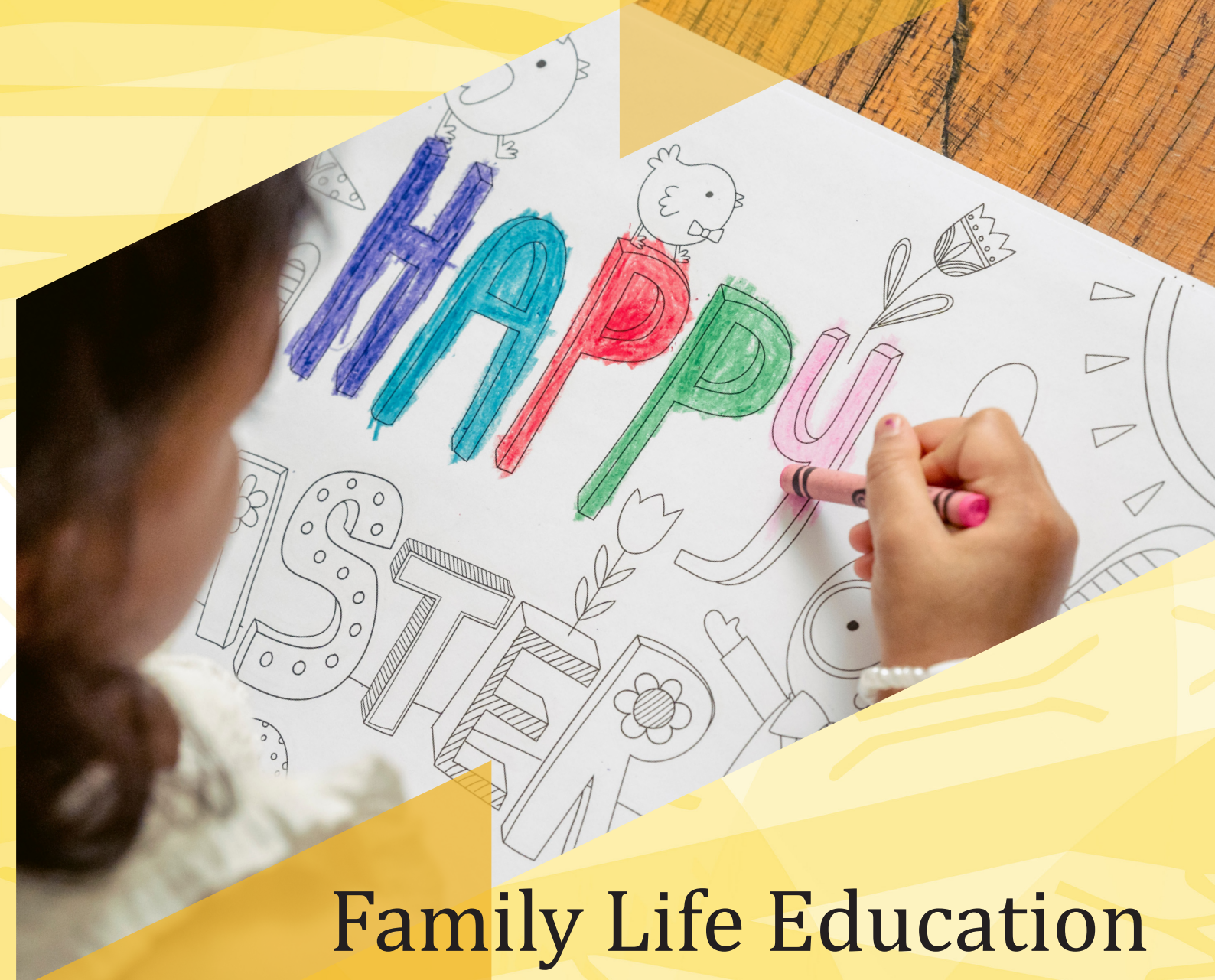




Ministry of Education,  
Sports and Culture



# Family Life Education for Schools in Samoa

Teachers' Guide  
and Activities

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Teachers' Guide and Activities

Curriculum Design and Materials Division  
Ministry of Education, Sports and Culture  
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# Contents

Acknowledgements	4
Introduction	5
Strand 1: Relationships	7
Strand 2: Values, Rights, Culture and Sexuality	16
Strand 3: Understanding Gender	22
Strand 4: Violence And Staying Safe	28
Strand 5: Skills For Healthy Living and Well Being	33
Strand 6: My Body and Development	40
Strand 7: Reproductive Health, Care and Prevention	47
Additional Resources	51



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## Introduction

Family Life Education in Samoa is integrated in the main carrier subjects of Health and Physical Education, Social Studies and Science at primary level. At secondary level, it is expected that Family Life Education will also be integrated in the above three subjects as well as in Samoan and Food and Textiles Technology. After consultations with principals and teachers both in Upolu and Savaii, the sentiment was also expressed that lessons in FLE may be integrated in all subject areas including Mathematics. The consensus therefore is that, FLE lessons may be integrated in any subject provided that teachers have undergone training in the teaching of FLE and have the confidence to teach Family Life Education.

### The Family Life Curriculum Guidance

The FLE Curriculum Guidance sets out the curriculum from Year 1 to Year 12 using the spiral curriculum model with seven (7) Strands. Each strand is organized under 3 sub –strands. Each Sub-strand is further divided under 3 or 4 key ideas and are organized to be taught in cohorts of class levels which are Years 1-4; Years 5-8 and Years 9-12. In other words, teachers have the flexibility to plan lessons and choose activities that are suitable or adapted for their specific class in a carrier subject. Learning outcomes are specified under each key idea. The activities have also been organized under these key ideas.

#### Strand 1: Relationships

- **Sub-strand 1.1** Families
- **Sub-strand 1.2** Friends, Love and Romantic relationships
- **Sub-strand 1.3** Tolerance, Inclusion and Respect

#### Strand 2: Values, Rights, Culture and Sexuality

- **Sub-strand 2.1** Values and Principles
- **Sub-strand 2.2** Human Rights, needs and wants, sexuality and responsibility
- **Sub-strand 2.3** Culture, Society and Sexuality

#### Strand 3: Understanding Gender

- **Sub-strand 3.1** Understanding Gender and gender norms
- **Sub-strand 3.2** Gender equality, stereotypes and bias
- **Sub-strand 3.3** Gender based violence

#### Strand 4: Violence and Staying Safe

- **Sub-strand 4.1** Understanding violence and types of bullying
- **Sub-strand 4.2** Consent and Privacy
- **Sub-strand 4.3** Safe use of information and communication technologies

#### Strand 5: Skills for healthy living and well being

- **Sub-strand 5.1** Nutrition and hygiene
- **Sub-strand 5.2** Physical, Mental and Spiritual Health
- **Sub-strand 5.3** Understanding NCDs and Life-style Change

#### Strand 6: My Body and Development

- **Sub-strand 6.1** Puberty
- **Sub-strand 6.2** Sexual and reproductive anatomy and physiology
- **Sub-strand 6.3** Reproduction
- **Sub-strand 6.4** Self-care and self-confidence

#### Strand 7: Reproductive Health, Care and Prevention

- **Sub-strand 7.1** Understanding reproduction, health, care and prevention
- **Sub-strand 7.2** Understanding, recognizing and reducing the risk of STIs, including HIV
- **Sub-strand 7.3** Care and Prevention

Lesson Planning

Primary school teachers will use the lesson plan format prescribed for all primary schools and likewise the secondary teachers will use their prescribed lesson plan format. Teachers are expected to keep a record of all lessons taught in Family Life Education indicating where they are integrated in a carrier subject. This record is important for the first three years of the roll out of the teaching of FLE in schools to enable the Curriculum Materials Division of MESc to collect certain data that will inform improvement in teaching and assessment of FLE in the schools.

Teachers in a school are encouraged to exchange ideas and experiences about teaching and integrating FLE in their subject areas at secondary level. Primary school teachers are also encouraged to do the same in the teaching of HPE and Social Studies. In Family Life Education it is critical that teachers develop a culture of learning from each other so that issues are discussed and solutions are determined by your group of colleagues to enable good practices of teaching FLE in schools.

STRAND 1: RELATIONSHIPS

SUB-STRAND 1.1: FAMLIES

YEAR 1-4

Key idea: Family members have roles and responsibilities.

- **Family artwork:** Students create an artwork of their family members. Students then present their artwork to their peers and explain the different roles and responsibilities of their family members. They learn that there are different kinds of family structures.

Key idea: The roles and responsibilities of different members in a family especially between boys and girls, men and women often reflect gender differences which result in gender inequality.

- **Family appreciation cards:** Students discuss about the roles and responsibilities of family members, including their own roles, and how they can take care of each other. Students show their appreciation for their family by drawing and writing cards to their family members.
- **Needs and wants:** Students write a list of ‘wants’ (e.g., toys, sweets) and ‘needs’ (e.g., water, food) as a class. Students discuss about the differences between the two and they practice communicating their wants and needs to family members respectfully.
- **Daily schedule:** As a class, students write down a ‘daily schedule’ of what men and women in a family do each day. Students then discuss “Do you think this is fair? Why or why not?”

Key idea: Family members are important in teaching values to children.

- **Sun of values artwork:** Students create an artwork of the sun. In the centre, students write their name. On the ‘rays,’ students list values that they care about which guide them.
- **Family interview about values:** Students interview a family member about what they care about and their values.

## Year 5-8

**Key idea: Parents, elders and other family members help children acquire values and guide and support their children's decisions.**

- **Story circle:** In small groups, students share stories about how their parents, elders or other family members have influenced a decision they have made in the past.
- **Personal journal:** Students write a journal entry on how a family value guided a decision that they made.

**Key idea: Families can promote or hinder gender equality in the values they hold and the roles and responsibilities that are encouraged in the family.**

- **What families say:** Students observe case studies of what family members might say to them in relation to the roles, responsibilities and activities they can or cannot do. In small groups, they discuss whether they believe the comment supports the equal treatment of individuals regardless of their gender, or not, and why.
- **Equitable distribution of responsibilities:** Students role-play what they could do if they notice an unequitable distribution of responsibilities in the family and how they could offer to help.

**Key idea: Health and illness can affect families in terms of their structure, capacities and responsibilities.**

- **What happens when someone is ill:** Students are given scenarios and create a flowchart map to predict how health and illness can affect families, including the roles and responsibilities of family members.
- **Showing empathy:** Students demonstrate empathy for families affected by illness by role-playing a conversation with a friend whose family member is unwell.

## Year 9-12

**Key idea: Growing up means taking responsibility for oneself and others.**

- **Journal entry:** Students write down a journal entry about their day-to-day roles and responsibilities. They then write a journal entry about the day-to-day roles and responsibilities of another family member or friend. Students reflect upon the differences and similarities in roles and responsibilities and consider what kind of responsibilities they would like as they continue to grow older.

**Key idea: Conflict and misunderstandings between parents, elders and children are common, especially during adolescence and are usually resolvable.**

- **Conflict resolution:** Using scenarios, students role-play how they could resolve conflicts with parents and elders. Students practice listening skills, demonstrating empathy, and expressing their thoughts and perspectives clearly and respectfully.

**Key idea: Love, cooperation, equal treatment of girls and boys, men and women, mutual caring and mutual respect are important for healthy family functioning and relationships.**

- **Unhealthy family relationship scenarios:** Students observe examples of healthy, unhealthy and abusive situations that may occur in family relationships. Students discuss what characteristics are important for families to function healthily and how these characteristics can be achieved.
- **Gender and family expectations:** Students watch videos about gender and family expectations in the Pacific. Afterwards, they discuss about the different expectations that may exist in their own families and critically analyse how these roles may be influenced by gender norms.
- **Family role models:** Students discuss how they learn from the behaviours and attitudes of other family members. Afterwards, they role-play examples of positive and negative role models in families by creating still frames before adding in dialogue.

**Key idea: Family relationships may change as a result of issues that arise due to sexuality related matters.**

- **Unfinished stories:** Students read examples of 'unfinished stories' of challenging situations (e.g., a family member discloses that she is pregnant, wants to get married, is HIV positive, or has experienced sexual abuse). They predict and reflect upon how their roles and relationships may or may not change.
- **Help map:** Students draw a map of their local area with some of the supports that are available to a family member going through a crisis. The map should include informal (e.g., peers and family members) and formal (e.g., health services) supports that are available. They create a plan for how they could access the formal services available (e.g., how they will get there and how they will contact the service).
- **Digital catalogue:** Students brainstorm a digital catalogue of where they could find online or telehealth services to support a family member who needs help due to an issue relating to sexual and reproductive health.

Year 1-4

Key idea: There are different kinds of friendships.

- **Roles and responsibilities of a friend:** On the board, the teacher writes 'I want a friend who...' and 'As a friend, I will...' Students then brainstorm what a good friend is like, and what they can do to be a good friend.
- **Friendship card:** Students create cards for one another to show their appreciation for their friendships.
- **Team-building activities:** Students engage in a range of team-building activities or challenges. They discuss how someone's gender, disability, or health does not get in the way of becoming a friend, and that there are ways to modify games and activities, so it is inclusive for all.

Key idea: Friendships are based on trust, sharing, respect, support and empathy.

- **Micro-lessons on the key components of friendships:** Students engage in a series of micro-lessons (15-20 minutes) with a focus on each of the following: Trust, sharing, respect, support, and empathy. In each micro-lesson, students roleplay examples of how they could show these components of friendships. Students are then encouraged to focus on the friendship component for the rest of the week.

Key idea: Relationships involve different kinds of love e.g., love between friends and love between parents and children and love between mother and father.

- **Love art gallery:** Students draw examples of relationships that involve different kinds of love. They discuss how there are different ways that love can be expressed.

Year 5-8

Key idea: Friendship and love help people feel positive about themselves.

- **Got your back:** Students discuss the benefits of love and friendship. Students then walk around the room with a paper sticky-taped to their back. Students then write compliments and supportive messages to each other on the pieces of paper.

Key idea: Friendship and love can be expressed differently as children become adolescents.

- **Ways to express love:** Students brainstorm different ways to express friendship and love verbally and non-verbally to another person.

Key idea: There are healthy and unhealthy relationships.

- **Healthy and unhealthy friendship behaviours:** Students discuss and complete a quiz about healthy and unhealthy characteristics of friendships.
- **When friends are not friendly:** Students discuss and self-reflect on the characteristics of a toxic friendship, and some steps they can take if they think they might be part of a toxic friendship.



## Year 9-12

**Key idea: Friends can influence one another positively and negatively.**

- **How do friends influence us?:** Students use scripts and role plays to highlight how peers can have either positive or negative influence on sexual decisions and behaviours.
- **Saying 'no':** Students practice refusal skills to stand up to peer pressure using scenarios.

**Key idea: There are different kinds of relationships and love e.g., romantic relationships.**

- **My ideal partner:** Students reflect on their own values to help them decide what qualities are important to them in a partner. They explore the rights and responsibilities they have in romantic relationships.
- **Is it love?:** Students reflect on some of the unrealistic representations of love they may have seen in movies and television shows. Students then distinguish between emotions associated with love, friendship, infatuation and sexual attraction, and recognise that sexual behaviour is not a requirement for expressing love.

**Key idea: Romantic relationships can be strongly affected by differences in power due to gender, age, economic, social or health status.**

- **Gender norms in relationships:** Students brainstorm ways that boys and girls are expected to behave in relationships. They discuss whether these gender norms are fair or harmful. Students observe examples of scenarios that showcase balance and imbalances of power. They learn to recognise that differences due to unequal power between partners can be harmful to relationships.
- **Using assertive statements:** Students are empowered with the skills to be assertive by practicing 'I-Statements' through role-plays.

**Key idea: There are different ways to express affection and love as one matures.**

- **Active listening:** Students explore how communication is a two-way process and the importance of listening. They discuss and role play non-verbal and verbal behaviours of active listening.
- **Intimacy and consent:** Students learn that there are a range of ways to express affection and the importance of consent when someone wants to be physically close with their partner. They look at a scenario and discuss about whether consent was given or not.

## Year 1-4

**Key idea: Every person is unique, is valuable to the community and has a right to be respected.**

- **Respect and fairness on the playground:** Students discuss about some of the games they might play on the playground during lunch at school. They create a plan for how they can treat others on the playground with respect and fairness, such as taking turns, sharing, and being a positive bystander if they notice a bullying incident.
- **Respect and fairness at home:** Students discuss and create a plan for how they could show respect and fairness to their parents and siblings. They discuss and draw examples of fair roles and responsibilities at home.
- **Helping hands collage:** Students discuss what it means to be 'helpful' and how each person plays a valuable role to build a family or a school and develop a community. They trace their hands and write a sentence about how they can be helpful to others. Students then cut out their hand trace and create a collage of 'helping hands' as a class.
- **Role play- showing tolerance and inclusion:** Students identify behaviours that are considered as bullying, including making fun of people. Students acknowledge the importance of not joining in when someone is being teased and role-play what they could do if they notice that someone is being bullied.



## Year 5-8

**Key idea: Discrimination and stigma are harmful practices and should not be tolerated.**

- **Discrimination and stigma:** Students define discrimination and stigma and observe case studies of how marginalised groups in society may experience discrimination and stigma. Examples may include how people may be denied access to health services, work opportunities, or are bullied based on their disability, sexual orientation or gender identity, socio- economic status, religion, or ethnic background.
- **Stepping out:** Each student is provided a character profile. The teacher then reads out a set of statements about opportunities that may be available or how the character might feel (e.g., “I feel safe coming into school every day”). Students take a step forward if they can answer ‘yes’ and stay still if their answer is ‘no.’ Students then debrief about the impact of discrimination and exclusion in society.

**Key idea: It is disrespectful and hurtful to harass or bully anyone for whatever reason.**

- **What is bullying?:** Students explore what bullying is, what it might look like, and how it can make people feel. They observe and discuss case studies that demonstrate bullying.
- **Through my eyes:** Students read some examples of bullying and harassment incidents. Students discuss reasons why someone might bully someone else and why harassing and bullying others is hurtful and disrespectful. They then write a reflection, or create a spoken monologue, about how the victim of bullying might feel.
- **Positive bystander against bullying:** Students discuss and roleplay ways to counter harassment and bullying. They learn to assess the safety of the situation and how to report harassment and bullying. Students also role-play examples of what they could say to counter harassment and bullying if they feel safe to do so in the given situation.

## Year 9-12

**Stigma and discrimination on the grounds of differences e.g., HIV status, pregnancy, economic status, race, gender or sexual orientation is disrespectful, harmful to wellbeing and a violation of human rights.**

- **Hear my voice:** Students observe examples of videos or speeches of individuals from marginalised groups of society, including individuals from of diverse sexual orientation, gender identity and expression (SOGIE). Students then discuss the impact of stigma, discrimination, prejudice, intolerance, and exclusion.
- **Research task- meeting my needs:** Students identify informal supports (e.g., friends, family members) and research formal supports (e.g., health services, civil society organisations) that help address the specific needs of marginalised groups in society, particularly in relation to their sexual and reproductive health rights.

**It is important to challenge stigma and discrimination and promote inclusion, non-discrimination and diversity.**

- **Safe school mapping:** Students create a map of their school and identify areas where they feel safe or unsafe. They discuss what makes some areas ‘safe’ and why certain areas are seen as ‘unsafe.’ Students then propose strategies on how school spaces can be more inclusive, non-discriminative and accepting of students in all their diversities.
- **Unfinished stories:** Students look at ‘unfinished stories’ of scenarios in which individuals are being excluded. They roleplay how they could support someone who is being excluded and propose how they could advocate against stigma and discrimination in their communities.
- **What does the law say:** Students research existing laws against stigma and discrimination and explain how the rights of people are protected by these laws. Students propose possible legislative and policy changes that can be made to address stigma and discrimination that may still exist.
- **Speaking out:** Students prepare a presentation (e.g., a song, a skit, or a speech) to raise awareness in the school about how stigma and discrimination can be countered and how inclusion, non-discrimination and respect can be fostered at school and in the community.

## STRAND 2: VALUES, RIGHTS, CULTURE AND SEXUALITY

### STRAND 2 SUB-STRAND 2.1

#### SUB-STRAND 2.1: VALUES AND PRINCIPLES

##### Year 1-4

**Key idea:** Values and principles are strong beliefs held by families and societies about important issues.

- **Values story sharing:** As a class, students listen to or read traditional custom stories that teach key values. Students then create their own story that teaches about a value that is important to them and the community.
- **Show-and-tell a person I trust:** Students draw a picture or bring a photo of a person they trust. They share with their peers why they trust that person and what are some of the values that person has taught them.

##### Year 5-8

**Key idea:** Appreciate that the values and attitudes learned from families and communities are sources of learning about who we are and influence our personal behaviour and decision making.

- **Family interview:** Students interview a parent, guardian, or extended family member about their values and share their reflections with their peers about how the values and attitudes of families and communities can impact their behaviour and decision-making. They compare and contrast their personal values with that of their parent, guardian, or extended family member.
- **Where do you stand?:** Students explore the idea of personal values and how their values may be different to someone else's. A range of statements are read aloud, and students stand in the room to show whether they strongly agree, strongly disagree, or somewhere in between. Students discuss about what they can do if someone's values are different to their own, including their family, friends and the community.
- **Introduction to sexuality:** Students evaluate how they learn about sex and sexuality from a range of sources (i.e., parents, other relatives, people in the community, teachers and peers). They engage in group discussions and a matching activity to explore the concept of sexuality.

##### Year 9-12

**Key idea:** It is important to know one's own values, beliefs and attitudes and how they impact on the rights of others.

- **Knowing our strengths:** Students reflect upon their unique talents and interests and explore the importance of self-worth and efficacy.
- **Showing integrity to personal values:** Students observe a range of unfinished stories. They reflect on their personal values and discuss what they would do in the given scenario. Students learn how their personal values can affect their decisions and behaviours.
- **Role-play- tolerance:** Students role-play scenarios in which a family member, peer, or partner may have different values, beliefs, and attitudes to their own. They practice active listening and ways to communicate their differing ideas respectfully.
- **Role-play- setting boundaries:** Students practice role playing how they could defend and show integrity to their personal values in situations in which they feel pressured to behave in a way that causes harm to another person or does not align with their personal values.

**Key idea:** It is important to know how to stand up for one's own values and know how to get rid of negative values.

- **Changing negative self-talk into positive:** Students practice challenging negative self-talk and focus on their strengths.
- **Asking for consent:** Students learn to identify verbal and non-verbal cues that show someone may be uncomfortable or unwilling to engage in sexual activity. They learn to ask for consent and respect someone's decision to say no.
- **Assertive communication in relationships:** Students practice communicating assertively about their personal values and their boundaries in situations that may lead to sexual activity based on given character profiles. They reflect upon how individuals may have different personal values and boundaries that need to be respected.
- **Role-play- conflict resolution:** Students role-play how they would resolve a conflict with families due to differing values.

## Year 1-4

Key idea: The right to reproduction is a basic human right.

- **Introducing human rights:** Students learn about the foundational elements of human rights.
- **Scenarios- being considerate of others:** Students observe scenarios in which someone's wants may encroach on other people's human rights, such as wanting to be perceived as 'popular' at school but at the expense of making fun of someone else. They discuss and role play how they could be considerate of others and respect their human rights.
- **Life on an imaginary island:** Students use their imagination to create a list of rights they might need if they were starting life on a new island.
- **Reproductive choice as a right:** Students are introduced to the concept of human reproduction. They critically reflect upon the gender norm and expectation that women should have children. Students learn to acknowledge that women have a right to choose whether to reproduce.

## Year 5-8

Key idea: Values are strong beliefs held by individuals, families and communities about important issues. Values guide people's sense of what is right or wrong and influence personal choices.

- **Micro-lessons on personal values:** Students engage in short 20–30-minute lessons with a focus on key values such as respect, fairness, caring, compassion and equality. Each lesson begins with a stimulus such as a traditional story, quote, picture, or video that is based on the key value explored during the lesson. Students then discuss how that value is reflected in the stimulus and create a plan as a class on how they could demonstrate the key values.
- **Testing values:** Students observe scenarios in which the character's desire for personal gains and wants may lead to disrespectful, unfair, and unequal treatment of others. They role-play how they could maintain values such as respect, fairness, caring, compassion, and equality even in times when it may be tempting to only think about their personal gains and wants.

## Year 9-12

Key idea: Personal values affect personal decisions and behaviours.

- **Research activity- human rights:** Students research national and international agreements that identify universal human rights and those ratified by Samoa. In small groups, they choose one human right to focus on for their research project. After their research task, students then present to the rest of their class their findings.
- **Values and behaviours:** Students read three hypothetical case studies, with two 'sources' for each case study. *Source A* of each case study shows an excerpt of a character's journal entry which provides information about their personal values and what sexual activities they feel comfortable or uncomfortable doing. In *Source B* of each case study, a scenario is provided in which the character is in a situation involving sexual behaviour or activity. Students compare and contrast the two sources of each case study and discuss whether the behaviours are consistent with the character's personal values related to sexuality and reproductive health. They acknowledge that individuals may have different values related to sexuality and reproductive health.



## Year 1-4

It is important to understand one's human rights in order to determine when their rights are violated.

- **No, Go, Tell:** Students are introduced to the idea that they have rights to personal privacy especially in decisions that concern one's body. They categorise safe, unwanted, and unsafe touches. They then roleplay how they could say 'no' in situations that involve unwanted or unsafe touches, how they would 'go' to a safe location and 'tell' a trusted adult.
- **Disability and social inclusion:** Students learn about how people with disabilities have the same rights as people without disabilities.
- **Role play- asking about my body:** Students identify a trusted adult and practice role-playing how they could set aside time and ask personal questions they may have about their feelings and their bodies. They explore a range of frequently asked questions that are asked by children about their bodies and feelings.

## Year 5-8

Key idea: There are diverse beliefs that exist about sexuality and each person must have basic values upon which sexuality decisions are made.

- **When sexual and reproductive health rights are denied:** Students complete worksheets about young people's sexual rights by answering questions to scenarios where a person's rights are denied.
- **Media headlines and changing values:** Students observe real and adapted media headlines to think about how sexuality is viewed in different places around the world.
- **Rites of passage- class museum:** In small groups, students research about different rites of passage to adulthood that are local and across different cultures. They create a 'class museum' with images, artefacts, drawings and text to showcase what they have learned to their peers.
- **Question box:** Teachers set an anonymous question box that enables students to ask questions about their feelings and their bodies.
- **Research- finding accurate health information:** Students explore a range of online resources and / or pamphlets from local youth-friendly health services. They list and explain what kind of information they can find from these sources to help them understand themselves, their feelings, and their bodies.

## Year 9-12

Key idea: There are diverse practices that relate to sexuality determined largely by cultural values and beliefs in a society. It is important that students develop their own perspectives on positive sexual behaviour.

- **The sexuality wheel:** Students learn that sexuality is diverse, unique, and always evolving. This activity breaks students into groups to focus on one element of sexuality, including: body, relationships, gender, values and beliefs and thoughts and feelings.
- **Sexuality charades:** Students learn about the complexity of sexuality and how it includes biological, social, psychological, spiritual, ethical, and cultural components by completing a charades activity that is linked to the previous lesson on the sexuality wheel.

# STRAND 3: UNDERSTANDING GENDER

## STRAND 3 SUB-STRAND 3.1

### SUB-STRAND 3.1: UNDERSTANDING GENDER AND GENDER NORMS

#### Year 1-4

Key idea: Biological sex is prescribed largely by genitals and sex organs that a person is born with. Beliefs and ideas about gender are prescribed by societal and cultural beliefs.

- **All about me tee:** Students cut out a ‘t-shirt’ shape using paper. On their paper t-shirt, they draw examples of their favourite colour, school subject, activities, and hobbies. Students debunk the myth that there are certain ‘boy’s’ or ‘girl’s’ colours, school subjects, activities and hobbies. They reflect on how everyone should be respected regardless of their likes and how they choose to express themselves by the way they look or dress.
- **What’s the difference?:** This activity introduces a lot of ideas about gender, including the difference between biological sex and gender, gender identity and gender expression.

#### Year 5-8

Key idea: Gender roles are influenced largely by social norms, cultural norms and religious beliefs.

- **Word webs:** Students complete a ‘word web’ to reflect upon their assumptions about the roles and expectations for men and women, including expected social and biological characteristics. Students reflect on whether these expectations are fair and how it may make someone feel if they do not fulfil these expectations.
- **Gender words:** Students explore some terms that are often used relating to gender and sexuality. They complete a cloze passage to practice using the vocabulary learned during the lesson.

#### Year 9-12

Key idea: It is important to develop positive gender norms in society to develop positive personal identity, desires, practices and behaviour.

- **First impressions:** Students read two stories about a man named Rasul and a woman named Maya. Students think critically about the different messages society gives about men and women, especially in relation to sexuality.
- **Gender- then and now:** Students explore how gender stereotypes and gender roles can change a lot over time, and in different places. Students think critically about the effect that media can have on gender roles and stereotypes and the impact technology has on these expectations.
- **How do we see men and women?:** Using visual aids, students question gender norms and how women and men are portrayed in the media. Students are also introduced to media literacy- the concept of critically analysing images and ideas we see in the media, including the internet.

## Year 1-4

Key idea: All people are equally valuable regardless of gender.

- **Equal playground:** Students reflect upon what activities they engage in during their lunch breaks and after school, where they play with their friends, and what activities or areas they think they are not allowed to do. Students reflect upon whether they believe this is fair and identify how people may be treated unfairly and unequally because of their gender.
- **Fair places:** Students create agreements on how they can make their home, school and communities fair and equal. They create a poster and implement these 'agreements' in the classroom and on the playground.

## Year 5-8

Key idea: Gender inequalities and differences in power exist in families, friendships, relationships, communities and society.

- **Circle discussion- what is gender inequality:** Students sit in a circle and share their observations of examples of gender inequality they notice in society. They discuss some of the gender norms or stereotypes that may be the root cause of the examples of gender inequality discussed.
- **Case studies- power dynamics:** Students brainstorm examples of reasons that may cause power differences in relationships. Students then read case studies of relationships and analyse the power dynamics between the characters.
- **Challenging gender inequality:** Students observe case studies in which they may witness gender inequality at home, at school and in the community (e.g., they notice a friend makes a sexist joke). They brainstorm examples of what they could say in the given scenarios.

## Year 9-12

Key idea: Gender stereotypes and bias impact how men, women, and people of diverse sexual orientation and gender identity are treated and the choices they make.

- **What's my understanding?:** Students discuss about gender equality, gender inequality and its links to gender-based violence. They complete a personal reflection activity to reflect their understanding of gender-based violence.
- **Left vs. right:** Students learn about different forms of discrimination that can happen, how people who experience discrimination might feel, and how it is harmful.
- Students recognise and reflect on how gender biases may be harmful to others, especially people of diverse SOGIE. Students demonstrate strategies to counter gender bias and show support for diverse experiences of people of diverse sexual orientation, gender identity and expression.



## Year 1-4

Key idea: Gender based violence in any form is wrong.

- **Speech bubble- Countering gender-based bullying:** Students identify examples of gender-based bullying that may occur at school (e.g., teasing or physically hurting someone because they don't look or dress 'feminine' or 'masculine' enough). Students discuss the harm of 'policing' gender norms and role-play examples of phrases they could say if they noticed gender-based bullying occurring on the playground. Students cut out 'speech bubbles' that include phrases they could say to counter gender-based bullying and the importance of creating inclusive and safe spaces.
- **Identifying warning signs and seeking help:** Students read case studies of gender-based violence and analyse what gender norms or stereotypes led to the violence. They identify warning signs of when they may be in a situation involving gender-based violence. Afterwards, students roleplay how they would approach a trusted adult to talk to if they or someone they know are experiencing gender-based violence, including violence in or around school.

## Year 5-8

Key idea: Gender inequality, and gender role stereotypes contribute to gender-based violence.

- **What is gender-based violence:** A series of statements are read out by the teacher which includes some myths and misconceptions about gender-based violence (e.g., 'It is only gender-based violence if it is physical' or 'gender-based violence only affects girls and women.'). Students stand in a continuum to show if they agree or disagree with the statement and discuss each one. Students acknowledge that all forms of gender-based violence are a violation of human rights.
- **Freeze frame- bullying, discrimination, abuse, and sexual violence:** Students are split into four groups. Four pieces of paper are passed around the room, with one of the following words written on each: bullying, discrimination, abuse, and sexual violence. Students then brainstorm what they know about each of these words and the papers are rotated around the room so that each group has the opportunity to add onto the brainstorm. In small groups, students then create a 'freeze frame' roleplay about how they could stand up against gender-based bullying, discrimination, abuse and sexual violence.
- **Standing up against gender-based violence:** Students organise a school event, such as for '16 Days of Activism Against Gender-Based Violence' to educate their peers and raise awareness about the signs of gender-based violence and examples of locally led solutions to counter it.

## Year 9-12

Key idea: Gender based violence must be eliminated for peaceful families and societies.

- **Gender-based violence in Samoa:** Students research and create a short role play based on gender-based violence statistics in the Solomon Islands, Samoa and Vanuatu.
- **Case studies- seeing the warning signs:** Students analyse why it may sometimes be difficult for someone to recognise they are in a situation that involves gender-based violence. Using case studies, students identify warning signs (e.g., controlling behaviour, verbally putting someone down, threats, manipulation) that someone is in an unsafe situation involving gender-based violence. Students acknowledge that gender-based violence can be carried out by adults, people in positions of power and young people, and is always wrong.
- **Taking action:** Students explore strategies for eliminating violence against women. Students will present these strategies as television newscasts or presentations.
- **Our daily sexism:** Through this activity students learn how to prevent or act against online sexism including image-based abuse and digital abuse. They consider how bystanders and witnesses to violence can take some safe steps to intervene and may also feel affected by the violence.

Year 1-4

Key idea: It's important to be able to recognize bullying and violence and understand that these are wrong.

- **Is it bullying:** Students categorise different forms of verbal and physical violence. In small groups, they observe case studies of bullying or violence and identify what type of bullying it is (e.g., teasing, mocking, name calling, intimidation).
- **Standing up against bullying:** Students practice safe actions they can take to respond to bullying and violence. They identify trusted people they could go to for help and practice being a positive bystander when they witness a bullying incident.

Key idea: It is important to be able to recognise that there are different types of discipline in Samoan way of life and that some form of discipline may lead to child abuse.

- **Appropriate and inappropriate types of discipline:** Students learn about what is appropriate and inappropriate types of discipline according to laws in Samoa and identify where they could find help or who they could report to if they are experiencing abuse.
- **Creating a script- asking for help:** Students discuss the importance of reporting sexual abuse even though it may be a difficult topic to talk about. They read unfinished stories about sexual abuse and in pairs, students create a script for how the character could report sexual abuse to a trusted adult.

Year 1-4

Key idea: Violence between family members is wrong and it is important to seek support if witnessing it.

- **Guest speaker- domestic violence:** Invite a guest speaker, such as a chief, women's centre representative, nurse, support service worker, or police to discuss about the types of domestic violence and where students can find help and support if they are witnessing violence in their family. Students are provided time for 'Questions and Answers' and then write an 'interview script' to demonstrate what they have learned from the guest speaker about domestic violence.
- **Support and safety plans:** Students learn to create a safety plan and support a friend or loved one who may be experiencing violence.

Year 9-12

Key idea: Sexual abuse, sexual assault, domestic violence and bullying are a violation of human rights.

- **Psychological, physical and sexual violence:** Students read scenarios of psychological, physical and sexual violence. In small groups, students categorise the scenarios into 'psychological,' 'physical' or 'sexual' violence and explain their reasoning. Students then discuss the similarities and differences between these types of violence.
- **Spaces and places:** Students look at the safety of young people with diverse SOGIE in different everyday settings as a vulnerable group of people. The teacher reads some statements and students identify and discuss why they think the setting mentioned is safe or unsafe for young people with diverse SOGIE.
- **Survivor stories:** Students read or watch examples of survivors of violence and abuse who tell about the experiences and how they sought for help. Students discuss some of the barriers people may face when trying to report violence and abuse and ways they could overcome these barriers.

Key idea: Everyone has a responsibility to advocate for people's health and well-being free from violence.

- **Supporting a mate:** This activity includes a short role play which shows how difficult it can be to recognise that abuse might be happening in a relationship. It also looks at early warning signs to identify potential abuse.
- **Stepping in: case studies:** Students examine examples of violence and determine good ways to respond. Students are assigned different case studies and will be asked to act out three different examples of how people can respond to or prevent the scenario from happening.
- **Prevention project:** Students create a media campaign or program to practice their advocacy. They create artworks, radio or television advertisements that encourage people to prevent and respond to violence.

## Year 1-4

**Key idea:** Everyone has the right to decide who can touch their body, where and in what way.

- **My body parts:** Using drawings and pictures, students learn to name and identify their private body parts.
- **No-Go-Tell poster:** Students revise and create a poster on saying 'no' in situations that involve unwanted or unsafe touches, how they would 'go' to a safe location and 'tell' a trusted adult. As a class, students read through scenarios and discuss where they could 'go' to remove themselves from an unsafe situation and who they could 'tell' to report the situation.
- **Reporting uncomfortable touch:** Students describe how they would talk to a parent / guardian or trusted adult if they are feeling uncomfortable about being touched. They practice role-playing how they would start the conversation and how to describe key information as they are reporting, including who did it, what happened, when it happened, where they were touched and which location it occurred.

## Year 5-8

**Key idea:** It is important to understand what unwanted sexual attention is and the need for privacy when growing up.

- **My body, my rules:** Students learn about physical space and touch and the personal safety rules to maintain healthy boundaries. The lesson introduces students to the concept of privacy and bodily autonomy.
- **My boundaries:** Students demonstrate respect for the boundaries of others. They self-reflect upon their own boundaries and discuss about how each person's boundaries may differ.
- **Roleplay- communicating assertively:** Students brainstorm and discuss scenarios of unwanted sexual attention. Students then practice communicating assertively to maintain privacy and counter unwanted sexual attention with given scenarios.

## Year 9-12

**Key idea:** Everyone has the right to privacy and personal integrity.

- **Privacy and personal integrity:** Students reflect on what privacy and personal integrity means to them and how they could show respect for the privacy of others. Students create 'group agreements' for different ways they could respect the privacy of others in different settings, including the school toilets or change rooms.
- **Trust your instincts:** Students explore how trusting their instincts can help them identify inappropriate behaviour and trust. They discuss different ways someone might try to pressure them into inappropriate touching and propose what someone could say or do when someone inappropriately touches them. Students then respond to questions about case study scenarios relating to inappropriate and appropriate touch.

**Key idea:** Everyone has the right to be in control of what they will and will not do sexually and should actively communicate and recognise consent from their partners.

- **Where on the line?:** Students place case studies on a continuum between 'forced sex' and 'voluntary and desired' and discuss their right to say 'no'. Students learn that any sexual contact that is not completely voluntary and desired is considered sexual assault.



## SUB-STRAND 4.3: SAFE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES

### Year 1-4

**Key idea:** The internet and social media are ways of finding out information and connecting with others which can be done safely but can also put people including children, at risk of harm.

- **Internet and social media:** Students describe examples of how they would use the internet and social media. They list examples of what they would use it for, who they connect with on social media, and some examples of how they have used the internet to find out information. As a class, students list benefits and the potential dangers of the internet and social media.

### Year 5-8

**Key idea:** Internet and social media use require special care and consideration.

- **Real news bingo:** Students learn to critically assess sources of health information found online through a 'bingo' game.
- **Internet safety plan:** Students learn about the importance of being secure about their personal information online, and how to decide what information to share with whom on social media. They create a personal internet safety plan in the format of a poster to educate their peers about how they can stay safe when using the internet and social media.
- **Bullying media campaign:** Students learn what online bullying is, the impact it can have, and how one can prevent online bullying. Students create a media campaign, such as an advertising poster, song, newscast, commercial, or drama performance to peer-educate others about how to prevent bullying.

### Year 9-12

**Key idea:** The internet, cell phones and social media can be sources of unwanted sexual attention.

- **Selling 'sexy':** Students learn about the impacts that media and advertisements can have on gender roles by critically analysing advertisements.

**Key idea:** Sexually explicit media and images can be sexually arousing and can lead to potentially harmful behaviour.

- **Taking a position- technology, sex and relationships:** Students complete a true or false activity based on statements read by the teacher. This activity encourages young people to think about how technology, sex and relationships can overlap in everyday life.

## STRAND 5: SKILLS FOR HEALTHY LIVING AND WELL BEING

### SUB-STRAND 5.1: NUTRITION AND HYGIENE

### Year 1-4

**Key idea:** Nutritious food and hygiene practices are critical for wellness.

- **Food Diary:** Children to keep a diary of the food they eat over three days: Children to explain what is healthy food and what is not healthy and why.
- Children to note the activities that they do in the morning before going to school; which activities are related to their health? to the health of the family? Which are not healthy activities? Why not?
- Ask questions such as Do you have breakfast? Do you make your bed? Do you shower and clean your teeth? Why or why not?

**Key idea:** Living in a healthy environment is everyone's responsibility.

- Children to work in groups and note their answers to the following questions i) What chores do you do at home that are intended to keep your house clean? To keep you healthy?
- What does your mother/father/siblings do to keep your house clean? To keep you healthy?
- Do you have a clean village? How is your village kept clean? How can you help to keep your village clean?

## Year 5-8

## Key idea: Food safety is important for health and well being

- **Family Food Diary:** Tell children to keep a food diary of the meals that their family eat and what food is eaten over the weekend i.e from Friday to Sunday. Ask children to identify processed food and fresh food, healthy food and unhealthy food, fresh food or left over food from the day before.
- **Food Allergies:** Some people have allergic reactions to certain food ie. a rash breaks out on their skins or they have a stomach upset. Find out if members of their family have food allergies and why.
- **Group Work:** How is food kept safe in their homes? What is the best and safest way to keep meat, fresh fruit, and or carbohydrates in their homes? What food should not be kept in the fridge? Draw charts or posters to provide this information.

## Personal Cleanliness is important for good health

- **Life Space Diagram:** Draw your life space diagram for two days ie.what you do over 24 hours in a day. How much time do you spend on eating? Resting? Exercising? Cleaning? Playing? Looking at your phone? Sleeping? Etc. Which of these activities is for personal hygiene? What should you do more or less of to be able to have personal cleanliness?

## Year 9-12

## Key idea: A family can have a healthy diet and good nutrition.

- **Design** a healthy breakfast from food that is available in your immediate surroundings.
- **Research:** Find out whether people in your immediate surroundings are eating healthy and why or why not. Focus on your peers, or adults in your neighbourhood or your extended family. If the diet is unhealthy, what are the reasons? How can people's diets may be improved?
- **Discuss:** What reasons may prevent people from eating healthy food?
- **Keyhole gardens:** Pupils to cultivate a vegetable garden, herb garden or grow fruit and taro in keyhole gardens around the school or in their homes.

## Key idea: Evaluate the value of local food against imported food

- Evaluate food products from a supermarket against a range of criteria e.g., cost, flavor, appearance, taste, texture, nutrition, labelling etc.
- Evaluate a range of local food against the same criteria. Which is healthier? How can you ensure a constant source of healthy food?

## Year 1-4

**Key idea:** A person has a physical body, a mind that thinks and a spirit that feels and believes. All should be equally healthy for a person's well being

- **My healthy body:** Using drawings and pictures, students say what is a healthy body.
- **My healthy mind:** Using drawings and pictures, students say what a healthy mind is like.
- **My healthy spirit:** Using drawings and pictures, students say what a healthy spirit is like.

## Year 5-8

**Key idea:** It is important to have good friends that you trust and have positive attitudes and beliefs to maintain good mental health.

- Discuss: What is a good friend? Students to discuss what they like about a good friend that they have.
- "I can be a good friend too." List all the things that you can offer as a friend to someone else. What would you like to change about yourself so that you can be a good friend for someone?
- Write a poem:  
  
A good friend is...  
A good friend does...  
A good friend would...

## Year 9-12

**Key idea:** Maintaining a good healthy lifestyle, being able to cope with stress and knowing who to turn to for help and support all help to maintain good mental and spiritual health.

**Discuss:** What are the sources of stress in your life? When you have an issue or a problem who do you turn to for support? Discuss each of the possible sources of stress for young people listed below:

1. Friends who let you down;
2. When a parent or relative scolds you;
3. Examinations;
4. Someone who bullies you, developing a faith;
5. Someone who abuses you;
6. Peer pressure;
7. Losing a loved one or someone who is close to you etc.

**Key idea:** There are many ways to help resolve stress and issues in one's life.

**Discuss** in groups the importance of:

- Face to face conversations;
- Having a hobby e.g., reading, writing poetry etc.;
- Exercise and sports;
- Making friends/ Learning to be a good friend;
- Talking to your grandparents or other trusted adults;
- Developing a faith e.g., joining a Bible study group, a youth group, learning to pray or meditate etc.



## Year 1-4

**Key idea:** It is important to eat the right food, exercise and have enough sleep to avoid NCDs.

- **“Eat a rainbow”** Watch the advertisement; Sing the song: Identify the food that one must eat to be healthy.
- **Write a poem:** “What I should not eat” or Keep a schedule of fitness exercise that you do everyday.
- **Keep a diary** to show that you avoid the food that you should not eat and that you are eating healthy food.

## Year 5-8

**Key idea:** NCDs are known as lifestyle diseases due mainly to the changes in diets, inactive habits and lack of exercises

**My Lifestyle:** Keep a diary of the following over two weeks or 7 days

My food: How much soda /sweet drinks do I drink? Junk food?

My exercises

My weight

My chores

My leisure activities or what I enjoy doing

My sleep-time

My education

All these things show your lifestyle. Do you like your lifestyle? If you keep doing what you do how would you change in 5 years time? i.e what would you look like? What would you change now? Are you likely to have an NCD?

## Year 9-12

**Key idea:** NCDs can be prevented and there are risk factors that everyone must be aware of to avoid an NCD

- **Research** diabetes, high blood pressure and cancer in Samoa: What are the causes? What are the symptoms? What are the remedies? How can these lifestyle diseases be prevented?
- **Prepare a speech** to make other students aware about NCDs.

**Key idea:** NCDs may be prevented

- Students to **design a campaign** to prevent and reduce NCDs in Samoa: include posters, messages, videos, social media posts, photographs etc.
- Launch the campaign.

SUB-STRAND 6.1: PUBERTY

Year 1-4

Key idea: Puberty is a time of physical and emotional change that happens as they grow and mature.

- **Puberty- riding the waves:** This activity introduces the concept of ‘puberty’ and asks participants to think of puberty as a wave going up and down. Afterwards, students draw waves that represents the feelings, pressures, changes and the support people they might have during this time.

Year 5-8

Key idea: Puberty signals changes in their reproductive capability.

- **Understanding puberty:** Students explore all the different changes that can occur during puberty. They brainstorm the physical, social, and emotional changes that may occur.
- **Everyone is different:** This activity uses roleplay to encourage young people to think about some of the changes that occur during puberty. The activity helps them acknowledge that everyone is different, and puberty can happen in a variety of different ways for everyone.

Key idea: During puberty, hygiene is important to keep one’s sexual and reproductive anatomy clean and healthy.

- **Making a hygiene plan:** This activity will give students the skills to think about young people’s personal hygiene needs, and how they can create a plan to ensure these are carried out.

Key idea: Menstruation is a normal and natural part of a girls’ physical development and should not be treated with secrecy or stigma.

- **Tackling period taboo:** This activity is about understanding myths about periods. There is a wide range of myths covered, from how to dispose of period products through to how the shame and taboo of menstruation impact gender inequality.
- **Menstrual media campaign:** Students learn to use the skills and knowledge they have learned about menstruation in a creative way to tackle taboo and stigma.

Year 9-12

Key idea: Puberty is a time of sexual maturation that leads to major physical, emotional, social, and cognitive changes that can be exciting as well as stressful throughout adolescence.

- **Managing our emotions:** Students acknowledge that adolescence comes with a range of challenges as they experience physical, emotional and social changes. They create a personal plan and practice role-playing ways they could manage emotions such as frustration and anger in conversations with family members and peers.
- **Standing up against teasing, shaming, and stigma:** Students observe scenarios in which a character is teased, shamed or stigmatised based on changes of puberty. They practise role-playing what they could say or where they could find support if they were a victim, and how they could show support as a bystander.

## Year 1-4

**Key idea:** Everyone has a unique body that deserves respect, including people with disabilities.

- **Our bodies:** Students observe drawings of female and male bodies changing over time. They identify ways the female and male bodies are different, and how they can change over time.
- **Respecting ourselves and our bodies:** Students acknowledge that everyone looks different and deserves respect regardless of their physical appearance, including people with disabilities. On the board, the teacher places a range of images of people who look different. Students take turns asking 'yes or no' questions about the character's appearance to guess who is the 'secret character' selected by the teacher. At the end of the game, the teacher asks students to reflect on how everyone looks different, and everyone's body deserves respect. Students then express things they like about their body and physical appearance.

## Year 5-8

**Key idea:** Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them.

- **Name that part- anatomy and physiology:** This activity helps participants define and identify the basic body parts involved in sexual and reproductive health. Students learn to label the external and internal female and male reproductive anatomy.
- **Conversations about sexual health:** Students identify a trusted adult to whom they can ask questions and demonstrate ways to ask about sexual and reproductive anatomy and physiology. Students practice initiating the conversation with a trusted adult through role playing.

**Key idea:** Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction.

- **Reproduction cloze passage:** Students complete a cloze passage about the key functions of the body that contribute to reproduction.

## Year 9-12

**Key idea:** During puberty and pregnancy, hormones impact many processes involved with maturation and reproduction.

- **Pregnancy pamphlet:** Students create a pamphlet which explains reproduction and that the sex of a foetus is determined by chromosomes and occurs at the early stages of pregnancy.
- **Role of hormones:** Students create mind maps to describe the role hormones play in growth, development, and the regulation of reproductive organs and sexual functions. This includes estrogen, progesterone, and testosterone.

## Year 1-4

**Key idea:** It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs.

- **Our private parts:** Students learn about the names and basic functions of their external genitals.
- **Question box:** Students learn to recognise that being curious about one's body, including the genitals, is completely normal. The teacher role models how to respond to questions using the 'question box' in which students can submit questions anonymously.

## Year 5-8

**Key idea:** In order for a pregnancy to begin, criteria must be just right for sperm to join with an egg and implant in the uterus.

- **So that's how babies are made:** This activity explores how sex is part of the reproduction process, and how it can lead to pregnancy.

**Key idea:** The menstrual cycle has different stages, including the time around ovulation in which, if sperm are present, pregnancy is most able to occur.

- **The menstrual cycle (Module 5, Activity 3A):** This activity covers what happens during the menstrual cycle. Students learn about the different phases of the menstrual cycle and use a calendar to mark these phases.
- **Picking your products (Module 5, Activity 3B):** This activity helps students identify different types of menstrual products, including when they might be suitable for different phases or types of periods.

## Year 9-12

**Key idea:** A pregnancy begins when an egg and sperm unite and implant in the uterus.

- **The story of conception:** Students complete a cloze passage about how pregnancies occur. Afterwards, they create a cartoon strip or story about conception.

**Key idea:** Pregnancy generally lasts for 40 weeks, and a woman's body undergoes many changes during the span of a pregnancy.

- **Stages of pregnancy research:** Students research using a range of sources, including online websites, brochures, and textbooks, to describe the changes that a woman's body undergoes during the duration of a pregnancy.



## STRAND 7: REPRODUCTIVE HEALTH, CARE AND PREVENTION

### SUB-STRAND 6.4: SELF-CARE AND SELF-CONFIDENCE

#### Year 1-4

**Key idea:** All bodies are special and unique, and people should feel good about their bodies.

- **Self-portrait:** Students learn to draw a self-portrait of themselves and display their artwork in the classroom. After completing their self-portrait, students learn about what it means to have pride for one's body and practice positive self-talk.

#### Year 5-8

**Key idea:** A person's physical appearance does not determine their worth as a human being.

- **I was fearfully and wonderfully made:** Students learn to understand that their body shape and appearance is unique to them and should not be influenced by the views of others.

#### Year 9-12

**Key idea:** People's feelings about their bodies can affect their health, self-image and behaviour.

- **Body image, self-esteem, and relationships:** This activity gives students a chance to reflect on how having positive and negative body image can influence people's self-esteem and relationships in different ways. Students observe and respond to questions based on given case studies of characters.
- **What you see in me:** Students discuss social and cultural pressures related to physical appearance and think of something they like about their own appearance. In small groups, students share qualities unrelated to appearance that others admire about them.

### SUB-STRAND 7.1: UNDERSTANDING REPRODUCTION, PREVENTION AND SUPPORT

#### Year 1-4

**Key idea:** Reproduction is a natural life (biological) process.

- **Circle of life:** Students define reproduction and identify living things that can reproduce. Students draw and write an information report on the life cycle of an animal and acknowledge that reproduction is a natural life process.

#### Year 5-8

**Key idea:** Understand that once menstruation takes place, a girl can become pregnant

- **Caution and care:** Girls learn the need to be wary of unwanted attention by boys, avoid situations in which they may be alone with a boy and be smart about looking out for herself.

#### Year 9-12

**Key idea:** There are health risks associated with too early childbearing and closely spaced births.

- **Research on early childbearing and closely spaced births:** Students complete a research project about the health risks associated with too early childbearing and closely spaced births. They recognise the importance of using contraception to delay and space pregnancies.
- **Pregnancy- who, what and how:** This activity helps students understand who is involved in healthy pregnancies, what needs to happen and how this can be done. The first part of the activity involves a short charade. Volunteers will act out different pregnancy symptoms. The second part is a quiz to test the students' knowledge. The third part is a role play to demonstrate new knowledge.
- **What's next...?:** Students consider what are their options if a person decides to continue with a pregnancy and the importance of prenatal care based on a case study.

## STRAND 7 SUB-STRAND 7.1

**Key idea:** Use of contraception can help people prevent or plan pregnancy.

- **Introduction to contraception:** This activity introduces contraception, including its definition, different types and information on contraception use in Samoa.
- **Contraception advertising:** Small groups will be assigned a type of modern method of contraception and will be tasked with creating an advertisement for that method.
- **Contraception true or false:** This activity will help correct any myths or misinformation that students might have about contraception.

**Key idea:** Gender roles and peer norms may influence decisions about pregnancy and use of contraception.

- **Gender and condoms:** Students learn some of the most common barriers people need to overcome to ensure they are using condoms during any kind of sex. They will consider ways to overcome these barriers.
- **Family planning and empowerment:** This activity enables students to identify the positive impact that family planning can have on a woman's education, income and employment, health, and future children. Students observe case studies so they can see examples of these positive effects.

**Key idea:** Unintended pregnancies occur, and all young people should be able to access the services and protections necessary for their health and well-being.

- **Starting a conversation about sex and safety:** In this activity, students practice having tricky conversations about sex and safety. Using role plays, students learn that good communication and feeling confident can help them improve contraception use and make sure their partners are respecting their sexual health decisions.

## SUB-STRAND 7.2: UNDERSTANDING, RECOGNISING AND REDUCING THE RISK OF STIS, INCLUDING HIV

### Year 1-4

**Key idea:** The immune system protects the body from illness and helps people stay healthy.

- **Health and illness:** Students learn about the immune system and how it can protect their body from illnesses. Students create an information report or presentation to demonstrate their understanding of the immune system.

### Year 5-8

**Key idea:** Everyone, whether they have an illness or not, needs love, care and support.

- **Role play- showing support for someone who is ill:** Students read case studies that show when family members or friends are ill. Students demonstrate using role plays about how they could show love, care and support verbally and non- verbally.

### Year 9-12

**Key idea:** STIs such as chlamydia, gonorrhoea, syphilis, HIV and HPV can be prevented and treated or managed.

- **The STI house:** This activity will explore different types of STIs, including STIs that are common in young people in Samoa and the importance of doing regular STI checks.

**Key idea:** STIs can be transmitted in various ways, including unprotected intercourse with someone living with HIV.

- **Abstinence and no sex** is the best prevention: Students learn about the transmission of STIs and values that help their decision making.
- **Prevention and protection:** This activity breaks down some myths that might exist about how students can and cannot prevent transmitting STIs.

**Key idea:** Everyone, whether they have an illness or not, needs love, care and support.

- **Stand up against stigma:** Students research example case studies of some of the challenges that people living with HIV and STIs face in the community. Students learn to acknowledge that unfair treatment of people with such illness is discrimination. They organise a school presentation or event to peer educate their school peers about how to show support to people living with STIs and HIV.

## SUB-STRAND 7.3: CARE AND PREVENTION

### Year 1-4

**Key idea: Bodies are special and must be cared for to prevent health risks.**

- **Going to the doctors:** Students describe ways they could maintain basic hygiene, cleanliness and care for their body. They read some scenarios and decide in small groups if the character should go see the doctor or not and who should go with the character.
- **Asking a trusted adult.** Students practice how they should ask questions of a trusted adult (mother, grandmother, aunty, father) about the care of their bodies.

### Year 5-8

**Key idea: Parts of the body must be taken care of to prevent health risks.**

- **Visiting the health clinic:** Students practice roleplaying the experience of visiting a nurse or doctor or any health care professionals and describing a concern about their sexual or reproductive health.
- **Happier, healthier, longer:** This activity explores why it is important to do regular self-checks of sexual and reproductive organs to identify when they are not functioning. Through this activity, students will learn about the importance of regular testicular and breast self-checks.

### Year 9-12

**Key idea: Testing is one way to know for sure whether someone has an STI, including HIV and treatment exists for HIV and most STIs.**

- **STI Posters- you can do it!:** This activity will reinforce the importance of regular STI testing, by getting students involved in a creative poster activity. It will also introduce ideas about how participants can become advocates for sexual health, including STI testing, in their community.
- **Roleplay- Talking about STIs with peers:** students role-play conversations to demonstrate how to be supportive of friends who want to be tested, and what they could say if they witness another peer being judgmental of someone who wants to get an STI check.
- **Making a health and wellbeing plan:** This activity is about creating sexual health and wellbeing plans. The activity uses role play and acting so that students can play a different character and apply the learning to their own lives.

## ADDITIONAL RESOURCES

In addition to the activities from the Out-Of-School Family Life Education modules, below is a list of additional resources.

Website link	Description
<a href="https://csetoolkit.unesco.org">csetoolkit.unesco.org</a>	UNESCO's CSE implementation toolkit: This is an online toolkit for designing or reviewing programmes on CSE. This toolkit is useful for the design of national level CSE programmes as well as local or school level programmes.
<a href="https://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-">https://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-</a>	Population Council It's All One Curriculum: This guide provides a rationale, content, and sample activities for placing gender and rights at the centre of sexuality and HIV curricula- both as stand-alone modules and integrated with topics such as relationships, puberty, and condom use. It is aimed at learners aged 15 and above but can be adapted for learners as young as 10.
<a href="https://3rs.org/">https://3rs.org/</a>	Advocates for Youth: The curriculum covers all school age groups and is fully downloadable, with supplemental materials.
Primary: <a href="https://fuse.education.vic.gov.au/?X25PYT">https://fuse.education.vic.gov.au/?X25PYT</a>  Secondary: <a href="https://fuse.education.vic.gov.au/?57HNBF">https://fuse.education.vic.gov.au/?57HNBF</a>	Victoria Education and Training: Catching On: A collection of resources for primary and secondary level students from Kindergarten to Year 10.
<a href="https://www.planetpuberty.org.au/">https://www.planetpuberty.org.au/</a>	Planet Puberty: Planet Puberty is a Family Planning NSW microsite designed to help parents of kids with intellectual disabilities and autism.
<a href="https://bodytalk.org.au/">https://bodytalk.org.au/</a>	Body Talk: Body talk is a Family Planning NSW microsite giving young people relevant and accurate information about their body, relationships, and health.