

## **Rationale**

Masturbation is a healthy part of an adolescent's sexual exploration and is a normal process in terms of their sexual development. It has a range of benefits that have the potential to contribute to an adolescent's sexual wellbeing as it can lead to an "increased self-understanding and greater acquisition of skills necessary for the establishment of intimate and fulfilling long-term relationships (Graber et al. 1999; Haffner 1998; Moore and Rosenthal 1993, cited in Horne and Zimmer-Gembeck 2005, p. 26).

The role of sexual pleasure, which includes the topic of masturbation, is often disregarded in sexual education programs. A national survey by Smith et al. (2011, p. 21) found that less than 50% of teachers taught the role that pleasure has in sexual behaviour/activity. It is therefore often suggested that many current sexual education programs focus on risk avoidance, such as avoiding STIs and unwanted pregnancies and only look at the positives of sexual activity in regards to marriage and reproduction rather than pleasure (Ingham 2005, p. 381).

Although masturbation has become more accepting in society over time, due to many cultural and religious beliefs, masturbation is seen as a "shameful or a problematic activity" and for women in particular, orgasms are only thought as something only a man can give them (Hogarth and Ingham 2009, p. 558; Ingham 2005, p. 383). It can therefore be suggested that the discussion of masturbation is avoided in sexual education due to these beliefs and this is further highlighted in Smith et al. (2011, p. 27) who found that "44% of teachers were careful about what topics were taught due to possible adverse community reactions".

In terms of gender differences, learning about masturbation is particularly important for females not only due to the increased taboo surrounding them but also due to the fact that females and males have different experiences of sexual arousal during puberty and due to this females are less likely to have learnt how to arouse themselves like males do (Hogarth and Ingham 2009, p. 559). If young girls have open discussions surrounding masturbation in sex education, they will be less dependent on others to create pleasure for themselves, know that it is ok to touch and explore their body parts, be more relaxed in their own bodies and talk about bodily pleasures more freely (Ingham 2005, pp. 384-385). Due to these reasons, the lesson presentation will focus on discussing masturbation within a year 8 girls class. By having a same sex class, students are more likely to be with people they know and trust and this will allow for deeper and more personally relevant issues to be discussed (Ingham 2005, pp. 384-385). This is due to the fact that these girls will be at similar stages of development and have had similar experiences (Ingham 2005, p. 386).

At this stage, year 8 students should be going through puberty and therefore they are continuing to explore the physical, emotional, social and intellectual changes that will occur throughout their adolescence (ACARA 2012, p. 18). Throughout the lesson, the use of a power point to aid discussion and interactive activities provided, will allow students to explore these changes as they analyse

and discuss how they feel about the topic of masturbation, uncover the myths and facts surrounding the concept and learn that it is a normal process of sexual development. They will also touch on hormonal changes and look at the sexual organs in regards to how masturbation is undertaken and how these organs respond. At this level, students also “recognise sexual feelings and evaluate behavioural expectations for different social situations” (ACARA 2012, p. 18). In the lesson students will explore the sexual feelings they may encounter throughout adolescence and realise that these feelings are completely normal. Through an interactive activity students will look at appropriate and inappropriate masturbation in terms of public and private and students will also explore cultural and religious beliefs and how these should be respected.

## **References**

Australian Curriculum, Assessment and Reporting Authority (ACARA) 2012, *The Shape of the Australian Curriculum: Health and Physical Education*, Australian Curriculum, Assessment and Reporting Authority (ACARA), retrieved 15 September 2013, <[http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_Health\\_and\\_Physical\\_Education.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_Health_and_Physical_Education.pdf)>.

Hogarth, H and Ingham R 2009, 'Masturbation among women and associations with sexual health: An exploratory study', *Journal of Sex Research*, vol. 46, no. 6, pp. 558-567.

Horne, S and Zimmer-Gembeck, MJ 2005, 'Female subjectivity and well-being: comparing late adolescents with different sexual experiences', *Journal of National Sexuality Research Center*, vol. 2, no. 3, pp. 25-40.

Ingham, R 2005, 'We didn't cover that in school: Education against pleasure or education for pleasure?', *Sex education: Sexuality, Society and Learning*, vol. 5, no. 4, pp. 375-388.

Smith, A, Schlichthorst, M, Mitchell, A, Walsh, J, Lyons, A, Blackman, P and Pitts, M 2011, *Sexuality Education in Australian Secondary Schools: Results of the first national survey of Australian secondary teachers of sexuality education 2010*, Australian Research Centre in Sex, Health and Society (ARCSHS), La Trobe University, retrieved 15 September 2013, <<http://www.ashhna.org.au/documents/SexEducationinAustSecondarySchoolsApril2011.pdf>>.

## Lesson plan

<b>Group members names:</b> Melissa Carusi [REDACTED] [REDACTED]			
<b>Lesson number in sequence:</b> 5/5	<b>Duration of Lesson:</b> 50 mins	<b>Class Size:</b> 20-25	<b>Year level: 8</b>  <b>VELS level: 8</b>
<b>Topic of lesson: Masturbation</b> <b>Specific focus of the topic: Masturbation is a normal part of sexual development</b>  <b>Learning Objective/s</b> <ul style="list-style-type: none"> <li>• <b>Psychomotor: none</b></li> <li>• <b>Cognitive: Students will develop an understanding of masturbation, the myths and facts surrounding the topic as well as cultural and religious beliefs and appropriate and inappropriate masturbation.</b></li> <li>• <b>Affective: Students will identify their own attitudes towards masturbation and participate in a range of discussion and activities that will allow them to assess the opinions of others. In turn, this may allow them to reshape the way that they look at masturbation.</b></li> </ul>			
<b>Strand/s: Personal, social and community health</b>		<b>Learning area: Health and Physical Education</b>	<b>Focus area: Sexuality and reproductive health</b>
<b>Standards to which lesson is focused (only list the key elements of the relevant standards):</b> <ul style="list-style-type: none"> <li>- “Students further develop their understanding of the physical, social, emotional and intellectual changes associated with moving through adolescence”.</li> <li>- “Students recognise sexual feelings and evaluate behavioural expectations for different social situations”.</li> </ul> <p>(ACARA 2012, p. 18)</p>			

Assessment criteria and method of evaluation		
Standards (taken from above)	Assessment criteria (what	Evidence (how will you know the standard has been achieved?)
- Students further develop their understanding of the physical, social, emotional and	Will students be able to identify the various changes that occur during puberty?  Will students be able to acknowledge that masturbation can be an awkward subject and that it is ok to be embarrassed?	Students will be able to discuss the various changes that occur during puberty.  Through the activity sheet: your thoughts on masturbation, students will analyse their thoughts and feelings regarding masturbation and

<b>intellectual changes associated with moving through adolescence</b>	Will students be able to identify that masturbation is a healthy part of sexual development?	recognise that it is ok to feel embarrassed.  Students will participate in a variety of discussions and activities that will allow them to realise that masturbation is a normal part of sexual development.
	Will students be able to identify the range of benefits that masturbation has?	Through questioning students will offer their thoughts on what they believe to be the benefits of masturbation.
	Will students be able to identify myths and facts regarding masturbation?	Through an interactive activity students will present their knowledge on why there are myths surrounding masturbation and identify which statements are myths and which ones are facts
	Will students be able to identify which sexual organs are stimulated during masturbation?	Through discussion, students will adequately identify the sexual organs involved in masturbation.
<b>Students recognise sexual feelings</b>	Will students recognise that due to changes that occur during puberty that may have sexual feelings towards people of the opposite or same sex?	Through the discussion of changes through puberty students will acknowledge that they will have sexual feelings for the same or opposite sex?
	Will students be able to identify that these sexual feelings may lead them to masturbate?	Through the discussion of masturbation and why people masturbate, students will identify that sexual feelings will lead to arousal and therefore they may want to masturbate. Students will acknowledge that this is ok.
<b>Students will evaluate behavioural expectations for different social situations.</b>	Will students be able to distinguish between appropriate and inappropriate masturbation?	Students will adequately rank a range of statements regarding appropriate and inappropriate masturbation and justify why that position was chosen.
	Will students recognise and respect that there are a range of cultural and religious beliefs surrounding masturbation?	Through the discussion of religious and cultural beliefs surrounding masturbation, students will learn to respect the views of others and understand that it is ok to choose not to masturbate.

<b>Equipment required for the lesson</b>	
Power point	Appropriate and inappropriate continuum cards
Myth and Fact cards	How do you feel about masturbation worksheet

Stage/Time	Tasks	Teacher Action/ Focus questions
<u>Stage 1</u> Introduction <b>(15 mins)</b>	<b>What is masturbation?</b> Go through definition of masturbation <b>Masturbation and you.</b> Students will fill out activity sheet: Your thoughts on masturbation  <b>Discuss worksheet questions</b> Ask students to share their answers with the class if they feel comfortable doing so.	<b>Power point slides</b> <ul style="list-style-type: none"> <li>- People may feel embarrassed or ashamed – link to taboo surrounding topic</li> <li>- Developing sexually</li> <li>- Mixed messages</li> </ul> <b>Questions:</b> <ul style="list-style-type: none"> <li>- What are your thoughts on masturbation?</li> <li>- How does this topic make you feel?</li> <li>- What do you think are the positives and negatives in regards to masturbation?</li> <li>- Have you spoken to anyone about masturbation? Why/why not?</li> </ul> <b>Elaborations:</b> <ul style="list-style-type: none"> <li>- Why do you think males talk more freely about masturbation?</li> <li>- Why do think it is such a taboo subject for females?</li> </ul>
<u>Stage 2</u> <b>Body</b> <b>(5 mins)</b>	<b>Masturbation statistics and what is puberty?</b> Go through statistics surrounding masturbation and females Review the changes that adolescents go through in regards to puberty: link to masturbation  <b>Benefits of masturbation</b> Discuss with students the benefits that masturbation can have	<b>Power point slides</b> <b>Feelings of guilt and shame statistics:</b> <ul style="list-style-type: none"> <li>- Do you think if this graph showed the statistics of males in regards to shame and guilt that they would be similar or different? Why?</li> <li>- What do you think are some of the benefits of masturbation?</li> </ul>

		<ul style="list-style-type: none"> <li>- Do you think there are any negatives associated with masturbation?</li> </ul>
(10 mins)	<b>Myths and Facts activity</b> Students will be given a range of statements. Students will need to decide whether they think the statement in regards to masturbation is a myth or fact. When students decide they will move to the area of the room marked with a myth or fact card. From there students will be asked questions and given the correct answer	<b>Refer to power point</b> <ul style="list-style-type: none"> <li>- Why do you think there are myths surrounding masturbation?</li> <li>- <b>Can masturbation help me learn to orgasm?</b> How can masturbation help you learn about your body?</li> <li>- <b>Can masturbation cause pregnancy?</b> Do you think this is possible? Are there any particular situations where you think this could happen?</li> <li>- <b>You will lose the ability to orgasm during actual intercourse.</b> Do you think that this is possible?</li> <li>- <b>Men who masturbate are wasting their sperm?</b> Do you think men have a limited sperm capacity?</li> <li>- <b>There are no negative side effects associated with masturbation.</b> What are some benefits of masturbation? Could there be any negatives? How can masturbation create self-understanding? How could it contribute to positive self-development?</li> </ul>
(10 mins)	<b>Sexually exploring your own body in a healthy way</b>	<b>Power point</b> Do you know the two ways in which a

	<p>Review the sexual organs of a male and female in regards to masturbation. Discuss how these sexual organs are stimulated during masturbation.</p> <p><b>Cultural and religious beliefs</b></p> <p>Discuss with the class cultural and religious beliefs surrounding masturbation.</p>	<p>female can masturbate?</p> <p>How does a male masturbate?</p> <p>What sexual organs do you think are stimulated during masturbation?</p> <p><b>Power point</b></p> <p>What things can parents do to make sure their child knows that masturbation is healthy?</p> <p>How can parents talk to their children in a positive way about masturbation?</p>
<b>(10 mins)</b>	<p><b>Appropriate and inappropriate masturbation</b></p> <p><b>Continuum activity</b></p> <p>Students will be divided into two groups. Each student will be given a statement in which needs to be ranked in order from appropriate to inappropriate. Discussion will take place after all statements have been ranked</p>	<p><b>Give students continuum statements</b></p> <ul style="list-style-type: none"> <li>- Discuss differences in order between the groups.</li> <li>- Discuss why were particular statements put in certain positions</li> </ul>
<b>Stage 4 Closure</b>	Summarise and conclude	

Resources required in the development of the lesson/unit plan:

Australian Curriculum, Assessment and Reporting Authority (ACARA) 2012, *The Shape of the Australian Curriculum: Health and Physical Education*, Australian Curriculum, Assessment and Reporting Authority (ACARA), retrieved 15 September 2013,  
[http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_Health\\_and\\_Physical\\_Education.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_Health_and_Physical_Education.pdf).