



PENGUIN
VIKING

Teachers' Notes

written by Nerida Matthews

Curriculum Manager, Health and Physical Education
Victorian Curriculum and Assessment Authority

Girl Stuff *By Kaz Cooke*

Background

Girl Stuff is written in four parts with the themes of:

- **Body** - focuses on the physical development associated with puberty, as well as healthy eating, physical activity and body image.
- **Head** – focuses on intellectual and emotional development and self image as well as factors such as alcohol and drugs, which influence behaviour.
- **Heart** – focuses on relationships with family and friends as well as love and sexual relationships.
- **Info To Go** – contains information on a range of topics such as school work, employment, mental health, pregnancy, money, clothes and make-up and feminism.

These themes will be used in the organisation of teaching and learning activities in the following notes.

Girl Stuff will be a valuable resource in teaching health education for students in years 5 to 9, as well as some other curriculum areas such as economics. However a number of the issues within *Girl Stuff* will need to be handled sensitively. Teachers need to ensure that the content of the activities are age appropriate for their class. Teachers may need to modify some of the scenarios in some activities to suit the age and concerns of their particular group of students. In preparing lessons teachers will also need to consider the school ethos, community and parental expectations and prescribed guidelines of the relevant educational sector.

These teaching notes are primarily written for a single sex class; however many of the activities would be suitable for both boy and girls. Teachers will need to use their knowledge of their class to determine which activities would be suitable to use for both boys and girls. For co-educational schools, teachers may wish to divide the class into two groups; one group of girls with a female teacher and a boys' group with a male teacher. The boys' group may need to use additional resources, which focus on the development of boys during the teen years.

Part 1 - The Body

Changes

Ask students to write an imaginative short story about a girl who goes into a room a little girl and comes out with all the changes of puberty already happened – breasts, armpit and pubic hair, maybe bigger hips, and a period.

- How does she feel? Will she get used to it? Put a friend into the story: what will the friend say to reassure her?

Read a couple of the quotes from chapter one to the class.

Ask students to:

- reflect on how they have changed during the last five years.
- reflect on how they feel about these changes by completing a PMI (Plus, Minus, Interesting)

P +	
M -	
I ?	

Mapping your girly bits

Ask students to:

- create a mind map showing all that they know about the physical parts of a woman; including the parts we can see, and the parts hidden inside. This is also called the “female reproductive system”.

- read pages 21 to 24 of *Girl Stuff*
- using a different colour pen, add to their mind map showing all the new things they have learned about the female reproductive system.
- reflect on their learning by:
 - identifying what they have learnt
 - list questions about other things they would like to know.

As a class, compile the list of questions of things they would like to know. Questions could be allocated to students to research and answer using *Girl Stuff* and the websites suggested in the text. Students are to share their answer with the rest of the class.

NB. Girls should be able to write their questions anonymously, the teacher can conceal who each question is from, and make a list.

Similarities between boys and girls

Ask students to:

- List all the physical changes that occur during puberty for both boys and girls.
- Use a Venn diagram to classify these changes as:
 - exclusively male changes
 - exclusively female changes
 - changes common to both males and females
- Write a description of how puberty is both different and similar for boys and girls.

Dear girl friend

Divide the class into small groups. Provide each group with a quote from a girl such as:

- Breasts, page 15
- Periods, page 26
- Pimples, page 47
- stretch marks, page 56

For each quote write a letter providing advice. Students should use *Girl Stuff* and the websites suggested in the text to research their answers.

- Students should share their letters of advice with others in the class.
- As a class identify the main themes or points provided in the letters about development during puberty.

Pimples true and false

Ask students to:

- rate the following statements as true or false:
 - Squeezing pimples lets bad bacteria out
 - Pimples are caused by eating chocolate or greasy food

- Pimples form when you get a blockage in the pores of your skin
- Hormones stop us from getting pimples
- Cigarette smoke blocks pores
- There's nothing you can do if you have pimples
- Models never have pimples
- Pimple creams prevent new pimples from forming
- Pimple creams take two weeks to work
- Doctors can provide medical treatments for pimples
- Blackheads are caused by not washing
- rewrite the false statements to make them correct.

Pros and Cons

Ask students to:

- select one of the following issues:
 - going to a tanning salon (page 54)
 - getting your body (nose, navel or tongue) pierced (page 60)
 - getting a tattoo (page 60)
- identify the pros and cons of their selected issue
- based on the pros and cons identified, make a recommendation in relation to their selected issue
- share their recommendations with the rest of the class.

Issue:	
Pros	Cons
Recommendation:	

Food facts

Ask students to research and prepare an information product such as a poster, brochure or an article for the school newsletter that outlines one of the following topics:

- the benefits of eating:
 - fruit and vegetables
 - foods containing carbohydrates
 - breakfast
 - water
 - foods containing calcium
 - foods containing protein
- issues associated with:
 - eating foods containing too much sugar
 - eating foods containing high amounts of fat
 - drinking fizzy, sugary drinks and sugary juices
 - drinking coffee, colas and energy drinks

Students can use *Girl Stuff* (pages 80 - 94) or the websites listed on page 93 to research their topic.

Encourage students to display their information product, for example create a display of posters near the school canteen or publish articles each week in the school newsletter.

A-Z of Exercise

Ask students to identify three different physical activities that they would like to try (see *Girls Stuff* page 124 for ideas).

- Students join with a partner to share their lists of physical activities and come up with a common list of three activities that they both agree on.
- Each pair then joins with another pair to share their list of words and to agree on the physical activity they would all most like to try.
- Each group will share their preferred physical activity with the rest of the class. Students should then vote on which activities they would most like to try.
- Liaise with the physical education department to help organise someone to come to the school or an excursion to allow the students to experience their selected activity.

NB. It may be possible to organise different groups to undertake varying physical activities.

NB. The teacher may want to present students with a modified list to select from, based on factors such as access and cost, for example mustering cattle may be difficult to organise and probably does not comply with safety guidelines for activities in schools.

How active are you?

Ask students to:

- keep a diary listing all the physical activity they do during the week
- identify the intensity of the physical activity (i.e. low, moderate or vigorous)
- compare the amount and intensity of the physical activity to the *Australia's Physical Activity Recommendations for 12 to 18 Year Olds*, see [www.health.gov.au/internet/main/publishing.nsf/Content/phd-physical-activity-youth-pdf-cnt.htm/\\$FILE/youth_phys.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-physical-activity-youth-pdf-cnt.htm/$FILE/youth_phys.pdf)
- make a plan of how they could aim for at least one hour of physical activity a day
- schedule physical activity into their school diaries
- make recommendations in relation to their participation in physical activity.

NB. *Exercise of Moderate Intensity* is described as a level of activity that produces a slight increase in students' breathing and heart rate. Students are able to talk comfortably whilst participating in activity of moderate intensity.

Typical activities of moderate intensity include walking, active play, light jogging, recreational swimming, sports and games.

Exercise of Vigorous Intensity is described as a level of activity that produces a large increase in students' breathing and heart rate. The perceived effort would be hard and students would find it difficult to talk freely whilst participating in activity of vigorous intensity. Typical activities include brisk walking, running, lap swimming, soccer, hockey, cycling and dancing.

Part 2 - The head

Snooze time

Ask students to:

- form small groups and to estimate the amount a sleep that an average teenager should have each night. Groups should try to come up with a consensus.
- share their group response with the rest of the class.
- brainstorm a list of ideas as to why sleep is important.
- undertake a survey of the class as to the number of hours of sleep they have on average.
- collate the class average of hours of sleep.
- read the section on sleep in *Girl Stuff* on pages 244 - 247

Compare the class and individual results for sleep patterns to those recommended for teenagers on page 244 by considering the following questions:

- How did the class average compare to the recommended amount?
- What are some of the consequences of not getting enough sleep?
- What recommendations would you make to the class about their sleep patterns?
- How did your personal average compare to the recommended amount?
- What modifications should you make to your own personal sleep patterns?

Add to their brainstorm list any other reasons not identified as to why sleep is important.

Recognising feelings

Students are to work in pairs. Allocate each pair of students a different feeling, for example happy, angry, sad, shocked or jealous. Students are required to mime their allocated feeling to the rest of the class. Other students should try and guess the feeling being mimed.

Discuss with students:

- What clues did you use to recognise the feeling?
- Are these clues always the same or do they differ?
- Are feelings always the same strength?

- What things make you feel good?
- What things make you feel down?
- As a class, students should discuss ways to deal with their feelings, ranging from expressing them to a close friend or family member, through to school or other counsellor.

NB. Explain to students that the words feeling and emotions can be used interchangeably.

Feelings Diary

Ask students to complete a feelings diary for a day. Students should record:

- the feeling they experienced
- what they were doing at the time
- the strength of the feeling, with 0 = no feeling, 5 = moderate level of feeling and 10 = high level of feeling.
- Ask students to provide a comment on their feelings for this day.

NB. Remind students just because they may have had one bad day, that all days do not have to be bad. Students should be told it is normal to have up and down feelings.

Ask students to:

- identify reasons for feeling up or down (see *Girl Stuff* page 178 - 194)
- examine the difference between normal ups and downs and serious mental health issues.

Students should read the section on how to be more optimistic and brainstorm their own cheer-up songs, movies, etc.

Alcohol – you decide

Ask students to:

- select one of the following scenarios:
 - You are at a party. Your best friend, who is very drunk, is flirting with a boy who is much older than her.
 - One of your friends is really drunk, and there's a guy there who is trying to persuade her to go upstairs to a room with him.
 - A guy you really like offers you a ride home in his car. You know he has been drinking, but you don't know if he's drunk.
 - You promised your parents that you would not drink at a friend's birthday party. All your friends are drinking and are encouraging you to drink.
- identify all the potential harms or risks to the people involved in the scenario. Remember that harms can be physical (for example, injury), social (for example, loss of reputation or being grounded by parents) or emotional (for example, embarrassment). Students may wish to refer to *Girl Stuff* pages 195 to 215 for some ideas about risks associated with alcohol use.

- list three or four alternatives that they could do in their selected scenario.
- identify positives and negatives for each of the alternatives they selected.
- decide which is the best alternative and justify why.

Scenario:	Alternative 1	Positives	Negatives	Decision: What did you decide and why?
	Alternative 2	Positives	Negatives	
	Alternative 3	Positives	Negatives	
	Alternative 4	Positives	Negatives	

Top 10 reasons

Ask students to list five different things to say when they are not drinking.

- Students join with a partner to share their lists of things to say when they are not drinking and come up with a common list of five that they both agree on.
- Each pair then joins with another pair to share their list of words and to agree on the best five things to say when they are not drinking.
- Each group will share their list with the rest of the class.
- As a class, decide on the 10 best things to say when you are not drinking.
- Students should compare their lists with the list on page 203.

Tell me what happened?

Ask students to read the quotes from real girls about alcohol in *Girl Stuff* page 206.

In small groups, discuss:

- how would you feel if this happened to you?
- who could you tell?

Ask students to:

- decide who their emergency contact would be.
- program at least one emergency contact in their phone.

What is a drug?

Arrange the class into small groups. Each group will require a set of cards which list both drugs and non-drugs. For example, cola, cigarettes, heroin, alcohol, aspirin, milk, ventolin and vitamins.

Ask each group to classify the cards as either:

- a drug
- a non-drug
- not sure

Each group should report back to the class. As a class note the similarities and differences in the classifications. Discuss questions such as:

- Why was ... classified as a drug?
- Why was ... classified as a non-drug?
- How do we decide on what is a drug?

Present students with the World Health Organisation definition of a drug. *'A drug is any substance, with the exception of food or water, which, when taken into the body alters its function physically and/or psychologically.'* (World Health Organisation)

Discuss whether their classification of the substances as drugs or non drugs would change based on this definition.

What are the effects?

Divide the class into groups and allocate each group a different drug to investigate. Each group is tasked with identifying the short and long term effects associated with the use of that drug. Students can use *Girl Stuff*, page 216 - 235, to assist in their research. Students can also find a range of information on the Drug Info Clearing House website which can be accessed at <http://druginfo.adf.org.au> – select the 'drug facts' link.

Each group should present the information they have collected about short and long term effects to the rest of the class.

What happens next?

Divide the class into small groups. Present each group with the scenario:

- You are at a party and a friend passes out, you think your friend has been taking drugs but you are not sure. You try to wake your friend but have no success.

Each group should:

- consider the potential outcomes and consequences of this scenario (i.e. what could happen?)
- list a range of actions that could be taken in this situation
- decide on the best action to take and justify why

- present your decision and justification to the rest of the class.

Being confident

Give students two different pieces of coloured paper. On one colour, ask students to identify things that they are not confident about, while on the other colour, ask students to identify things they are confident about. Collect their pieces of paper and collate their answers making sure that individual student responses can not be identified.

As a class, discuss the two lists.

- What is different between the two lists?
- Are there any items that are on both lists? Why do you think this is the case?
- What things influence your level of confidence?
- What can you do to help improve your level of confidence?

Being assertive

Discuss with students what it means to be assertive.

- Brainstorm for a list of ways to be assertive.

Ask students to read *Girl Stuff* page 192.

Students could role play a range of scenarios that require them to be assertive. For example:

- someone encouraging you to do something you do not want to, such as smoking
- someone asks to borrow money from you but they still have not paid you back from last time they borrowed money
- you are being teased about your beliefs

Who am I?

Ask students to present a creative piece of work answering the question: who am I? Students can choose to present their response in one of the following formats:

- a poem
- a piece of creative writing
- a collage
- a drawing
- a song

Part 3 - Heart

Family Rules

Divide the class into four groups. Give each group one of the following questions:

- What family rules are necessary for physical safety?
- What family rules are necessary for emotional wellbeing (i.e. feeling happy, welcome and like you belong)?
- What happens if we do not have any family rules?
- What things encourage people to break family rules or treat others badly?
- What family rules do you think are too strict?
- What rules will you have if you become a parent?

Each group is to share their response to their question with the rest of the class. Encourage other class members to add comments or to ask questions.

As a class, discuss family rules. Some discussion questions could include:

- How are parent's expectations about family rules different from their children?
- Why do you think there are these differences?
- What can you do to make things right after breaking family rules?

Thought Bubbles

Conduct a role play of a number situations involving family conflict. For example:

- You arrive home from a party at midnight, when you were meant to be home by 10pm.
- Another parent tells your parents that your group of friends was caught drinking.
- Your parents have just got the phone bill and are angry that you have more than over \$200 of phone calls.
- Your parents find a packet of cigarettes in your bag.

Select a group to role play each scenario. For each main character allocate someone to describe their thought processes. At key points in the role play call freeze so that the roles stop. Ask the support person questions such as:

- How is the parent/daughter/son feeling now?
- What thoughts are going through the parent/daughter/son's head at this time?
- How did that comment make the parent/daughter/son feel?

After each role play it is important to debrief, especially if the emotions displayed in the role play become heated. Ask students to take a deep breath and relax and follow up with questions such as:

- What happened in the role play?
- What made the situation better or worse?
- What things can you say or do to keep things calmer?

- What suggestions could you make to improve the outcomes in this situation?

What makes a good friend?

Brainstorm a list of qualities you look for in a good friend.

In small groups, come to a consensus to identify the qualities you consider to be most important.

Divide the class into small groups. The teacher should allocate students to groups or use a 'numbering off' method to ensure that students are not working in their normal friendships groups.

Provide each group with a quote from a girl about friendships such as:

- Steph page 297
- Andrea Page 309
- Antonia page 308
- Kathy page 309

For each quote write a letter providing advice. Students should use *Girl Stuff* and the websites suggested in the text to research their answers.

Students should share their letters of advice with others in the class.

As a class identify the main themes or points provided in the letters about friendships.

Make a list of where and how you could find 5 new friends.

Bullying and Meanness

Divide the class into small groups. The teacher should allocate students to groups or use a 'numbering off' method to ensure that students are not working in their normal friendships groups.

Ask each group to:

- brainstorm a list of bullying behaviours
- discuss the behaviours listed and identify:
 - the two behaviours that they think are the worse forms of bullying
 - the two behaviours that they think are most common at school
- report back to the rest of the class by reading their list and identifying the worse and most common forms of bullying.

As a class compare the reports from each group.

Bullying – looks like, sounds like, feels like

Divide the class into small groups. Groups are to work together to complete a Y-chart about bullying. The y-chart requires students to describe what bullying:

- looks like
- sounds like
- feels like

What do you think?

Divide the class into small groups. Give each group one of the quotes below about bullying and meanness. Ask the group to discuss and form an opinion about the quote.

- What is worse: being totally ignored or having a rumour spread about you?
- There is a saying, 'sticks and stones can break my bones but names can never hurt me': do you agree with this?
- Friends can sometimes make harsh comments, they call it being 'brutally honest' or say it's a joke: is this fair enough?
- Victims of bullying deserve it because they are weak: do you agree?
- Each group should report back to the class by sharing their thinking on the quote provided.
- Invite other groups to add any extra thoughts or comments.

Bullies are all different, so you may need different strategies or several strategies together to fight them. Discuss the possibilities of:

- ignoring them
- telling a teacher
- getting older brothers and sisters to tell off the bully
- telling the bullies' parents
- getting more people to stick up for each other
- moving classes or schools
- gathering evidence against the bully

Seeking help

Divide the class into small groups. Ask each group to:

- In relation to seeking help for bullying, complete the pros and cons chart by identifying:
 - Pros – things which would encourage someone to seek help
 - Cons – things which would prevent someone from seeking help

Issue: Seeking help for bullying	
Pros	Cons
Recommendation:	

- create a list of people they could go to for help in relation to bullying.
- share their ideas with the rest of the class.

As a class reflect on whether the cons are stronger than the pros. Discuss:

- reasons why one list might be stronger than the other
- what can be done to make it easier to seek help?
- will ignoring the bullying make it go away?

Identify the school policy of where and who the students can go to, and how they can help each other.

Relationships concept map

Ask students to work with a partner to develop a concept map using the word 'relationships'. Encourage students to identify all the words or ideas that come into their mind when they think of the word 'relationship'. You might want to provide the following prompts:

- Different types of relationships include ...
- A positive relationship is ...
- A negative relationship is ...
- An abusive or controlling relationship is ...

Ask for volunteers to present their concept map to the class.

Love graffiti sheets

Place sheets of butchers paper around the room with the following headings:

- What are the different types of love?
- I know I am in love when
- Ideas for getting over heartbreak
- Good ways for a guy to treat you
- Bad ways for a guy to treat you
- Is it better to have a guy who makes you feel bad about yourself or to be single?
- Are these the same if you have a girlfriend instead of a boyfriend?

Encourage students to walk around the room and write any comments or questions on the graffiti sheets. Or alternatively give students post-it notes to write their comments, these can then be posted on the graffiti sheets. As a class discuss the comments.

Sending pictures

Ask students to show some pictures they have of themselves on their phones, or to log onto a social media page and show their chosen photos there. Then ask students to read page 302 of *Girl Stuff*: Embarrassing or private pics, and Porn Stuff and Sexting. Start a discussion about why some photos are okay in public, and some are not. Discuss reasons for and against sending a photo. What's the difference between embarrassing and illegal, and where is the line drawn?

What is sexual activity?

In pairs, ask students to brainstorm for a list of behaviours that could be considered sexual activity. Discuss as a class. Consider the question: Why do people think that 'sexual activity' only means sexual intercourse?

Pressure lines

Brainstorm a list of things someone might say if they want to pressure someone into having sex? For example, everyone is doing it.

For each pressure line identified, suggest an appropriate response. Compare your class list of pressure lines and responses to those in *Girl Stuff* on page 316.

Question Box

Provide an opportunity for students to write questions about having sex which are anonymously placed in a question box. These questions can form the basis of a class discussion time.

NB. You might want to give yourself some time to consider the questions before discussing them in class. This will give you an opportunity to find information to assist with any tricky or difficult questions.

Safe sex

As a class, brainstorm the term 'safe sex'. What does this mean?

Divide the class into small groups and allocate each group a Sexually Transmitted Infection (STI) to investigate. STIs could include Chlamydia, Human papilloma virus, genital herpes, HIV etc.

- Discuss with students, what are the key things we should know about an STI, such as how it can be prevented.

Each group should:

- devise a series of questions to be answered about their allocated STI
- research information about their STI. A good place to start is *Girl Stuff* page 386.
- prepare a presentation about their STI and present it to the class.

- Class members should be given the opportunity to ask each group questions about their STI.

Contraceptive Kit

Using a contraceptive kit (these are usually available for purchase or hire from Family Planning Organisations), allow students to look at and handle the range of contraceptive methods.

Lead a class discussion on each method, including:

- how it is used
- where it can be obtained from, for example, do you need a doctor's prescription
- the effectiveness in preventing pregnancy

Encourage students to ask questions during the class discussion.

As a class, read about and discuss each method of contraception using *Girl Stuff* pages 389 - 395.

Ask students to complete a PMI (Plus, Minus, Interesting) for each contraceptive method.

P +	
M -	
I ?	

My opinion is...

Ask students to identify an issue that they care about, either local or global. Students should:

- research their selected issue
- produce a report that includes an explanation of the issue, arguments for and against and a personal opinion
- present their report about the issue in a format that could be published in a local newspaper or school newsletter
- be helped to find a forum in which to have their report published.

Getting involved

Have students participate as volunteers in community programs such as working in an aged care facility or planting trees in a conservation project. Ask students to write a reflective essay about their experiences participating in a community action program. The essay should include:

- what they did
- what they learned
- what values underpinned this work
- the advice they would give to other students about community work
- which skills that they learned and experiences they had when volunteering will help them in their daily life, or in getting a job.

Part 4 - Info to go

Looking for work

Ask students to conduct an investigation into a career that they would be interested in. Students should report on:

- a description of the job
- personal requirements necessary for this job
- educational qualifications required
- advantages and disadvantages of working in the field

Preparing a CV

Ask students to prepare a resume or CV using the headings:

- personal details
- educational qualifications
- work experience
- skills and interests
- references

Students should also prepare a covering letter to attach to their resume. Information on preparing a resume or CV can be found in *Girl Stuff* on pages 446 to 448 and the websites provided.

So you want a job!

As a class, brainstorm a list of things to consider when going for a job interview.

Ask students to read *Girl Stuff* pages 449 to 451 and discuss the information provided.

- Divide the class into small groups. Each group will be an interview panel for a sales job. Each group should decide on a series of questions to ask in a job interview.
- Students are to role play the job interview, with students from another group acting as the interviewee.

After each role play a debrief discussion should include:

- the strengths of the interview (looking at both questions and answers)
- positive feedback for the participants in the role play
- suggestions for improvement

Stress to students that this is an opportunity to practice the skills necessary to be prepared for a job interview.

Being safe

As a class, brainstorm a list of situations in which your safety might be threatened.

Divide the class into small groups. Each group is to:

- select one of the risks to safety identified
- identify a range of strategies or security tips that could improve personal safety in this situation
- share your groups' ideas with the rest of the class
- compare your class security tips with those identified in *Girl Stuff* on page 172.

What should you do if

Ask students to consider the following scenarios.

- Your parents are out, you're at home with a friend and the friend texts someone to come over. Suddenly lots of people you don't even know are turning up, trashing the garden and the house. What should you do?
- A guy you've been messaging, but have never seen in person, wants to meet you alone. What should you do?
- The guy you've been going out with tells you how to behave, how to dress and when you can speak. What should you do?
- There has been a misunderstanding, you've missed the last bus and it's dark. Do you walk home with a girlfriend. What should you do?

For each of the scenarios above ask students to '*Think, Pair, Share*'.

- Individually, Think about what they would do
- join with a partner (Pair) and compare ideas and discuss which options will result in a better outcome
- each pair should Share their ideas with the rest of the class.

As a class, discuss the range of options presented and identify those that will result in a more positive outcome.

- Ask each student to individually reflect on who their own personal emergency contact people would be for each scenario identified above.

Medicare

Visit the Medicare website at www.medicare.gov.au and answer the following questions:

- What is Medicare?
- Who is eligible to have a Medicare card?
- What age are you able to obtain your own Medicare card?
- What does the term 'bulk billing' mean?

Who would you go to?

Sit the class in a circle. On the floor, in the middle of the circle, place cards naming the following health services or people, such as:

- your doctor
- chemist
- dentist
- school counsellor
- naturopath
- community health centre
- parent

Give each student in the class a card which identifies a medical condition or concern, such as asthma, head lice, itchy skin, itchy vagina, feeling

depressed, bad breath, thinking you might be pregnant or wanting to prevent pregnancy.

In turn, ask each student to:

- identify their health concern
- identify who they would go to for that concern, by placing their card next to the appropriate health service
- provide a reason for their decision
- identify which services are confidential

As a class, discuss whether there are other options that could also assist with the specific concern. Discuss the different services provided by each of the people/organisations listed above.

NB. It is important to only list services that students have access to in their community.

Doctor Doctor

Ask a local doctor, or someone from the local community health centre, or school nurse to come and speak to the class. Topic of discussion could include:

- medical rights such as the right to privacy or a second opinion
- Medicare – how it works?
- women's health – the importance of breast checks and smear tests

Encourage students to develop a list of questions to ask.

What is mental illness?

Give every student in the class a post-it note. Ask students to write the first thing that comes to their mind when they think of mental illness. Tell students that there are no right or wrong answers. Collect all the post it notes and arrange them under the following headings:

- facts
- false ideas or misunderstandings
- hurtful or disrespectful language

You will probably find most of the messages are either false or disrespectful. Identify the common themes and misconceptions about mental illness.

- How can you help a person with mental illness?
- If you think a friend is developing a mental illness, what can you do?
- Is it your responsibility to help?

Ask students to research two facts about mental illness to share with the class. Students can use the websites identified in *Girl Stuff* on page 441. Compile a class list of facts about mental illness.

What are the facts?

Discuss with the students that there are many forms of mental illness such as depression and anxiety. Ask students to prepare an information chart on one mental illness aimed at informing young people, such as themselves, about the illness and ways to get help. Students should use the information and websites provided in *Girl Stuff* on page 253.

The information charts could be displayed around the school.

NB. Remind students that we are focusing on facts and the use of respectful language in their information chart.

NB: Be very careful about information regarding eating disorders. Charts or discussions must not focus on “how to” such as, starving or vomiting but should focus on the feelings such as thinking they need to be ‘thinner’ and how to get help.

Pregnancy and Parenting

Ask a young parent with a small baby to come to class with the baby to talk about the constant 24 hour, seven days a week care of a baby including both the good and bad points. Encourage students to develop a set of questions to ask about pregnancy. If possible you may want to ask a young mother to speak to girls and a young father with a small baby to speak to a group of boys).

Spending wisely

Ask students to develop a mind map that:

- identifies strategies that would support effective decision-making when spending money.
- explains how selected strategies support effective decision making when spending money.

As a class, discuss the following topics:

- How does a credit card work?
- What effect does interest have on the cost of things?
- think of a time when you bought something and felt you wasted your money.
- Ask a financial advisor to come to class and talk about credit cards versus debit cards, and why, how to save, etc.

Going Mobile

Form the class into small groups. Each group is to:

- research the range of options when purchasing a mobile phone. Using the information on page 463, students should develop a set of questions that will inform the basis of their investigation.

Decide on:

- how they will collect the information
- the roles to be undertaken by each member of the group
- structure for organising information
- present their findings to the rest of the class.

Creating a look

Ask students to:

- brainstorm for a list of factors that influence the brand of particular products that they purchase.
- identify factors from their list that would influence the brand of clothes that they would purchase.
- survey the class to identify the most popular brand of clothes. Why are they the most popular? Why does the brand mean they're more expensive?

Each student should:

- Choose a product or "look" and design a fashion or makeup advertisement trying to convince people they MUST buy it.
- Identify the strategies you will use (refer to *Girl Stuff* from page 503)
- Explain to the class which tricks you used.

As a class, discuss the difference between wanting and needing something, and the ways advertisers try to make you think you "need" it, even if you can't afford it.

Taste test

- undertake a blind taste test of five different colas. Colas should be de-identified.
- collate the class results and present their findings as a graph. Students may wish to use a program such as Excel to graph their results.
- identify strategies that companies use to encourage brand loyalty.
- explain the blind testing method and why it's a scientific standard

Answer the following questions:

- Which brand of cola was the most popular on the taste test?
- How did this compare to the class survey of the most popular brand of cola?
- How many students selected their preferred brand?
- What conclusion can you make about making choices based on brand?

Feminism

Students could:

- devise a series of questions to use in an interview with a grandparent, or someone of that generation, about what things were like for their mother's generation and their own generation, including how rights for women have changed.
- research significant events that have impacted on women's rights and present these as a time-line. Read pages 511 to 519 for some ideas.
- devise an acrostic poem using the word Feminism, Equality, Women or Girl. For example:

Free to choose our own career
Equal pay for the same work
Make our own decisions
Identity as a female
No longer prevented from voting
Independent
Supporting equal rights
Me!