

## Nest Consulting Programmes and the NZ Health Curriculum

“Sexuality education is one of seven key areas of learning in the health and physical education learning area of The New Zealand Curriculum. It must be included in teaching programmes at both primary and secondary school levels, using the strands and achievement objectives outlined in the curriculum” – Ministry of Education

## CONTENTS

<b><u>Outline</u></b>	<b><u>Number #</u></b>
Positive Puberty Plus Planning Overview	<b>3</b>
Parent's Evening Blurb	<b>3</b>
NZ Curriculum – Underlying concepts & applicable strands	<b>4</b>
Year 5/6 Programme Strand Links	<b>5</b>
Year 7/8 Programme Strand Links	<b>6</b>
Implementation	<b>7</b>
Lesson Plan Intro & Choice	<b>8</b>
Lesson Plans – standard programme	<b>9-14</b>

## Nest Consulting Yr 5 &/or Yr 6 AND Yr 7 &/or Yr 8 Positive Puberty Plus© Programmes

Many of the morning PowerPoint slides/diagrams/puppets utilised in the Yr 5/6 programme are also utilised within the Yr 7/8 extension programme. This was a conscious decision to allow students who recognise the slides/diagrams/puppets (which were originally designed for Yr 5 - Yr 6 age group) to more easily build on their foundation of knowledge. It is the conversation, discussion and language rather than the slides/diagrams/puppets that change. Either programme can also stand alone.

The information delivered at Yr 5/6 is at Level 3 and is extended to Level 3/4 for Yr 7/8 students as specified below.

### The Parents/Whanau Info Evn

The Parents/Whanau Info Evn, which preempts the student programme, includes all aspects of what is included in the Programme content to allow for informed consent, some anatomy and physiology 101 memory joggers, an outline of normal growth and development expected at puberty, showing of all available menstrual products (incl. recyclable, washable, organic and supermarket items) along with an overview of the NZ sexuality guidelines. Included throughout are tween parenting tips! It lasts about 75 mins.



WELCOME TO NEST CONSULTING'S



PARENTS INFORMATION EVENING

### Partnership Provider





- Working alongside you
- Your call ☺
- All sorts of information /community family friendly events/ feedback from students and staff found on our FB page
- Book suggestions and sales on our Website
- Quiz answers available through school



### Topics covered... "Knowing your body inside and out... Changes, changes, changes"

- ✓ Puberty physiological changes
- ✓ Puberty psychological changes
- ✓ The science: Hormones
- ✓ Puberty sociological changes  
(EDEN Nourish & Dove Self Esteem Programmes : body confidence, self esteem, critical thinking, body wonderment, media influence and image tweaking)
- ✓ Yr 7/8 Consent (OK/Not OK), Cyber Safety & Media Manners

## Sexuality education and the underlying concepts of health and physical education

<p><b>Hauora</b></p>  <p>A holistic approach to sexuality education is based on the concept of hauora. This approach recognises that sexuality has social, mental and emotional, and spiritual dimensions as well as physical dimensions. These aspects are interrelated.</p>	<p><b>Socio-ecological perspective</b></p>  <p>A socio-ecological perspective examines the social and cultural influences on how people learn about and express their sexuality. For example, how sexuality is reflected or interpreted in culturally-based values and beliefs, such as body image and attractiveness; how it is treated in peer groups, mass media, or social media; ideas about gender equity and discrimination; and how the law differentiates by gender.</p>
<p><b>Health promotion</b></p>  <p>A health-promotion model means students develop the skills to take care of their sexual health and are helped to identify and access support. Sexuality education should be supported by school policies and practices and by links with relevant community agencies (See the section Sexuality in the wider school). Students can take health promotion action within schools and communities to advocate for access to services, to raise awareness of sexuality and gender issues, and to show support for diversity. Students can be involved in communicating between schools and communities in relation to sexuality issues and programmes.</p>	<p><b>Attitudes and values</b></p>  <p>Here students develop attitudes of respect and of care and concern for themselves and other people. They develop the skills of examining people's attitudes, values, and beliefs and understanding about rights and responsibilities. Ethics and social justice are key concerns in this regard.</p>

Underlying concepts of health and physical education.

Key areas of learning:

- Sexuality Education,
- Body Care
- Safety

Programme Strands:

- Personal health and physical development
- Relationships with other people
- Healthy communities and environments

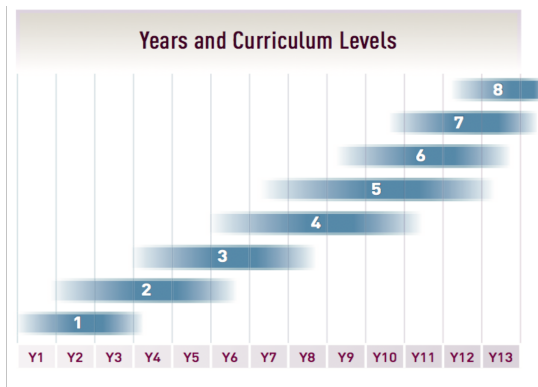
## Positive Puberty Plus© linked to NZ Health Curriculum Strands

*Yr 5 &/or Yr 6 and the Yr 7 &/or Yr 8 Positive Puberty Plus© programmes cover the following skills and concepts:*

*Letter refers to strand:*

- A – Personal health and physical development
- B – Movement concepts and motor skills
- C – Relationships with other people
- D – Healthy communities and environments

*Number relates to related achievement objective.*



**FIND OUT MORE:** <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers/Sexuality-education-in-The-New-Zealand-Curriculum>

## YEAR 5/6 POSITIVE PUBERTY PLUS © PROGRAMME

<b>Level 3</b>	<b>Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social</b>	<b>Personal and interpersonal skills and related attitudes</b>	<b>Understandings and skills to enhance relationships; think critically about sexuality in society</b>
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	<p><b>3 A1:</b> Developing knowledge of puberty, identifying factors that affect personal, physical, social and emotional changes. Develop skills to manage changes</p> <p><b>3 A1:</b> Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in girls and erection/ejaculation (wet dream) in boys.</p> <p><b>3 A2:</b> Developing positive body image</p> <p><b>3 A3:</b> Critical decision making tools.</p>	<p><b>3 A2 &amp; 3 B4:</b> Affirming diversity and enhancing relationships in games and physical activities</p> <p><b>3 A4:</b> Describing how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self worth.</p> <p><b>3 C1:</b> Making friends and supporting others. Being inclusive</p> <p><b>3 C2:</b> Equity issues: recognising and challenging bullying, stereotypes, and body image messages</p> <p><b>3 C3:</b> Assertiveness skills: identifying pressures from others and from own feelings. Demonstrating assertive responses to pressure</p> <p><b>3 D1:</b> Recognising media, social media, and consumer influences</p>	<p><b>3 A1 &amp; 3 C1:</b> Choosing, making, maintaining, and changing friends</p> <p><b>3 B4:</b> Exploring how media representations of games and sport can reinforce gender stereotypes</p> <p><b>3 C2:</b> Exploring and critiquing online, social, and popular media representations of gender and body image</p> <p><b>3 C2:</b> Recognising discrimination and acting to support others</p>
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## YEAR 7/8 POSITIVE PUBERTY PLUS© PROGRAMME

<b>Level 3 / 4</b>	<b>Knowledge, understandings, and skills relating to sexual development – physical, mental, emotional, social and spiritual growth during puberty</b>	<b>Personal and interpersonal skills and related attitudes</b>	<b>Understandings and skills to enhance relationships; think critically about sexuality in society</b>
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<p><b>3/4 A1:</b> Developing knowledge of puberty, and growth and development needs and adjusting to pubertal change. Acknowledging others have similar and different experiences</p> <p><b>4 A1:</b> Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in girls and erection/ejaculation (wet dream) in boys.</p> <p><b>4 A1 &amp; 4 C1:</b> Exploring basic concepts of love, attraction, and romance</p> <p><b>3 A3:</b> Identifying risks and planning safety strategies Critical thinking skills and emotional intelligence</p> <p><b>3/4 A4:</b> Developing positive body image. Identifying how social messages regarding body image and gender affect self worth</p>	<p><b>4 A3:</b> Recognising and dealing with harassment and abuse, including in online and social media contexts</p> <p><b>4 A3 &amp; C2:</b> Planning strategies for supporting self and others in online environments</p> <p><b>4 A4:</b> Identifying the influence of gender and sexuality stereotypes on self worth</p> <p><b>3/4 C2:</b> Supporting the rights and feelings of self and others</p> <p><b>3/4 C3:</b> Identifying pressures in relationships and developing assertiveness skills</p> <p><b>4 C3:</b> Identifying the importance of positive and supportive relationships</p> <p><b>3/4 C3:</b> Identify ways in which peer pressure may influence behaviour during puberty and demonstrate skills in assertive behaviour</p> <p><b>3/4 D1:</b> Recognising lifestyle factors, media influences, and stereotypes</p>	<p><b>4 A3:</b> Dealing with harassment</p> <p><b>3/4 A4:</b> Critiquing dominant messages about body image and body size, and affirming diversity</p> <p><b>4 C1:</b> Recognising the effects of changing roles on relationships</p> <p><b>3/4 D1:</b> Critiquing media images</p>
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## Implementation

*The teaching material & media utilised is varied, relevant and constantly updated, including:*

- PowerPoint (with pictures drawn by NZ artist) interactive presentation
- Interactive group activities via team competition: games, quiz, bingo, matching & more
- Puppets
- Worksheets
- Discussion, analysis & critical thinking
- Discovery and sharing
- DVD clips
- Cartoon clips
- Question & Answer sessions (Anonymous question box, boy/girl group & one to one opportunity)
- Role play
- Quiz (and Kahoot if requested)
- Show and tell: menstrual products: Girls sample bags with products or vouchers (Boys sample bags available at an additional cost)
- Dove and Nourish body image resources
- Pink Shirt Day anti bullying online resources (Yr 7/8)
- Homework / Activity Sheet
- Parents/Whanau Evening & access to further info via website
- Parent & Teacher access to puberty / body image / Sexuality resources & follow on activities
- Book recommendaions via website

## Lesson Plans

In regards to our standard programme: \*\*

The day is divided into sections: group competition quiz and activities from after registration to morning tea, followed by the boys for half an hour and the girls for an hour (after morning tea to lunchtime). The afternoon again brings together the entire class leaving time at the end of the day for evaluations. We find it preferable to mix the boys and girls at times to emphasise that changes are happening to them both and through this encourage mutual respect and understanding.

*Essential Skills: Self Management, Emotional Intelligence, Communication, Problem Solving, Social and Cooperation.*

### \*\* Choice

Nest Consulting offer five in-school education programmes NZ-wide.

In addition

- we construct programmes for a school's specific needs & requirements
- we modify/tailor the content of our advertised programmes in a 'pick n mix' style as determined by each school's community and 'special character'

All Nest programmes have been sensitively developed so that they respect the diverse values, beliefs and experiences of students and of their wider communities. The development of Nest programmes has been informed by key academics, research, organisations and educators in the field of sexuality health and education. Nest's programmes have an emphasis on ensuring the material is age-appropriate with cultural safety as a key element.



## LESSON PLAN 1. : Mixed Boys/Girls: After Registration to Morning Tea: (1.5 – 2 hrs) :

*Educator works with a group of mixed boys/girls:*

Quiz / mixed media workshop & interactive PowerPoint presentation.

*To enable students to understand and develop skills re.:*

- Changes are normal in body & mind.
- Accurate information. Correct words for parts of the body.
- Changes happen at different times for different people.
- Understanding glands. Naming hormones and changes.
- Particular changes in male & female anatomy. Physical, social & emotional.
- How to manage changes.
- Personal Hygiene,
- Body acceptance.
- Sharing the good things & fears about becoming a grown up.
- Body acceptance.
- Diversity / feelings / expression of self.
- Greater responsibility. Building trust. Emotional Intelligence.
- Safe choices for handling changing emotions/feelings.
- Techniques for good decision making. Critical thinking skills.
- Self Esteem. Individuality. Body Wonderment.
- Where to go for answers to questions and or fears: People you trust and have the knowledge. Resources.
- An opportunity for questions (we encourage the use of a sealed question box).

*Activities:*

- Interactive presentation (illustrations drawn by Kiwi artist)
- Quiz / Tokens: team discussion, brainstorming, whiteboard
- Brain Puppet – when why how
- Diary extract – critical thinking: boy/girl changes & feelings / diversity
- Guessing game ‘Guess the body part’ – glands / hormones
- Media (cartoons) – self cares
- Matching game – self cares (oil:pimples, sweat:body odour etc)
- Tendai activity (if included) – challenging gender / sexuality stereotypes
- Bingo – expressing changing emotions and coping strategies

- Role play – Relationships, self worth, belief and actions. Inclusivity. Critical thinking skills and emotional intelligence
- Seeking further resources
- Question Box



## Lesson Plan 2: Boys workshop - After Morning Tea - (30 mins)

*Educator works with a group of boys*

Quiz / mixed media workshop & interactive PowerPoint presentation.

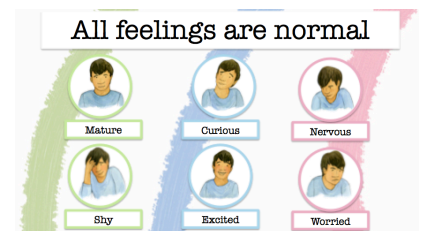
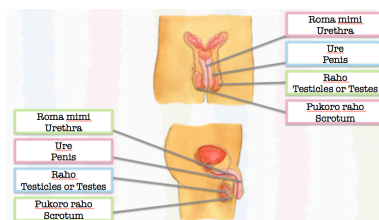
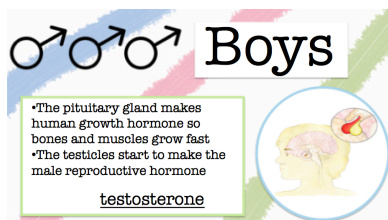
Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in girls and erection/ejaculation (wet dream) in boys.

*To enable students to understand and develop skills re.:*

- Understand the biological process :  
(includes a basic overview of the female changes to emphasise that changes are happening to them both and through this encourage mutual respect and understanding).
- Self cares & hygiene
- Develop skills to manage changes
- Not compare to others
- Seek further information about puberty

*Activities:*

- Interactive presentation (illustrations drawn by Kiwi artist)
- Quiz / Tokens
- Brain Puppet & Reproductive Puppets
- Media (cartoon) – self cares , not comparing self with others, reassurance
- Seeking further resources
- Q & A
- Quiz



### Lesson Plan 3: Girls workshop - After boys session to lunch - (1 hr)

*Educator works with a group of girls*

Quiz / mixed media workshop & interactive PowerPoint presentation.

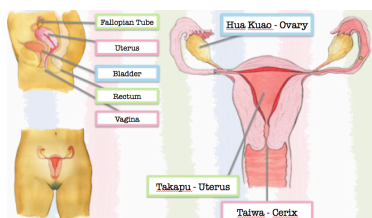
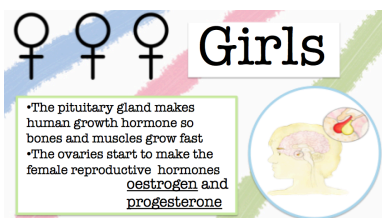
Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in girls and erection/ejaculation (wet dream) in boys).

*To enable students to understand and develop skills re.:*

- Understand the biological process :  
(includes a basic overview of the male changes to emphasise that changes are happening to them both and through this encourage mutual respect and understanding).
- Self cares
- Develop skills to manage changes
- Develop awareness of menstrual products and choices including addressing period poverty and availability, disposal, all products on market including re-usable, environmentally friendly and supermarket
- Seek further information about puberty / menstruation and menstrual products
- School policy for disposal
- Where to go for answers to questions and or fears: People you trust and have the knowledge. Resources
- An opportunity for questions (we encourage the use of a sealed question box)

*Activities:*

- Interactive PowerPoint presentation (illustrations drawn by Kiwi artist)
- Quiz / Tokens
- Brain Puppet & Reproductive Puppets
- Media (cartoon) – self cares, not comparing self with others, reassurance
- Games
- Menstrual product box – discussion and samples: Look at disposable & washable pads, period undies, cups & tampons (including environmental options).
- Talk about the "old days"
- Tracking menstrual cycle – understanding normal ranges
- Exploring myths
- Seeking further resources
- Q & A



## Lesson Plan 4: Mixed Boys/Girls: After Lunch: (40 mins Yr 5/6 & 50 mins Yr 7/8)

*Educator works with a group of mixed boys/girls:*  
Workshop & interactive PowerPoint presentation.

*To enable students to understand and develop skills re.:*

- Body acceptance.
- Diversity / feelings / expression of self.
- Greater responsibility. Building trust. Emotional Intelligence.
- Safe choices for handling changing emotions/feelings.
- Techniques for good decision making. Critical thinking skills.
- Self Esteem. Individuality. Body Wonderment.
- Media influence: 'what's real' . Examples of image tweaking.
- Where to go for answers to questions and or fears: People you trust and have the knowledge. Resources.
- An opportunity for questions (we encourage the use of a sealed question box).

### *ADDITIONAL CONTENT FOR YR 7/8*

- Body image and the media 'Love your body!' : Self esteem, examples of image tweaking & appreciation of self and diversity.
- OK/Not OK : Looking after self activity (stepping stone activity to understanding consent).
- Social Media. Anti-bullying: Media manners. Empathy.

*Activities:*

### **Yr 5/6**

- Interactive PowerPoint presentation (illustrations drawn by Kiwi artist)
- Media (puberty film) – self cares, not comparing self with others, reassurance
- Body Image ‘spot the difference’ activity
- Self esteem ‘Love your Body’ work. Positive affirmations.
- Quiz winners
- Seeking further resources
- Q & A



### **Yr 7/8**

- Interactive PowerPoint presentation (illustrations drawn by Kiwi artist)
- Role Play: OK / Not ok: stepping stone activity to understanding consent

- Body Image 'spot the difference' activity
- Self esteem 'Love your Body' Media (dvd). Image tweaking.
- Media Manners 'Pink Shirt Day' Media
- Safe and respectful communication online activities & stories
- Quiz winners
- Seeking further resources
- Q & A



The programme is about puberty education and related age appropriate issues (i.e. self esteem, individuality, media awareness), not sex education, and this is reiterated at the Parents/Whanau Evening.

*(There are also occasions where we are asked to include information targeting specific issues for a school: i.e. anti-drug awareness ('huffing'), safe ways to manage stress (addressing self harming issues) etc. In addition we have an 'add on' to this Programme if requested: 'How are babies made'. Please discuss with us at time of inquiry. We are happy to include (or exclude) subject matter.)*