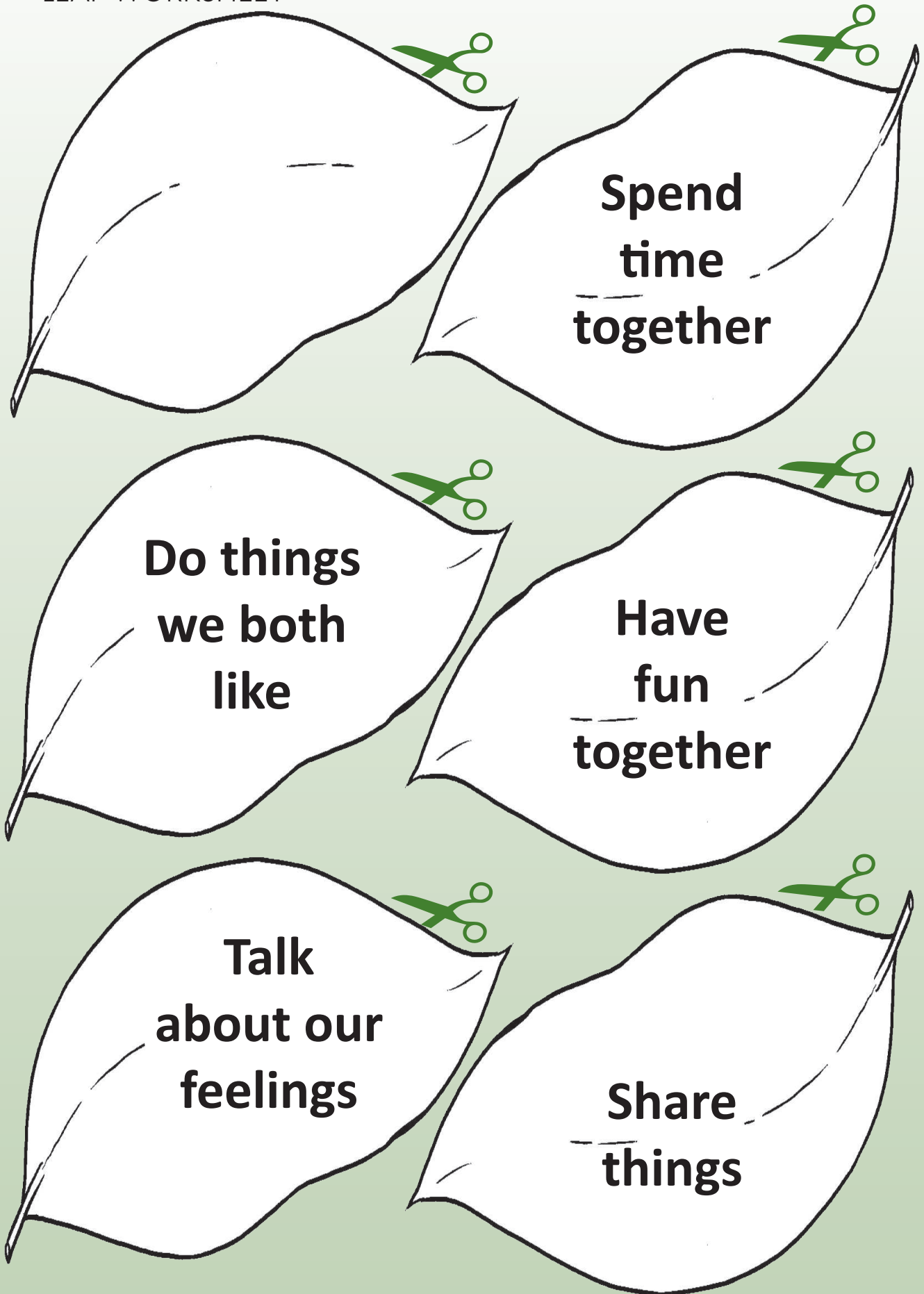
## FOR ADDITIONAL ACTIVITIES:

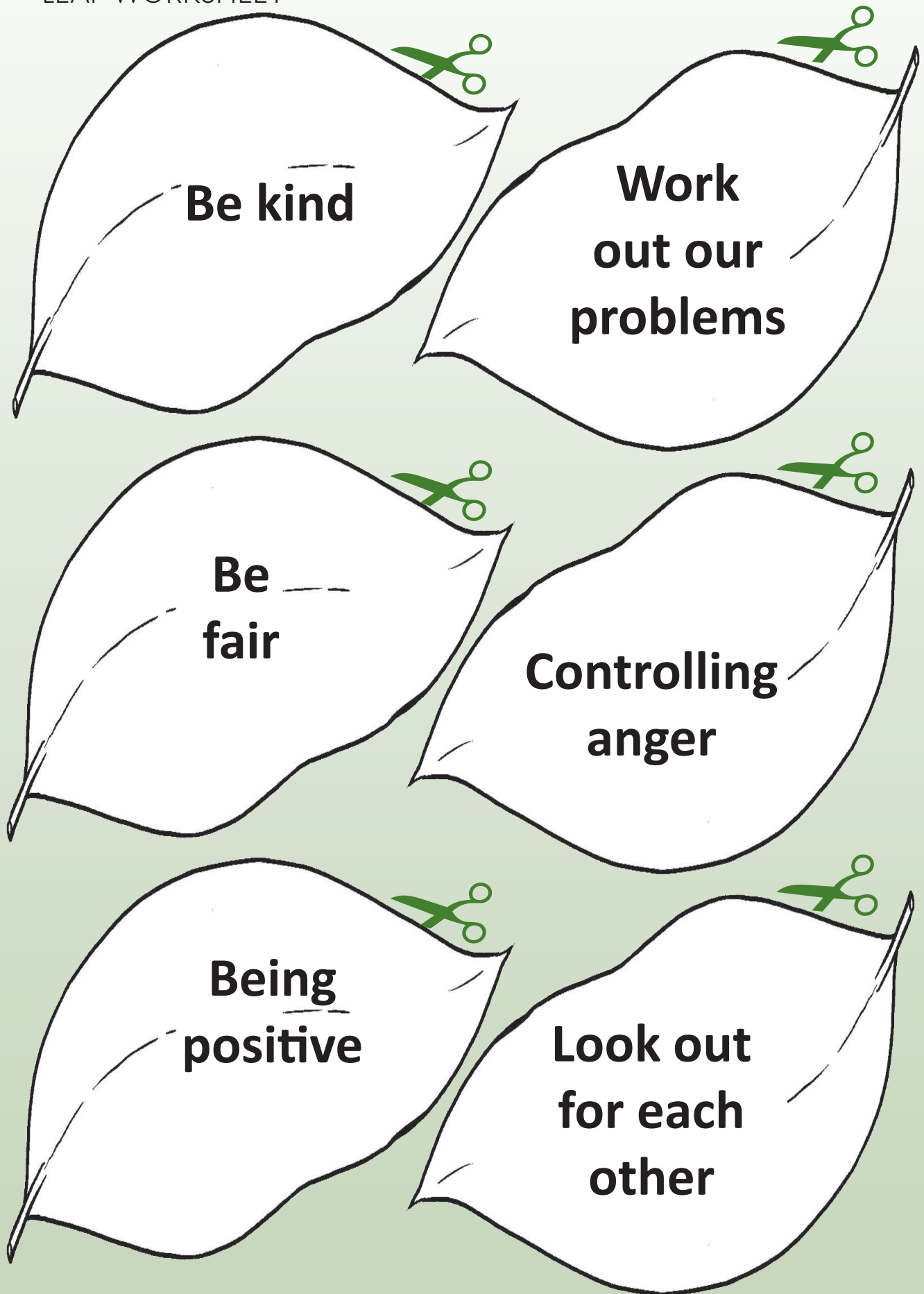
**Sexual Wellbeing Aotearoa (formerly Family Plannings)**

***Navigating The Journey Year 3-4***

- Managing relationship and challenging situations (page 53-54)
- Managing peer pressure (page 55-57)







# My Yellow Wheel

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Activity: My Yellow Wheel

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Activity: Friends or Just  
Friendly

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# ACTIVITY: MY YELLOW WHEEL

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe who belongs in their yellow wheel and the rules for touching in this wheel.

## RESOURCES:

- Pictures of Sam, Sam's family, friends, Mr Te Puni, Mei and Tyler.
- A hat.
- Yellow Wheel worksheet and pens.

**Focus:** Skills development.

## INSTRUCTIONS:

- Start the lesson by reviewing the purple, blue and green wheels.
- Ask students who belongs in the purple wheel? Who is the most important person in their life?
- Ask students who belongs in the blue wheel? Can we hug people in our blue wheel? Can we kiss the people in our blue wheel? Can we have sexy touch with people in our blue wheel?
- Ask students who belongs in the green wheel? Can we hug people in our green wheel? Can we kiss the people in our green wheel? Can we have sexy touch with people in our green wheel?
- Tell students we are moving on to the yellow wheel. The yellow wheel is for people whose job it is to work with us. These people may be teachers, teacher aids, support staff, counsellors, or if we are at work experience they may be the boss. Ask the students if they remember Sam.
- Place the picture of Sam in the purple wheel, Sam's family members in the blue wheel and his friends in the green wheel. Read the following:
- "Sam really likes all his teachers at school especially Mr Te Puni who also coaches his rugby team. Sam also really likes Mei and Tyler who run the youth group. Mr Te Puni, Mei and Tyler all belong in the yellow wheel. The yellow wheel is for really important people who help us, are really friendly but are not our friends."
- Place the pictures of Mr Te Puni, Mei and Tyler in the yellow wheel.
- Ask - the yellow wheel is long way from the purple wheel so do you think it is okay for Sam to hug Mr Te Puni, Mei or Tyler? (No. We don't hug people who are in the yellow wheel.)

- Ask the students to form a circle. Stand in the middle. Ask the students - What wheel do I belong to? (Yellow.) Tell the students they are going to practise greeting you, remembering that you belong in the yellow wheel. If you call their name they should enter the circle and greet you by giving you a high five, or just saying good morning/afternoon.
- When most or all of the students are able to do this, place a hat on your head and tell them you are now going to be their boss at work experience. When you call their name they should enter the circle and greet you by shaking your hand or just saying good morning/afternoon.
- Once most or all of the students are able to do this correctly tell them you are going to mix it up. If you wearing the hat you will be the boss, if not you are the teacher. They will need to shake your hand if you are the boss or high five you if you are the teacher. If they get it wrong they are out. Keep going until there is only one person left (or a few if they are able to do this really well).
- Have students sit back down and ask them - If the rules say we don't hug the people in our yellow wheel can we kiss them? (No, the rules say no kissing people in the yellow wheel not even on the cheek. People in our yellow wheel are not allowed to kiss you either.)
- Can we have sexy touch with people in our yellow wheel? (No the rules say no sexy touch with people in our yellow wheel. People in our yellow wheel are not allowed to touch you in a sexy way either.)
- Have students write, draw or place pictures of people who work with them on their Yellow Wheel worksheets.

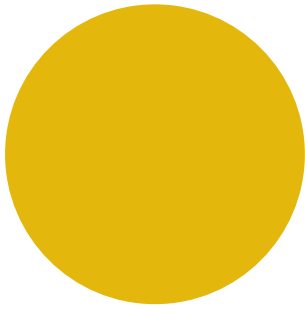
## DISCUSSION:

- Who is in your yellow wheel?
- Can you have sex or sexy touch with someone in your yellow wheel?
- No one in your yellow wheel should touch you or make you touch them in a way that makes you feel scared or yucky – who could you tell if this happened to you?
- It is not okay to have sex or have sexy touching with someone in your yellow wheel.
- What could you do if this happened to you? Say no as loudly as you can, go away from the person if you can and tell a trusted adult.
- Who could you tell?

## TEACHER NOTES:

- If touching is important culturally it may affect some of the rules about touch. However students must remember that it is only ok with people from the same culture and if they are comfortable with the touching.





**There are other people who are important to me.**

**These people belong in my yellow wheel.**

**Here are the rules for touching with people in my yellow wheel.**

**I can hug someone in my yellow wheel.**



**Okay**



**Not okay**

**I can kiss someone in my yellow wheel.**



**Okay**



**Not okay**

**I can have sexy touch with someone in my yellow wheel.**



**Okay**



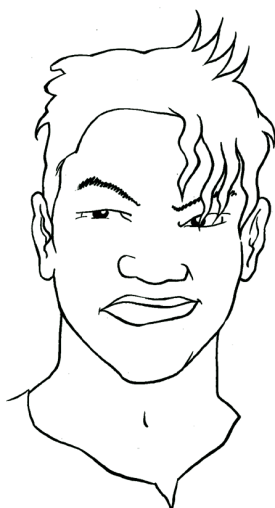
**Not okay**

**These important people are:**

## Sam's family



**Sam**



**Mr Te Puni**



**Mei**



**Tyler**



# ACTIVITY: FRIENDS OR JUST FRIENDLY

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTIONS:

- Students will describe the difference between people who are friends and people who are just friendly.

## RESOURCES:

- Friends or Friendly worksheets.

**Focus :** Knowledge and Skills development.

## INSTRUCTIONS:

- Ask - How do we know if someone is our friend? (We feel good when we are with them; we hang out together and have common interests.)
- Ask – How do we know if someone is just being friendly? (When it is their job to help us or we know them but don't invite them over for sleep overs or to hang out with us like teachers or sport coaches.)
- There are other people who are friendly but are not our friends, like friends of our parents, neighbours, or people we meet online.
- Sometimes we call these people friends but unless we know them in person, hang out with them at home or spend time with them doing things we like they are probably just friendly rather than being our friends.
- Hand out the Friends or Friendly worksheet and read out each story allowing time for students to respond to the questions. If students are able they can do this on their own.
- Ask the students to complete the worksheets with assistance if required. File in their folders.
- Reinforce that just because someone is friendly it doesn't mean that they are our friend. Friends share things, care for one another and spend time with each other. They may spend time at each other's homes to hang out, celebrate birthdays, have sleep overs or have a meal. People whose job it is to help us are friendly but not our friends. They don't come over to our home for a meal or to hang out.
- People we play games with online but have never met can be friendly but are not friends.

## DISCUSSION:

- How do we know when someone is our friend? We know their name, do things together, care about each other and have common interests.
- How do we know when someone is just being friendly? People who are friendly may smile at us, do something kind for us or help us if we need it. Lots of people can be friendly but being a friend is more than this.
- Who are some people you know that are friendly but not your friends? Ensure that teachers and teacher aids are mentioned as friendly but not friends.

## TEACHER NOTES:

- Sometimes it can be difficult to know who is a friend and who is being friendly so there may be a need for constant reinforcement and practice.

### FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 1-2***

- Safe and unsafe touching (page 59-60)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 3-4***

- Who can help me with my worries (page 84-86)



Fa'a and Ruby belong to the same church. They see each other every Sunday and sometimes they have a chat before the service starts.

Are they friends or just friendly?

Why?

Aroha and Preeti are having a hug because it is Preeti's birthday and Aroha has come over to celebrate. Aroha and Preeti are going to hang out together for the whole weekend and do all the things they like to do together.

Are they friends or just friendly?

Why?

Ruby plays computer games on the weekend. She has met a girl called Penny online and every Saturday they play games. Ruby lives in Wellington and Penny lives in Auckland. They have never met each other.

Are they friends or just friendly?

Why?



Aroha's mother has many friends who come around to visit. They come over to see Aroha's mother and have coffee. Sometimes Aroha's mother and her friends play cards. Aroha is often at home when they come over. Her mother's friends always say hello to Aroha and listen when she tells them what she's been doing.

Are they friends or just friendly?

Why?

Tane and Fa'a have just met while waiting in a line for movie tickets. They have been waiting a long time and have started talking together.

Are they friends or just friendly?

Why?

Tane's neighbour is Mrs King. They often talk over the garden fence. Tane likes to help Mrs King with her garden. Twice a week Mrs King and Tane go for a walk together.

Are they friends or just friendly?

Why?



Ruby plays netball. Her netball coach is Miss Smith. Ruby likes Miss Smith a lot. She is really fun and she gives Ruby a lift home after practice every week.

Are they friends or just friendly?

Why?

Tane has an Xbox and likes to play sports games with other people he has met online. Tane has a different name for playing online. His online name is Hero. The person he most likes to play with online is called The Boss. Tane does not know his real name but they talk to each other and play games together all the time.

Are they friends or just friendly?

Why?





# **My Orange Wheel**

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Activity: My Orange Wheel

---

Activity: Real Friends vs  
Online Friends

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# ACTIVITY: MY ORANGE WHEEL

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe who belongs in the orange wheel and the rules for touching in this wheel.

## RESOURCES:

- Orange Wheel stories
- Blue, green, yellow and orange wheels.
- Orange Wheel worksheet.

**Focus:** Skills development.

## INSTRUCTIONS:

- Start the lesson by reviewing the purple, blue, green and yellow wheels.
- Ask students - Who belongs in the purple wheel? Who is the most important person in their life?
- Ask students - Who belongs in the blue wheel? Can we hug people in our blue wheel? Can we kiss the people in our blue wheel? Can we have sexy touch with people in our blue wheel?
- Ask students - Who belongs in the green wheel? Can we hug people in our green wheel? Can we kiss the people in our green wheel? Can we have sexy touch with people in our green wheel?
- Ask students - Who belongs in the yellow wheel? Can we hug people in our yellow wheel? Can we kiss the people in our yellow wheel? Can we have sexy touch with people in our yellow wheel?
- Ask students - What is the colour of the next colour wheel?
- The orange wheel is for people we know, that are sometimes friendly but like the people in our yellow wheel they are not our friends. Sometimes they are friends of our parents, or other family members and sometimes they are people we meet on-line. People we meet on-line can be really friendly and we can spend lots of time doing things like playing games with them but if we have never met them and hung out with them they are not our friends.
- If we see these people at the shops or on the street we say hi or we wave. We don't hi five or shake their hands like we do with the people in our yellow wheel.

- Tell the students that they are going to play a quick game of “Who Am I”. Place a blue, green, yellow and orange wheel on the floor in a horizontal line at arms distance between each wheel and in the order stated. Tell students if you say their name they need to stand and come to the front of the class.
- Read the story and ask the rest of the class to call out the answer to your question. The student who is standing at the front of the class then moves to stand in the appropriate wheel.
- Ask students to complete the Orange Wheel worksheet and file in their folders.

## DISCUSSION:

- How do you know if someone belongs in the orange wheel?
- Ask students to each name one person who belongs in their orange wheel. This could be their taxi or bus driver, someone who works at the local dairy or library.

## TEACHER NOTES:

- You can make up extra scenarios if the students are finding it difficult, or make more difficult scenarios if this is too easy.

## ORANGE WHEEL STORIES

You are walking down the street when you see a person from your school. They are in Year 9 and you are in Year 12. You don't know this person, you just know that they go to your school. What wheel are they in?

(Orange)

You are at school and you see your sister.

What wheel is she in?

(Blue)

Is it okay to give her a hug?

Someone who lives in your street is on the bus with you. You don't know their name but you both know that you live on the same street.

Do you go up and hi five with them?

What wheel are they in?

(Orange)

It is Tuesday – time for soccer practice. When you get there Mr Robinson your maths teacher is there.

What wheel is Mr Robinson in? (Yellow)

Could you hi five with Mr Robinson?

You have just arrived at school. The first person you see is your best friend Sammy.

What wheel is Sammy in? (Green)

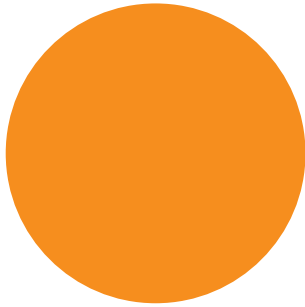
How could you greet each other?

You have a big brother called Raj. Raj has a friend called Kura. Kura has come round to visit Raj.

You don't know Kura very well.

What wheel would Kura be in? (Orange)

How could you greet Kura?



**These are people I know but they are not family or friends.**

**They are not as important as people in my yellow circle.**

**Here are the rules for touching with people in my orange circle.**

**I can hug someone in my orange circle.**



Okay



Not okay

**I can kiss someone in my orange circle.**



Okay



Not okay

**I can have sexy touch with someone in my orange wheel.**



Okay



Not okay

**Some of these people are:**

# ACTIVITY: REAL FRIENDS VS ONLINE FRIENDS

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe the difference between real friends and on-line friends and identify strategies for staying safe online

## RESOURCES:

- Real Friend/On-line Friend/Both Cards
- separate cards????

**Focus:** Knowledge development.

## INSTRUCTIONS:

- Explain to students that there is a difference between real friends you know and have met in person and online friends that you know but have not met in person.
- On-line friends are more like the other people who belong in our orange wheel. We know their name, they might be friendly but because we have not met them in person they are not real friends.
- Ask students - What makes a real friend? Encourage students to think about what they really know about someone they have never met in person.
- Hand out the Real Friend/On-line Friend/Both cards and ask students to work in pairs to decide where the scenarios belong.
- Bring the class back together and go through the cards.
- Explain to students that being on-line can be fun and a great way to meet new people but that sometimes it can be unsafe.
- Ask students to complete the Real Friends/On-line Friends/Both worksheet and file in their folders.

## DISCUSSION:

- How do we know if the person we are talking to on-line is really who they say they are? (We don't unless we have met them in person.)
- What are some ways we might know that something is unsafe? (e.g. Someone asks us not to tell anyone else, makes us feel yucky, and doesn't seem right.)
- How can we make being on-line safer? (e.g. Don't give people your personal information. Always tell a trusted adult about your online friends. If you are going to meet someone that you know online take a trusted adult with you.)

## TEACHER NOTES:

- Teachers may want to send this information home or have students complete the worksheet as homework so parents and caregivers can reinforce messages about on-line safety.

### FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 3-4***

- Staying safe online (page 82-83)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 5-6***

- Safety online (page 75-77)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 7-8***

- Online safety: Cyberbullying (page 83-86)
- Online safety: Pornography & sexting (page 87- 90)





# REAL FRIEND



# ON-LINE FRIEND



# BOTH



**SOMEONE IN YOUR SPORTS TEAM.**

**A CLASS MATE.**

**SOMEONE YOU DON'T KNOW HAS ASKED TO BE YOUR FRIEND ON FACEBOOK.**

**A PERSON WHO LIVES IN YOUR STREET THAT YOU HANG OUT WITH.**

**SOMEONE YOU PLAY  
XBOX WITH ON-LINE BUT  
HAVEN'T MET.**

**SOMEONE YOU HAVE KNOWN  
FOREVER AND YOU LIKE  
DOING THINGS TOGETHER.**

**SOMEONE YOU MET AT  
PRIMARY SCHOOL. YOU STILL  
DO STUFF TOGETHER AND  
CARE ABOUT EACH OTHER.**

**SOMEONE YOU KNOW FROM  
SCHOOL, YOU GO TO A YOUTH  
GROUP TOGETHER AND ARE  
FRIENDS ON FACEBOOK.**

## REAL FRIEND VS ONLINE FRIEND WORKSHEET

Is this a real friend or an on-line friend or are they both?

SOMEONE YOU DON'T  
KNOW HAS ASKED TO  
BE YOUR FRIEND ON  
FACEBOOK.

SOMEONE YOU KNOW  
FROM SCHOOL, YOU  
GO TO A YOUTH  
GROUP TOGETHER  
AND ARE FRIENDS ON  
FACEBOOK.

SOMEONE YOU HAVE  
KNOWN FOREVER AND  
YOU LIKE DOING THINGS  
TOGETHER.

SOMEONE YOU PLAY  
XBOX WITH ON-LINE  
BUT HAVEN'T MET.

# My Red Wheel

---

Activity: My Red Wheel

---



# ACTIVITY: MY RED WHEEL

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe who belongs in the red wheel and the rules for touching in this wheel.

## RESOURCES:

- Pictures of well-known people from magazines/internet
- Red Wheel worksheet.

**Focus:** Skills development.

## INSTRUCTIONS:

- Start the lesson by reviewing the purple, blue, green, yellow and orange wheels.
- Ask students - Who belongs in the purple wheel? Who is the most important person in their life?
- Ask students - Who belongs in the blue wheel? Can we hug people in our blue wheel? Can we kiss the people in our blue wheel? Can we have sexy touch with people in our blue wheel?
- Ask students - Who belongs in the green wheel? Can we hug people in our green wheel? Can we kiss the people in our green wheel? Can we have sexy touch with people in our green wheel?
- Ask students - Who belongs in the yellow wheel? Can we hug people in our yellow wheel? Can we kiss the people in our yellow wheel? Can we have sexy touch with people in our yellow wheel?
- Tell students we have talked about the most important person – them, their families, friends, people who are friendly and help them out and people they have met online. So this lesson is about people we don't know or strangers.
- People we don't know or strangers belong in the red wheel. Place the stranger picture in the red circle and ask if anyone knows this person. Sometimes a student will say yes. You will need to unpack this by asking who they are. The picture might look like someone they know but it's not them. This person doesn't know anyone in this room – they are strangers.
- Ask – If someone is in the red wheel do we hug them? No
- Can we kiss them? No. Can we have sexy touch with them? No.

- No we don't hug, kiss or have sexy touch with strangers and strangers should not kiss, hug or have sexy touch with us. These rules help to keep us safe.
- Hold up a picture of a well-known personality and ask students to guess who it is? Ask what wheel this person belongs in?
- Sometimes we know who people are but they don't know who we are. Is this person a family member? Are they a friend – do they come over to your house to hang out or for a sleep over? Are they really friendly – helping you with your school work or to get from home to school? No, even though we know their name and who they are they are still strangers.
- Ask students if they remember the touching rules with strangers? If not go over the rules again.
- Repeat using the picture of another well-known person.
- Have students complete their Red Wheel worksheet and file in their folders.

## DISCUSSION:

- How do we know if someone is a stranger?
- What would you do if a stranger offers to drive you home?
- What if a stranger asks you to have a coffee with them?
- Can you tell if a stranger is okay or not okay?
- What would you do if a stranger fell over near you?
- What would you do if you fell over and a stranger tried to help you?

## TEACHER NOTES:

- You will need pictures of sports stars (such as All Blacks, Silver Ferns), actors from popular TV shows or movies or media personalities that the students will recognise. You will also need pictures of people the students won't know. These are easy to find in magazines or from the internet.
- It is important for students to understand that they cannot tell whether a stranger is bad or good by looking at them.

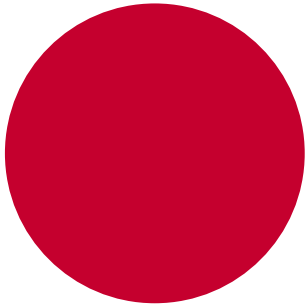
### FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 1-2***

- Who can help me? (page 61-62)

**Please note:** When using this resource it is important to talk about 'good' strangers, such as emergency service workers who may necessarily interact with young people.





**Red is for strangers.  
I do not know these  
people.**

**Here are the rules for  
touching with strangers.**

**I can hug someone in my red wheel.**



**Okay**



**Not okay**

**I can kiss someone in my red wheel.**



**Okay**



**Not okay**

**I can have sexy touch with someone in my  
red wheel.**



**Okay**



**Not okay**

**Some of these people are:**



# My Silver Wheel

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Activity: My Silver Wheel

---

Activity: Hooked Up

---

Activity: Going On a Date

---

Activity: Breaking Up

---

Activity: Consent

---

Activity: Reproduction

---

Activity: About Contraception

---

# ACTIVITY: MY SILVER WHEEL

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will develop an understanding of sexual orientation.

## RESOURCES:

- Sam, Georgia, Tahu and Sarah's stories and pictures.
- Sexual Orientation worksheet.

**Focus:** Knowledge and attitudes.

## INSTRUCTIONS:

- Explain to students that we have looked at all the wheels except one – the silver wheel.
- Does anyone know who might belong in this wheel? The silver wheel is for romantic partners – boyfriends and girlfriends. Romantic partners are like very special friends whom we also have sexy feelings for. We might love each other or like each other very much.
- It's okay not to have anyone in this wheel. Sometimes we do and sometimes we don't.
- Read the following stories: Sam and Georgia, Tahu, Sarah.
- Ask students what the rules are for the silver wheel and have them complete the Orientation worksheet and file in their folders.

## DISCUSSION:

- People can have sexy feelings for someone else of the same gender, the other gender, or sometimes people with no gender.
- It doesn't matter who we fall in love with as long we are safe.
- Sometimes people aren't sure about who they are. This is normal too and part of growing up and learning about ourselves.
- Ask students who they could talk to about their feelings.

## TEACHER NOTES:

- Teachers will need to know where students can go for local support. Organisations such as Rainbow Youth are good place to start.

## FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 7-8***

- Sexual orientation (page 48-50)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 9***

- Sexual orientation (page 54-56)

# Sam and Georgia's Story

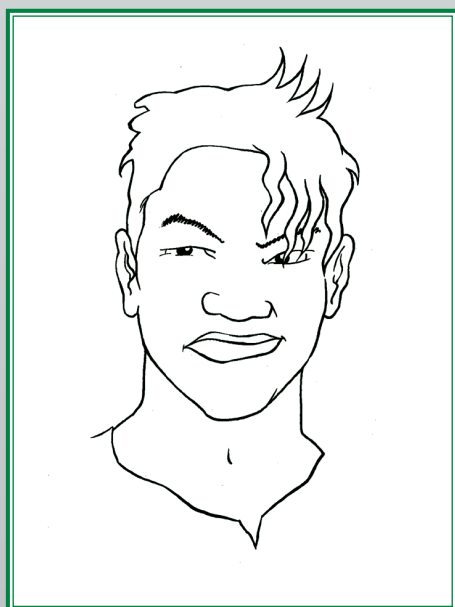
Sam and Georgia are romantic partners. Sam is a boy and Georgia is a girl. When a boy and a girl have sexy feelings for each other this is called "straight". Sam and Georgia are straight.

Ask students which wheel would Sam and Georgia belong to? Place the picture of Sam and Georgia in the Silver wheel.

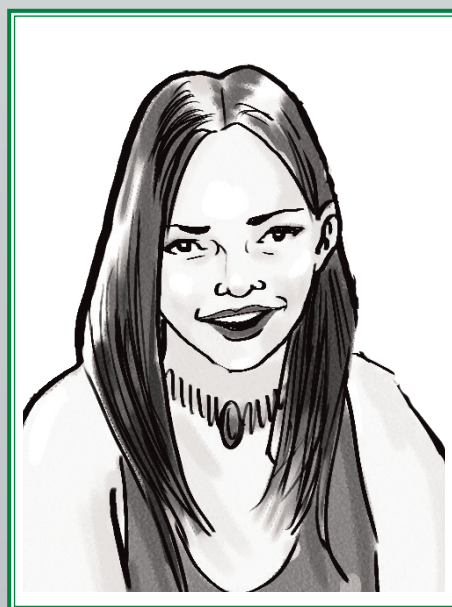
Is it okay for them to hug? Yes if they both want to.

Is it okay for them to kiss? Yes if they both want to.

Is it okay for them to have sexy touch? Yes if they both want to, are old enough (16) are in a private room and they are not from the same family (blue wheel) and one of them is not a teacher or other person from the yellow wheel.



**Sam**



**Georgia**

# Tahu's Story

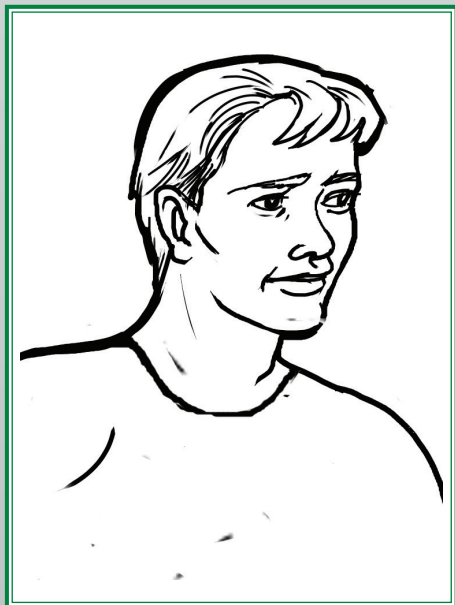
Tahu has a romantic partner called A.J. Tahu and A.J. are both boys. Sometimes boys only have sexy feelings for other boys. This is called “gay”. Tahu and A.J. are gay.

Ask students which wheel would Tahu and A.J. belong to? Place the picture of Tahu and A.J. in the Silver wheel.

Is it okay for them to hug? Yes if they both want to.

Is it okay for them to kiss? Yes if they both want to.

Is it okay for them to have sexy touch? Yes if they both want to, are old enough (16) are in a private room and they are not from the same family (blue wheel) and one of them is not a teacher or other person from the yellow wheel.



**A.J.**



**Tahu**

# Sarah's Story

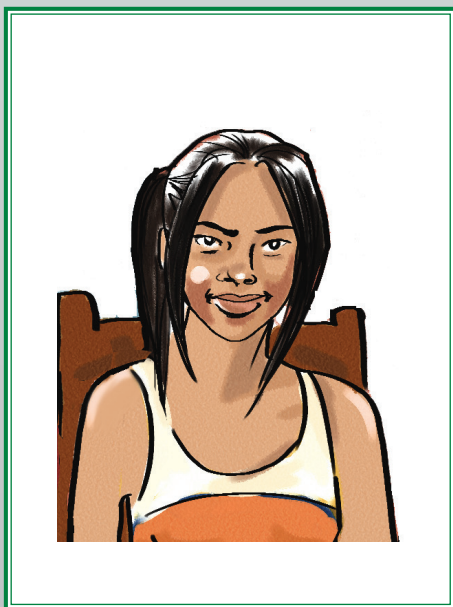
Sarah and Terri are in love. Sarah and Terri are both girls. Sometimes girls only have sexy feelings for other girls. This is called "lesbian". Sarah and Terri are lesbian.

Ask students which wheel would Sarah and Terri belong to? Place the picture of Sarah and Terri in the Silver wheel.

Is it okay for them to hug? Yes if they both want to.

Is it okay for them to kiss? Yes if they both want to.

Is it okay for them to have sexy touch? Yes if they both want to, are old enough (16) are in a private room and they are not from the same family (blue wheel) and one of them is not a teacher or other person from the yellow wheel.



**Sarah**



**Terri**



## SEXUAL ORIENTATION WORKSHEET



Circle the correct answer

These men have sexy feelings for each other. They are:

**Straight**

**Gay**

**Lesbian**

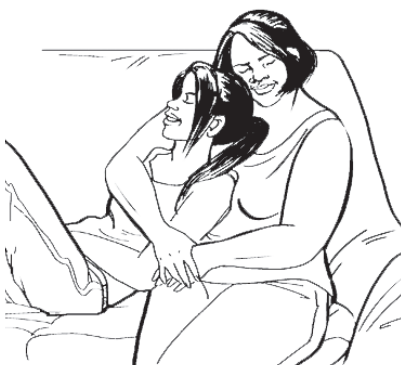


This man and this woman have sexy feelings for each other. They are:

**Straight**

**Gay**

**Lesbian**



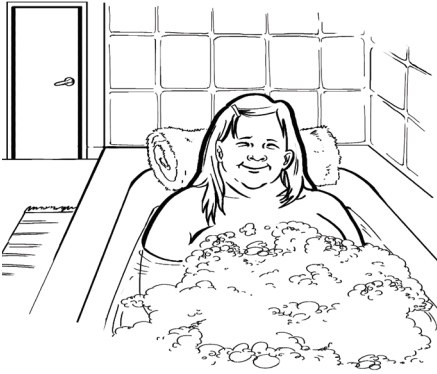
These women have sexy feelings for each other. They are:

**Straight**

**Gay**

**Lesbian**

## SEXUAL ORIENTATION WORKSHEET



This woman has sexy feelings for both men and women. She is:

**Straight**

**Gay**

**Bisexual**



This man has sexy feelings for both men and women. He is:

**Straight**

**Gay**

**Bisexual**

# ACTIVITY: **HOOKED UP**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will demonstrate use of negotiation skills to use within a relationship

## RESOURCES:

- Hooked Up worksheets (1 set per student)
- What Can Tahu Say? worksheets (1 per student)
- What Can Georgia Say? worksheets (1 per student)

**Focus:** Skills and Attitudes and Values development.

## INSTRUCTIONS:

- Explain that when people are in romantic relationships they usually like doing things together. It is also important for them to have time alone, and time with other friends.
- Ask students to fill in the Hooked Up worksheets, in this order:
  1. Activities I enjoy doing by **myself**.
  2. Activities I enjoy doing **with friends**.
  3. Activities I would enjoy doing **with a partner**.
- After completing each worksheet, ask the students to each share one thing they ticked. Work through the first three discussion questions as you go.
- Tell the class that sometimes people want to do different things and it can be hard to agree.
- The class will now be practising what to do when they want something different to their friend, or partner.
- Read out What Can Tahu Say? to the class. Ask the students to complete the worksheet.
- Repeat with What Can Georgia Say? worksheet.

## DISCUSSION:






- Did everyone tick the same things? Are we all the same, or all different?
- Why is it important to have time alone? To relax, feel good about yourself, do things only you enjoy, have peace and quiet, time to think things over.
- Why is it important for people in a relationship to have time with other friends?
- It is important to say what you want in a relationship
- It is also important to listen to what the other person wants.

## HOOKED UP WORKSHEET

When people are in a romantic relationship they like doing things together. It is also important to have time alone and time with other friends.

Activities I enjoy doing **by myself**:

**Tick or cross**

|   |                           |  |
|---|---------------------------|--|
|    | <b>Watching movies</b>    |  |
|    | <b>Using the computer</b> |  |
|   | <b>Relaxing</b>           |  |
|  | <b>Taking a bath</b>      |  |
|  | <b>Going for a walk</b>   |  |
| <p>What else do you like to do by yourself?</p>                                     |                           |  |

## HOOKED UP WORKSHEET

Activities I enjoy doing **with friends**:






Tick or cross

|   |                         |  |
|---|-------------------------|--|
|    | <b>Watching movies</b>  |  |
|    | <b>Eating</b>           |  |
|   | <b>Talking</b>          |  |
|  | <b>Playing sports</b>   |  |
|  | <b>Going for a walk</b> |  |
| <p>What else do you like to do with friends?</p>                                    |                         |  |

## HOOKED UP WORKSHEET

Activities I would enjoy doing with a partner:


Tick or cross

|   |                        |  |
|---|------------------------|--|
|    | <b>Watching movies</b> |  |
|    | <b>Eating</b>          |  |
|   | <b>Talking</b>         |  |
|  | <b>Going on a date</b> |  |
|  | <b>Hugging</b>         |  |
| <p>What else would you like to do with a partner?</p>                               |                        |  |


## WHAT CAN TAHU SAY? WORKSHEET

Tahu and Henry want to hang out together on the weekend. Tahu wants to play basketball, but Henry wants to walk the dog together.


What do you think Tahu should say? Put a smiley face next to your answer:




**I don't want to hang out with you anymore.**




**No, I only want to play basketball.**



**OK, let's walk the dog.**



**Let's play basketball at the dog park.**




**Let's walk the dog, and then play basketball next weekend.**




## WHAT CAN GEORGIA SAY? WORKSHEET

Georgia and Sam are romantic partners. Sam asks Georgia to stay the night at his house. Georgia doesn't want to stay over.


What do you think Georgia should say? Put a smiley face next to your answer:



**No thanks, I don't feel like it.**




**I don't want to stay the night, but I'll come over for a while.**



**I don't want to be your partner anymore.**



**OK, I'll stay the night.**



**Let's go out to a movie instead.**

# ACTIVITY: **GOING ON A DATE**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will practice asking someone out on a date.

## RESOURCES:

- How to ask Someone Out Cards
- Yes/ No cue sheets
- Going on a Date worksheet

**Focus:** Skills development.

## INSTRUCTIONS:

- Explain to students that we will be practising asking someone out on a date. To do this we will role play or practise with our class mates.
- Place the How to Ask Someone Out cards on the board one at a time and explain each card to the students. Stop after card number three.
- Ask students - What could you do if you didn't want to go on a date?
- Repeat the process above but stop after card number three. Place card number eight on the board and talk through with the class.
- Ask for a volunteer to role-play asking someone out. Alternatively you could role play with another staff member. Using the cue sheets one of you will say yes to going out and the other will practice saying no.
- Ask students to get into pairs and hand out the Yes cue sheets. Have the students practise with each other. Then hand out the No cue sheets and again have the students practise.
- Using an IPAD or notebook film each student. Alternatively, you could ask for volunteers to role-play in front of the whole class.
- When all students have finished play back the role-plays to critique as a class.
- Students to complete the Going on a Date Worksheet for homework.

## DISCUSSION:

- Did everyone make eye contact?
- Was it easy to think of something to start a conversation? How could you make this easier?
- How did it feel when someone said they didn't want to go out with you?
- Was it easy or hard to say no? Why/Why not?
- Is it okay to ask out someone you know on-line but have never met before?

## TEACHER NOTES:

- It is important students understand that it can be hard to say no if we don't want to hurt people's feelings. However, it is important that we only say yes if we like the person, feel safe with the person and feel ready to go on a date.
- Ensure students understand that they should take an adult with them when meeting up with people for the first time they have met on-line.

### FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 9***

- Asking out, turning down and breaking up (page 43-46)



**1. Smile and make eye contact.**

**2. Start a conversation.**

**3. Ask them if they would like  
to go out with you.**

**4. Listen to their answer.**



**5. Talk about where to go.**

**6. Talk about when to go.**

**7. Talk about how you will get there.**

**8. If they do not want to go out with you say “Okay, maybe another time.”**

## GOING ON A DATE WORKSHEET

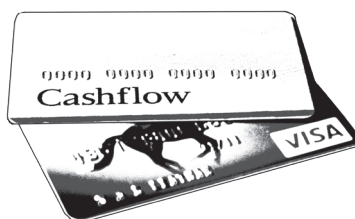
Where would you like to go?



How will you get there?



What will you need?





- 1. Smile and make eye contact.**
- 2. Start a conversation.**
- 3. Ask them if they would like to go out with you.**
- 4. Listen to their answer.**
- 5. Talk about where to go.**
- 6. Talk about when to go.**
- 7. Talk about how you will get there.**



**1. Smile and make eye contact.**

**2. Start a conversation.**

**3. Ask them if they would like to go out with you.**

**8. If they do not want to go out with you say "Okay, maybe another time."**



# ACTIVITY: **BREAKING UP**

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will discuss which behaviours are OK and not OK when breaking up.

## RESOURCES:

- Break Up Action Cards, with OK/Not OK headings
- Breaking Up worksheets, and Break Up Action Cards to cut out

**Focus:** Attitudes and Values development.

## INSTRUCTIONS:

- Ask the group what it means to 'break up'. Explain that this activity is about ending a romantic relationship with a partner.
- Ask - Why do people break up? Explain that everyone has different reasons for breaking up. Sometimes they may not feel happy with the other person, might want to be on their own again, or might think the relationship is not going well.
- Explain that there are lots of different ways to break up with someone.
- Ask the group what they think the best way to break up with someone is. Ask them why.
- Explain that we are going to decide what it is OK to do when breaking up.
- Place the Break Up Action Cards face down on the table. Ask a student to select a card, show it to the group, and read it out.
- Ask the group to decide whether this is an OK or Not OK thing to do when breaking up. The student can then place it under one of the headings.
- There may be different opinions from the group about what is OK and Not OK. Since this is about attitudes and values there are no right or wrong answers. Ask the student holding the card to put it where the majority agreed it should go.
- Continue with the next student until everyone has had a turn or all the cards are under one of the headings.
- Ask students to complete the Breaking Up worksheet if time, or use as a follow up activity. File in folders when it is completed.

## DISCUSSION:

- Is it OK to break up?
- Is it OK to feel sad when a break up happens? What could someone do if they felt really sad after a break up?
- Why is it important to break up in a respectful way?

## TEACHER NOTES:

- Individual students may place cards somewhere different on their worksheet than the group did during the activity. This is OK as they may have different opinions to the group. Try to initiate conversation about why they are placing the cards where they are.



OK

NOT

OK



**Say mean things to them.**

**Spend time with your friends.**

**Tell everyone else before you tell them.**

**Talk about your feelings with someone you trust.**



**Break up with them in  
a private place.**

**Do things that make  
you happy.**

**Ask someone else out  
straight away.**

**Get your friend to tell  
them you want to break  
up.**



**Be honest with them.**

**Post on Facebook that  
you want to break up.**

**Cry.**

**Keep asking to get  
back together.**

## BREAKING UP WORKSHEET

Sometimes people don't like being in a romantic relationship.

Everyone has the right to say they don't want to be someone's girlfriend or boyfriend any more. This is called breaking up.

There are lots of different ways to break up. Tick what is **OK** and **X** what is **Not OK**.

|  |  |
|--|--|
| <b>Be honest with them</b>                     | <b>Post on Facebook that you want to break up</b>        |
| <b>Cry</b>                                     | <b>Keep asking to get back together</b>                  |
| <b>Say mean things to them</b>                 | <b>Spend time with your friends</b>                      |
| <b>Tell everyone else before you tell them</b> | <b>Talk about your feelings with someone you trust</b>   |
| <b>Break up with them in a private place</b>   | <b>Do things that make you happy</b>                     |
| <b>Ask someone else out straight away</b>      | <b>Get your friend to tell them you want to break up</b> |

# ACTIVITY: CONSENT

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe what sexy touch is.

## RESOURCES:

- Rules about sexy touch quiz
- Sexy/Friendly/Both Touch Cards
- Yes/No paddles

**Focus:** Knowledge and skill development.

## INSTRUCTIONS:

- Ask students if they know or remember what consent means?
- Consent is when you give permission for someone to touch you, no matter what kind of touch it is. For sexy touch, it is even more important.
- Ask students if they know what sexy touch means?
- Sexy touch is when you touch your own or someone else's private parts.
- Sexy touch should feel good and both people need to give permission or say okay.
- Working in small groups or pairs ask the students to sort out the SEXY/ FRIENDLY/BOTH TOUCH cards.
- Once all the cards have been sorted correctly go over with the students. Ask students how they know it is friendly touch or sexy touch, e.g. distance between their bodies.
- Having sex or sexy touch with someone else is special and has special rules.
- Hand out the YES/NO paddles and let students know that you are going to do a quiz.
- Tell students you are going to read a statement. If they think the answer is YES they should show you the YES side. If they think the answer is NO they should hold up the NO side.

## DISCUSSION:

- Is sexy touching the same or different from other forms of touching? It's important to discuss that sexy touching is something we usually do with someone we care about in a way that is different from how we feel about family members and friends. It involves the touching of the private parts of the body, can only be done if you are 16 years or older, should be done in a private place and both people need to give permission or say it is okay.
- We can have sexy touch with ourselves. This is called masturbation. Masturbation is a normal thing to do. It is something we also do in a private place with the door closed.



## TEACHER NOTES:

- The legal age to consent to sex is 16 years. It is an offence for anyone to have, or attempt to have, sexual connection, or commit indecent acts with anyone under the age of 16 (section 134 Crimes Act 1961).
- Sexual connection occurs when one person introduces a body part or object into the genitalia or anus of another person, or one person's mouth or tongue touches another person's genitalia or anus (section 2 Crimes Act 1961).
- For a young person with an intellectual disability the age of consent is still 16 although the law may want to look at other factors such as how the young person gives consent in other areas of their life. For more information on this please see:

<http://www.hdc.org.nz/education/presentations/relationships-and-rights--the-application-of-the-code-of-rights-to-consumers-with-intellectual-disability>

### FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 7-8***

- Setting out boundaries (page 43-47)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 9***

- Consent (page 50-53)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 10***

- Consent (page 49-51)

# RULES ABOUT SEXY TOUCH QUIZ

- You have to be 16 to have sexy touch. (Yes)
- You can have sexy touch with a member of your family. (No)
- You can have sexy touch with a teacher. (No)
- Both people have to say yes. (Yes)
- You can have sexy touch with someone in your yellow wheel. (No)
- You must be in a private place to have sexy touch. (Yes)
- It's okay to have sexy touch with someone of the opposite sex. (Yes)
- It's okay to have sexy touch with someone of the same sex. (Yes)
- Everyone has sexy touch. (No, only if they want to and are old enough)
- It's okay to have sexy touch with yourself. (Yes)



**SEXY  
TOUCH**

**FRIENDLY  
TOUCH**

**BOTH**



# Massage



# Kissing



# Friendly hugging



# Cuddling





**Holding  
hands**



**Just  
friends**



**Touching**



**Sexual  
Intercourse**







**No**

# ACTIVITY: REPRODUCTION

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe the process of reproduction.

## RESOURCES:

- Students to bring in a photo of themselves as a baby.
- THE STORY OF HOW A BABY IS MADE story cards .
- THE STORY OF HOW A BABY IS MADE worksheets.

**Focus:** Knowledge development.

## INSTRUCTIONS:

- Go around the class and have students show their baby photos.
- Explain to the class that today we are talking about how babies are made, where they grow and how they are born.
- Cut out the story cards for 'How a baby is made.'
- Tell the students they will all have a part of the story and when you read out their part they will need to bring it to the front of the class and put it on the wall in order of how it is being read. Alternatively you can place the pictures on the wall yourself depending on the ability of the class.
- When the story is finished hand out the worksheet and have students number the steps of the story. If you run out of time this could be done as a homework activity.

## DISCUSSION:

- What is sexual intercourse?
- How old do you have to be to have sex?
- If two people want to have sexual intercourse but don't want to have a baby what can they do?



## TEACHER NOTES:

- Ask students to bring in a copy of a photo of themselves as a baby.
- It is important to remind students that the legal age for sex is 16 but most people wait until they are older.
- If a man and a woman have sex they may also have a baby.
- If a man and a woman want to have sex but don't want to have a baby they can use condoms and contraception.

### FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 7-8***

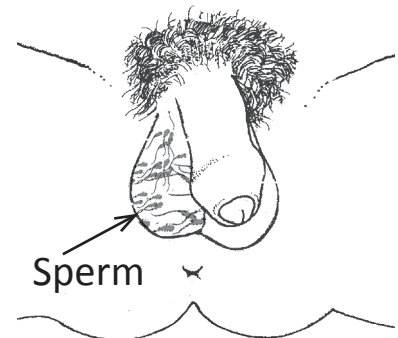
- Conception (page 70-72)



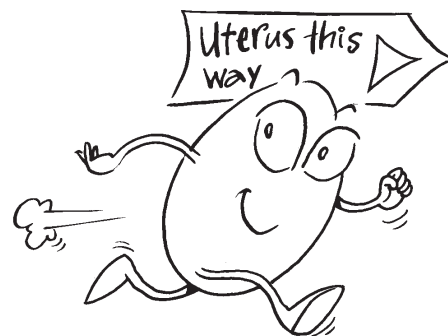
1. This is a sperm



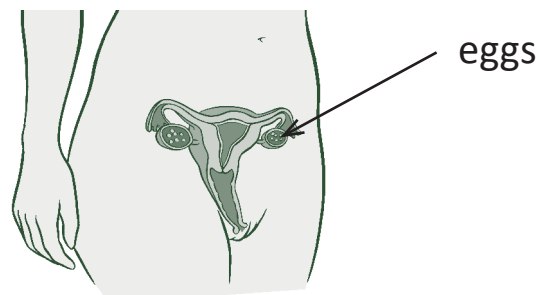
2. Men make millions of sperm every day in their testicles.



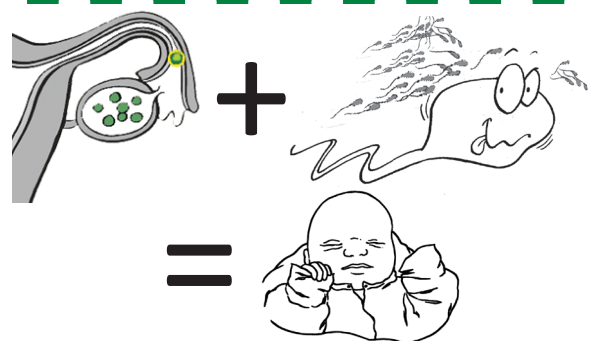
3. This is an egg.



4. Women have eggs tucked away in their ovaries.



5. You need an egg and a sperm to make a baby.

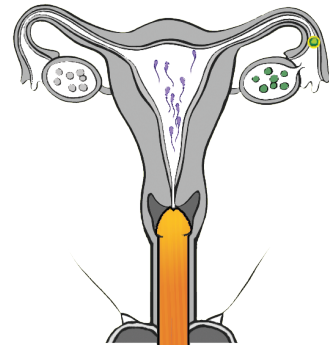




6. When a man and a woman have sexual intercourse the sperm leave the penis and go into the vagina.



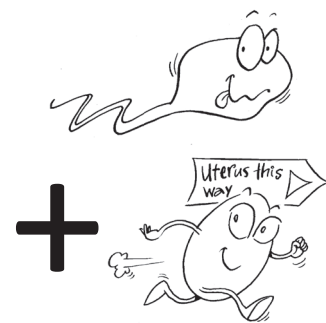
7. The sperm swim very fast trying to find the egg.



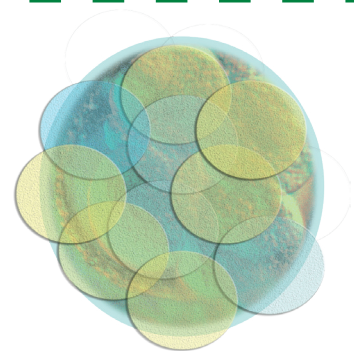
8. Sometimes there is no egg and no baby will be made.



9. When sperm find an egg, one sperm joins with the egg.



10. The egg and the sperm are now one cell. That cell grows into lots of cells.





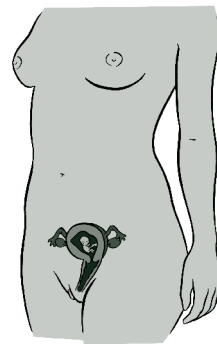
11. The ball of cells travels to the woman's uterus. The cells stick to the lining.



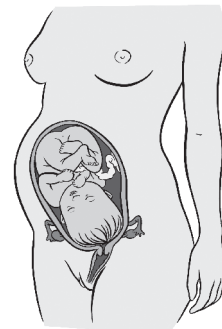
12. The woman is now pregnant.



13. The cells grow into a baby. The baby gets bigger and bigger.



14. After nine months the baby is ready to be born.



15. The woman pushes the baby out of her vagina and into the world.



## THE STORY OF HOW A BABY IS MADE WORKSHEETS

Put this in order by numbering one through to nine in order of how it happens



When a man and a woman have sexual intercourse the sperm leave the penis and go into the vagina.

The egg and the sperm are now one cell. That cell grows into lots of cells.

The cells grow into a baby. The baby gets bigger and bigger.

The woman pushes the baby out of her vagina and into the world.

The ball of cells travels to the woman's uterus. The cells stick to the lining.

The woman is now pregnant.

The sperm swim very fast trying to find an egg.

After nine months the baby is ready to be born.

If sperm find an egg, one sperm joins with the egg.

# ACTIVITY: ABOUT CONTRACEPTION

TIME: 50 minutes

SUITABLE FOR: 13+

## LEARNING INTENTION:

- Students will describe different methods of contraception and who would use them.

## RESOURCES:

- About Contraception cards
- About Contraception worksheet

**Focus:** Knowledge development.

## INSTRUCTIONS:

- Explain to the students that if a person with a penis and a person with a vagina have sexual intercourse (penis in vagina) there is a chance the woman could become pregnant.
- Contraception will stop them having a baby.
- Ask students if they have heard of any types of contraception and write these on the board.
- Explain that there are lots of different types of contraception and that they are going to look at some of those, who can use them and where to get them.
- Place the “About Contraception” heading cards on the board, table or floor.
- Spread the rest of the cards on the table face down and ask the students take it in turns to choose a card.
- Ask the students where they think it would go. When they get the correct answer ask the students to place the card in the correct space. The following table demonstrates how the activity will look when completed.

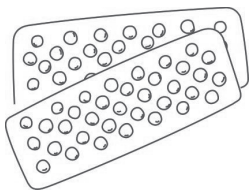


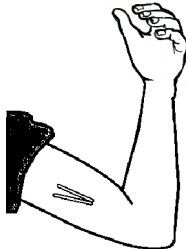





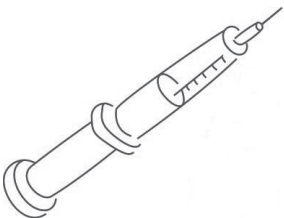


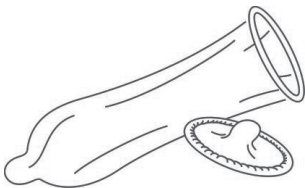


## FOR ADDITIONAL ACTIVITIES:

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 9***

- Condoms (page 79-81)

**Sexual Wellbeing Aotearoa (formerly Family Plannings)**  
***Navigating The Journey Year 10***

- Sexually Transmissible Infections (STIs) (page 69-71)

| CONTRACEPTIVE   | WHO USES IT?  | WHERE CAN I GET IT?   |
|---|---|---|
|    |    |    |
|    |    |    |
|   |   |   |
|  |  |  |
|  |  |  |

- Ask students to complete the About Contraception worksheet and file in their folders.

## DISCUSSION:

- Who can get contraception? (Anyone.)
- How old do you have to be to have sex? (16 years or older)
- Except for condoms and the emergency contraceptive pill people need to see a doctor or nurse to talk about which contraceptive is right for them.
- No one is allowed to tell your parents or caregivers that you are using contraception, no matter how old you are.

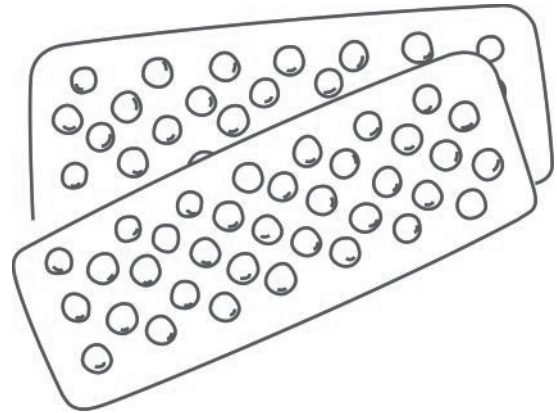
## TEACHER NOTES:

- It's important that students know that some people choose not to have sexual intercourse so they do not get pregnant.
- Some people use contraception for other reasons such as if their periods hurt or if they don't want to have periods. This is okay and something they can talk to a nurse or doctor about.
- Young people of any age can get confidential sexual and reproductive health advice and treatment including contraception, so long as they are deemed mentally competent. The services are confidential, unless the young person is deemed to be at risk of harm from themselves or others.

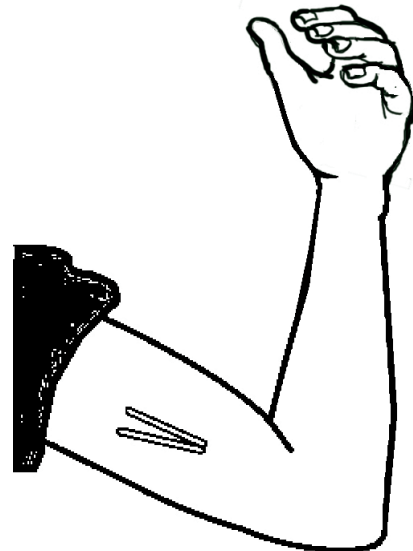




# THE PILL



# IMPLANT

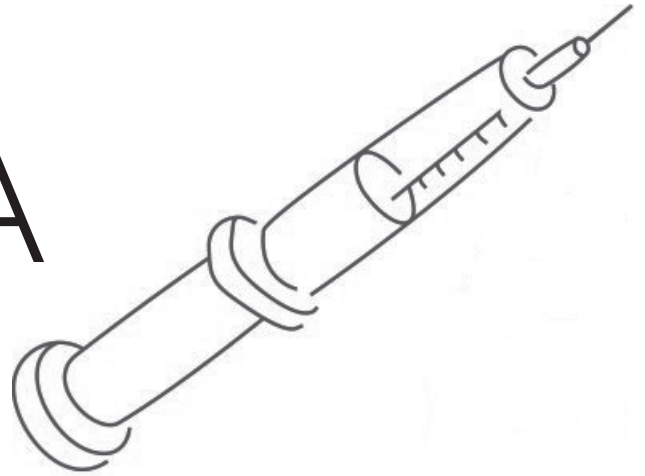


# IUD

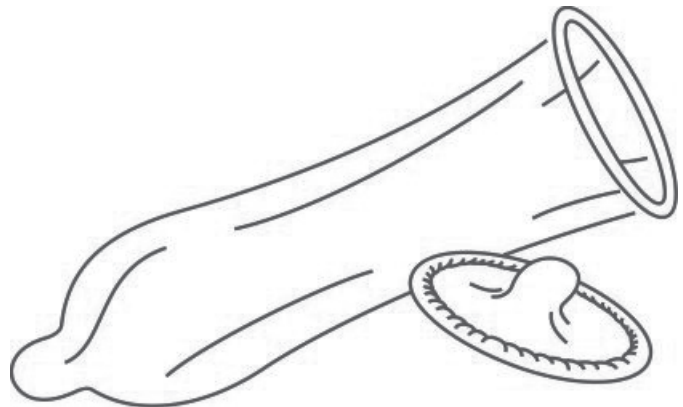




DEPO  
PROVERA



CONDOM



WOMEN





WOMEN



WOMEN



WOMEN





# MEN



SEXUAL WELLBEING  
AOTEAROA  
(FORMERLY FAMILY PLANNING)  
DOCTORS/NURSES



SEXUAL WELLBEING  
AOTEAROA  
(FORMERLY FAMILY PLANNING)  
DOCTORS/NURSES





SEXUAL WELLBEING  
AOTEAROA  
(FORMERLY FAMILY PLANNING)  
DOCTORS/NURSES



SEXUAL WELLBEING  
AOTEAROA  
(FORMERLY FAMILY PLANNING)  
DOCTORS/NURSES



PHARMACY  
SUPERMARKET



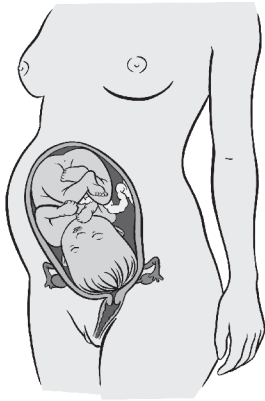
SEXUAL WELLBEING  
AOTEAROA  
(FORMERLY FAMILY PLANNING)  
DOCTORS/NURSES



## ABOUT CONTRACEPTION WORKSHEET

Circle the picture you think is correct.

Contraception stops:



**Pregnancy**



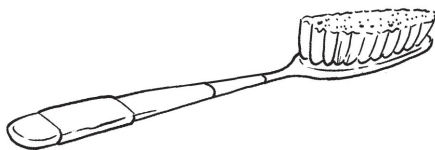
**Playing  
sport**



**Being with  
friends**



A **condom** is used by:



**Toothbrush**



**Female**



**Male**



The **injection** and the **IUD** are used by:

**Female**



**Male**



Which sexy touch is okay if you **DON'T** want to get pregnant:



**Hugging**



**Cuddling**



**Sexual Intercourse**

Who could you talk to about contraception:



**Grandparent**



**Doctor**



**Teacher**



**Parent**

**Nurse**





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