

9

Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

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9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Establishing Boundaries

Activity 1: Is This Okay For Me?

Learning Intentions

Pupils are learning:

- to understand the concept of physical and emotional boundaries;
- to identify and set appropriate boundaries for different relationships;
- to seek advice when necessary;
- to make new connections between ideas/information.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Self Management: Seek advice when necessary.
- Being Creative: Making new connections between ideas/information.
- Communication

Learning Experiences

- Ongoing reflection
- Positive reinforcement
- Supportive environment

Attitudes and Dispositions

- Concern for others
- Community spirit
- Respect

Resources

- 'What I Think Is Okay' (Resource 1)

Methodologies

- Pair work
- Class discussion
- Brainstorm
- Worksheet
- Self reflection



Establishing Boundaries

Activity 1: Is This Okay For Me?

This lesson is an opportunity for pupils to distinguish between 'good touch' and 'bad touch' and be reassured that they have the right to say no when they feel uncomfortable with a situation.

Physical and emotional boundaries will depend on the individual. For example, being patted on the behind by a parent may be okay for some people and not for others, depending on the dynamics of the family. This activity helps pupils decide what they feel comfortable with.

During the discussion, emphasise that what is okay for some people will not be okay for others, and it is up to the individual to know what they feel comfortable with. This will be influenced by the dynamics and culture of their personal environment. The importance of trusting how we feel, regardless of what people tell us, also needs to be highlighted. If it doesn't feel right, then we are allowed to say so. It is important to remind pupils of the support systems available inside and outside the school.

Ask the pupils to stand up in pairs facing each other, a metre or so apart. One person in the pair takes one step at a time towards their partner, gradually reducing their distance. If either of the pupils feels uncomfortable, they should stop in the current position. When all the pupils have stopped moving - ask them to look around at the other pairs and the differences in the distance between them.

Now lead a class discussion to analyse this brief introduction to boundaries. Prompt questions are:

- How did it feel when the person moved too close?
- Do we feel more comfortable with physical closeness if we know the person well?
- What does 'personal space' mean?

Explain that the class are going to consider physical and emotional boundaries within our relationships with other people. These boundaries will vary depending on the nature of our relationship.

Brainstorm the different people we have relationships with.

Distribute Resource 1, 'What I Think Is Okay'. Explain that this exercise is to help them reflect on what is appropriate in their relationships. Emphasise that what is okay for some people will not be okay for others. What is important is learning to trust your instincts; if something doesn't feel right, you are allowed to say so. Assure the class that they will not be expected to share their opinions and answers if they don't want to. Talk through the instructions with the pupils and then give them time to complete the sheet individually.

Establishing Boundaries

Activity 1: Is This Okay For Me?

Hold a class discussion, preferably in circle time, using the following prompt questions:

- Any comments about the 'What I Think Is Okay' sheet?
- With personal boundaries, the phrases 'good touch' and 'bad touch' are often used. Can anyone share an example of where they think an action is okay or 'good touch', in one relationship, but not okay, or 'bad touch', in another?
- How do we decide the difference between 'good touch' and 'bad touch'?
- How does the relationship affect what is 'good touch' or 'bad touch'?

Some key points to make at the end of this activity are:

- We behave differently towards different people, and we expect others to behave differently towards us depending on our relationship with them.
- We all have the right to put limits/boundaries on our relationships so that we only behave in ways that we feel comfortable with.
- Trust your instinct on what feels right for you.

Pupils reflect in their personal journals about some of the issues raised during the class.



Opportunity for AfL Pupil reflection



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Establishing Boundaries

Activity 2: Dating

Learning Intentions

Pupils are learning:

- to explore their attitudes and beliefs regarding dating;
- to reflect on risks and dangers linked to dating;
- to seek out questions to explore and problems to solve;
- to use a range of methods for collating, recording and representing information.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Being Creative: Seek out questions to explore and problems to solve.
- Managing Information: Use a range of methods for collating, recording and representing information.
- Communication
- Using ICT

Learning Experiences

- Relevant and enjoyable
- Skills integrated
- Offers choice

Attitudes and Dispositions

- Personal responsibility
- Flexibility
- Integrity, moral courage

Resources

- 'Reasons To Have A Boyfriend/Girlfriend' (Resource 2)
- Computer access

Methodologies

- Group work
- Worksheet
- Class discussion
- Self reflection



Establishing Boundaries

Activity 2: Dating

One scenario where our physical and emotional boundaries can be tested, is when we go out on a date. The first activity considers personal attitudes and beliefs about dating (whether to have sex or not is covered later in the unit). This is then followed by an analysis of the risks and dangers associated with dating.

2.1

Ask pupils to reflect on why people have boy/girlfriends. They do this in one of the following ways:

1. In small groups, pupils come up with reasons for, and against, having a boy/girlfriend, which they write up on a large sheet of paper and then display for the whole class to view. Use Resource 2, 'Reasons to Have a Boy/Girlfriend' as a prompt for a class discussion.
2. Pupils complete the 'Reasons to have a Boy/Girlfriend' worksheet and then discuss their answers in pairs.
3. Read out the statements from the worksheet and ask pupils to move to the left if they disagree and to the right if they agree (a walking line debate). Pupils then comment on why they chose the position that they are in.



Opportunity for AfL Formative feedback

2.2

Ask pupils to brainstorm the possible risks and dangers associated with dating. Examples could include:

- Meeting up with someone you don't really know (you met them on the Internet).
- Someone expecting you to do things you don't want to.
- Feeling unhappy because you are only going out with someone to fit in with the crowd.
- Disappointed that it is not as you fantasised it would be.
- Fear of being rejected when you ask someone to go out with you.

Hold a general class discussion on how you can reduce risk (e.g., tell someone where you are going, meeting in a public place...).

Pupils choose one area of risk from the brainstorm activity and write an 'agony aunt' letter in response to this issue. Read some of the letters out to the class. Pupils could produce a full magazine-style 'problem page', using ICT, displaying many different responses to the issues raised on one sheet. Alternatively, they could produce a 'Do's and Don'ts' poster about keeping safe when dating.



Opportunity for AfL Peer-assessment

Pupils reflect in their personal journal on their own attitudes to dating.



Opportunity for AfL Pupil reflection



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Establishing Boundaries

Activity 3: How Should I Deal With It?

Learning Intentions

Pupils are learning:

- to develop coping strategies for challenging relationships;
- to practise assertiveness skills to reinforce boundaries;
- to see opportunities in mistakes and failures;
- to develop routines of turn-taking, sharing and cooperating.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Being Creative: See opportunities in mistakes and failures.
- Working with Others: Develop routines of turn-taking, sharing and cooperating.
- Communication

Learning Experiences

- Skills-integrated
- Active and hands-on
- Supportive environment

Attitudes and Dispositions

- Community spirit
- Self-belief, optimism, pragmatism
- Integrity, moral courage

Resources

- 'Different Types Of Behaviour' (Resource 3)
- 'What Will You Do?' (Resource 4)
- 'Standing Your Ground' (Resource 5)

Methodologies

- Questioning activity
- Brainstorm
- Worksheet
- Role play
- Class discussion
- Self reflection



Establishing Boundaries

Activity 3: How Should I Deal With It?

Assertiveness is a key skill in helping to establish boundaries with other people. This activity helps pupils to recognise and practise assertive behaviour.

This activity highlights different ways of behaving in conflict situations. Use Resource 3, "Different Types of Behaviour" to look at 'aggressive', 'passive' or 'assertive' responses to conflict situations. In pairs, ask the pupils to name a number of TV characters who usually respond in an aggressive, passive or assertive way. To further define these types of responses, look at the examples at the bottom of Resource 3 and ask pupils to decide what type of response is being shown.

Distribute Resource 4, 'What will you do?' which shows a range of scenarios where it would be useful to be assertive. Remind the class of the skill of using 'I' statements, (which was covered extensively in the Feelings and Emotions section, Activity 3). In pairs, the pupils choose one of the scenarios and role-play what the response would be for someone who is being aggressive, someone who is being passive and someone who is being assertive. Ask for volunteers to role-play their situation to the class. Pupils may find Resource 5, 'Standing your ground', useful in providing ideas and strategies for their role-play.

Either individually in their personal journals, or in pairs, pupils reflect on situations they have found themselves in where it was hard to say no. What strategies could they use to deal with these situations? Emphasise that people will use different strategies depending on the situation.



Opportunity for Afl Pupil reflection



Opportunity for Afl

Peer-assessment and formative feedback

Follow up with a whole class discussion, using these prompt questions:

- Are there different outcomes for each response?
- Is being assertive always the best choice?
- In what situations is it difficult to be assertive?
- In the scenario they considered, which response would work best for them?
- What difficulties would the other responses create?



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sexual Relationships - Considering Consequences

Activity 4: **Should I Or Shouldn't I?**

Learning Intentions

Pupils are learning:

- to explore the emotional, social and moral implications of early sexual intercourse/relationships within both committed and casual relationships;
- to select the most appropriate information for a task;
- to compare their approach with others and in different contexts.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Managing Information: Select the most appropriate information for a task.
- Self Management: Compare their approach with others and in different contexts.
- Communication

Learning Experiences

- Linked to other curriculum areas
- Relevant and enjoyable
- Active and hands on

Attitudes and Dispositions

- Personal responsibility
- Integrity, moral courage
- Respect



Resources

- 'Reasons Some Teens Say 'Yes' To sex' (Resource 6)
- 'Reasons Some Teens Say 'No' To sex' (Resource 7)
- 'Consequences Of Saying 'Yes' Or Saying 'No' (Resource 8)
- 'Consequences Of Saying 'Yes' Or 'No' - recording sheet' (Resource 9)
- 'Should I Or Shouldn't I?' (Video from Love Matters CD Rom)
- Lots of small Post-its
- 3 Large sheets of paper
- Blu-tak

Methodologies

- Group work
- Work sheets
- Class discussion
- Video sequence
- Self reflection

Sexual Relationships - Considering Consequences

Activity 4: **Should I Or Shouldn't I?**

This activity considers the influences and consequences related to the decision to have sex or not. It is important to encourage free expression here, so pupils are not writing what they think they 'ought' to say, rather than what they really think. It is important to consider the school ethos when discussing these issues.

In the right relationship, sex can be fun, enjoyable and an expression of love for another human being. In a healthy relationship, it increases emotional intimacy and is beneficial to physical and mental health. But it is important that individuals are completely sure that they want to have sex. It is important to trust your partner and feel comfortable, morally and emotionally, with the decision.

4.1

Split the class into groups of three or four and give each group ten small Post-its. Prepare three sheets of paper by writing the headings 'EMOTIONAL', 'SOCIAL EXPECTATIONS' and 'MORALS' at the top of each. Divide each sheet down the middle to form two columns, with YES written at the top of one, and NO on the other.

The groups brainstorm reasons why some young people say 'yes' to sex, and some say 'no', writing each idea onto an individual Post-it. Each group partners with another to share their ideas. For more information, distribute Resources 6 and 7 on the reasons why some teens say 'no' or 'yes' to sex.

Stick the three large sheets of paper around the room. The groups consider each of the reasons they have come up with and decide if it is linked to emotions, social expectations, or morals, and, if it is saying 'yes' or 'no' to sex. They then stick their Post-it notes on the appropriate sheet.

When everyone has placed their Post-its, read through the sheets of paper, highlighting any overlaps or differences of opinion. Ask pupils to justify their answers and share their thoughts. Use the following prompts to encourage debate:

- Are the reasons for saying 'yes', mostly social, moral, or emotional?

- Are there any reasons for saying 'yes' that may not be emotionally healthy?
- Are the reasons for saying 'no', mostly social, moral, or emotional?
- How many reasons for saying 'no' to sex are linked to health?
- Which reasons seem to be the strongest, or may have the biggest influence?
- What does an individual need to consider when deciding whether they want to have sex or not?



Opportunity for AfL

Effective questioning and formative feedback



Sexual Relationships - Considering Consequences

Activity 4: Should I Or Shouldn't I?

4.2

Show the pupils 'Should I or Shouldn't I?' video from the Love Matters CD-Rom (running time 3 minutes 26 seconds). It shows a number of young people talking about what stage in a relationship they think a couple should have sexual intercourse. Lead a discussion on the video clip; refer to the following quotations throughout the debate:

- "If you are going out with someone and you like them - I don't see where the problem is in it."
- "If people think they should do it right away, then they can."
- "If you are in a stable relationship and over 17, it's up to you."
- "Sex within marriage is the ideal. Maybe if you are in a committed relationship with a woman you love and you intend to marry, maybe then sex is okay."
- "I believe sex belongs to marriage and not before it, no matter what the situation."
- "If you think you are going to spend the rest of your life with someone - then having sex is okay. But I don't believe in having sex with random people. That can lead to diseases and pregnancies."

Distribute Resources 8 and 9, 'Consequences of saying 'Yes' or saying 'No'', to each pupil and ask them to complete the table on Resource 9. In groups of four or five, they compare and discuss their answers. Allow pupils time to share their opinions with the rest of the class, especially if they think some consequences are missing from the sheet.

In their personal journals, pupils reflect on when they think it is alright to have sex. Ask them to consider:

- Which personal morals, values or beliefs would influence you regarding sex?
- Which particular points that arose during today's class do you agree with?
- Which particular points that arose during today's class do you disagree with?
- What would be the circumstances under which you would decide to have sex with someone?



Opportunity for AfL Pupil reflection



Opportunity for AfL Self-evaluation



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sexual Relationships - Considering Consequences

Activity 5: **Safe Sex**

Learning Intentions

Pupils are learning:

- to be aware of the incidence, types, transmission and consequences of Sexually Transmitted Infections (STIs);
- to consider the issues regarding early sexual intercourse/relationships;
- to make predictions, examine evidence and distinguish fact from opinion;
- to make ideas real by experimenting with different designs, actions and outcomes.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Thinking, Problem Solving, Decision Making: Make predictions, examine evidence, distinguish fact from opinion.
- Being Creative: Make ideas real by experimenting with different designs, actions, and outcomes.
- Communication

Learning Experiences

- Supportive environment
- Offers choice
- Active and hands-on

Attitudes and Dispositions

- Personal responsibility
- Self-belief, optimism, pragmatism
- Community spirit

Resources

- 'Safe Sex (STIs)' (Resource 10)
- 'What Are The Common STIs?' cards (Resource 11)
- 'Derek And Deirdre - How To Solve Your Relationship Dilemmas!' (Resource 12)
- 'Safe Sex and STIs' video from Love Matters CD-Rom

Methodologies

- Work sheet
- Class discussion
- Video
- Card match
- Group work
- Self reflection

Sexual Relationships - Considering Consequences

Activity 5: **Safe Sex**

The first part of this activity clarifies myths and encourages discussion of the social, moral and emotional aspects of STIs.

5.1

This activity addresses the myths about sexually transmitted infections. Pupils complete Resource 10, 'Safe Sex (STIs)' individually. Go through the answers with the class, clarifying any misunderstandings (see answer sheet provided).



Opportunity for AfL Self-evaluation

Show the 'Safe Sex and STIs' video from the Love Matters CD-Rom, to the class (running time 3 mins, 48 secs). This explores some of the myths about safe sex (encouraging young people to save sex for marriage) and highlights the fact that many young people have very little knowledge about STIs. Refer to the following quotes from the clip to encourage debate:

- "There are myths about becoming pregnant. For example, some girls believe if the man doesn't ejaculate inside her she won't get pregnant - but if a couple have genital to genital contact before ejaculation a girl can get pregnant." (Doctor)
- "One of the myths is that condoms make sex 100% safe. Condoms make sex safer, but some infections can be passed on even if condoms are used properly every time. And there is also the possibility that a condom can slip or burst." (Doctor)
- "There are 18,000 new STIs every year in NI."
- "We have the highest rate of genital warts in the UK." (Doctor)
- "That subject is avoided – people think we know but we don't know."
- "Some are serious, some are not so serious."

- "A lot of young people and adults are carrying infections and they are not aware that they are carrying infections – they are having sex and passing them on." (Doctor)

Cut out the cards from Resource 11, 'What are the Common STIs?' (preferably on A3 paper). Divide the class into groups and distribute a set of cards to each one. Pupils now complete the card match activity to clarify their knowledge and understanding of various STIs. Ask them to organise the cards under the four headings 'infection', 'cause', 'symptoms' and 'treatment'. When pupils have completed the card match, check their results.

Point out the consequences of contracting these infections, many of which have no cure or treatment. Emphasise that prevention is the best medicine.

As an extension activity, ask pupils to find out the top five STIs in Northern Ireland, using the Health Promotion Agency website as a source of information.



Sexual Relationships - Considering Consequences

Activity 5: Safe Sex

5.2

This activity considers how to deal with some of the issues that may arise with early sexual intercourse/relationships.

Split the class into five groups, giving each group a problem page from Resource 12, 'Derek and Deirdre'. Each group considers the 'problems' and prepares their response. Each group presents their 'letter', and gives their advice, to the rest of the class. Alternatively, you could select one or two scenarios for the whole class to discuss together in circle time.



Opportunity for AfL

Peer assessment and formative feedback

Key points to highlight during feedback are:

- The importance of feeling comfortable with what you are doing.
- Trusting your gut instinct.
- Not being pressurised into behaving in a way you don't want to.
- It is important to have friends who are supportive, understanding and like you for who you are.
- Develop strategies for asking someone out without getting humiliated
- Develop strategies to make it easier for someone to ask you out or kiss you!
- Value yourself - work on your self-esteem.
- Respect different value systems.

Pupils reflect in their personal journals on what points from today's class are most relevant to their own lives.



Opportunity for AfL Pupil reflection



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Implications of Teenage Pregnancy and Parenthood

Activity 6: Teenage Pregnancy

Learning Intentions

Pupils are learning:

- to understand that pregnancy is a real consequence of sexual activity;
- to be aware of the consequences of teenage pregnancy;
- to sequence, order, classify and make comparisons;
- to respect the views and opinions of others, reaching agreements using negotiation and compromise.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Thinking, Problem Solving, Decision Making: Sequence, order, classify, make comparisons.
- Working with Others: Respect the views and opinions of others, reaching agreements using negotiation and compromise.
- Communication

Learning Experiences

- Offers choice
- Linked to other curriculum areas
- Supportive environment

Attitudes and Dispositions

- Personal responsibility
- Self-belief, optimism, pragmatism
- Concern for others

Resources

- 'Conception Quiz' (Resource 13)
- 'Does It Match Up?' (Resource 14)
- 'Sean And Louise' (Resource 15)
- 'Teenage Pregnancy' (Video from Love Matters CD-Rom)
- Diagrams of the male and female reproductive systems (sourced from science department)

Methodologies

- Quiz
- Worksheet
- Group work and feedback
- Video sequence
- Class discussion
- Self reflection



Implications of Teenage Pregnancy and Parenthood

Activity 6: Teenage Pregnancy

The first part of this activity clarifies some of the myths around conception and contraception. The pupils should have covered this through their science lessons, so the emphasis here is on clearing up any confusion. Diagrams of the male and female reproductive system would be very helpful to illustrate, for example, the path sperm take, or the release of an egg and its path to the uterus.

The second part of the activity focuses more on the consequences and implications of teenage pregnancy.

6.1

Distribute Resource 13, 'Conception Quiz', for pupils to complete individually. Go through the answers, clarifying any misunderstandings, using scientific diagrams where necessary (see answer sheet provided). Ask the pupils to review some methods of contraception by completing Resource 14, 'Does It Match Up?'. The answers to this exercise are:
A - Morning-after pill
B - Ovulation method (natural family planning)
C - The Pill
D - Condom
E - Abstinence



Opportunity for AfL Self-evaluation

Show the 'Teenage Pregnancy' Video from the Love Matters CD-Rom (running time: 5 mins 37 secs). Hold a class discussion on the sequence, using the following quotes as prompts:

- "1,700 babies each year are born to teenage mums in Northern Ireland."
- "A child would ruin your life, ruin your education."
- "If you're 16 or 17 and you leave someone pregnant, you have to think about buying presents/nappies."

Pupils reflect in their personal journals on the implications of having a child before they are ready.



Opportunity for AfL Pupil reflection

6.2

Divide the class into small groups and ask them to read Resource 15, 'Sean and Louise'. Ask them to talk about the discussion points on the sheet and to write down their responses. Each group then shares their responses with the class. Encourage discussion of the advantages, disadvantages and consequences of each decision.



Opportunity for AfL Effective questioning



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Implications of Teenage Pregnancy and Parenthood

Activity 7: Abortion

Learning Intentions

Pupils are learning:

- factual information about abortion;
- to explore their attitudes concerning abortion;
- to value other people's ideas to stimulate thinking;
- to be aware of personal strengths, limitations and interests.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Being Creative: Value other people's ideas to stimulate own thinking.
- Self Management: Be aware of personal strengths, limitations and interests.
- Communication
- Using Mathematics

Learning Experiences

- Challenging and engaging
- Flexibility
- Tolerance

Attitudes and Dispositions

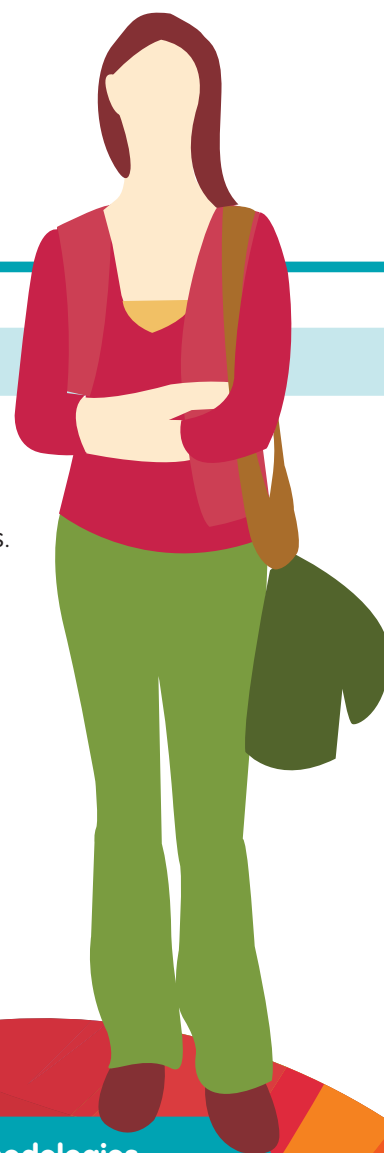
- Concern for others
- Openness to new ideas
- Curiosity

Resources

- 'Abortion Information Sheet' (Resource 16)
- 'Reasons Why Some People Want An Abortion' (Resource 17)

Methodologies

- Work sheet
- Class discussion
- Group discussion
- Self reflection



Implications of Teenage Pregnancy and Parenthood

Activity 7: Abortion

This activity debates the issue of abortion. Careful consideration needs to be given to this sensitive topic and should reflect the age of the pupils and the ethos of the school.

7.1

Ask the class to read Resource 16, 'Abortion Information Sheet', and conduct their own research on the subject using newspapers and the Internet. Pupils summarise the information into the most important points and include any additional facts they discover from their research. Hold a class discussion on abortion using a selection of the following questions as prompts:

1. What is 'an abortion'?
2. What is the difference between a 'Pro-life' supporter and a 'Pro-choice' supporter?
3. During pregnancy, when do the following occur:
 - a. Heart starts beating
 - b. Foetus begins to move
 - c. Foetus begins to feel
 - d. Memory of the foetus develops
 - e. Foetus can grasp an object
4. When is abortion legal in Northern Ireland?
5. What do women in Northern Ireland do if they want an abortion?
6. What region of the world has the highest rate of abortion?
7. What percentage of the countries in table 2 allow abortion on request?
8. What is the difference between a 'safe' and an 'unsafe' abortion?

Further points for consideration during this discussion are:

- Abortion is not an easy or safe option. Good contraceptive techniques are better than relying on the choice of having an abortion.
- A foetus develops its human attributes very quickly during pregnancy.
- In Northern Ireland, an abortion cannot be performed on grounds of foetal abnormality, as is allowed in England.
- The term 'serious injury to mental health' is quite vague and could be interpreted in many ways.

- Should doctors/nurses be able to abstain from performing/assisting in termination on grounds of religious/moral/ethical beliefs?

7.2

Pupils complete Resource 17, 'Reasons Why Some People Want an Abortion'. They then form small discussion groups to talk about the issues raised in this exercise. Follow this up with a whole class discussion.



Opportunity for AfL Effective questioning

Pupils reflect individually in their personal journal. They should give the main arguments given against abortion, the main arguments for abortion and their own feelings and thoughts.



Opportunity for AfL Pupil reflection

📍 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Implications of Teenage Pregnancy and Parenthood

Activity 8: Parenthood

🎯 Learning Intentions

Pupils are learning:

- to understand the role and responsibilities of being a parent;
- to learn from and build on others' experiences;
- to make new connections between ideas/information.



Opportunity for AfL Sharing learning intentions and success criteria

🎯 Skills and Capabilities

- Being Creative: Learn from and build on others' experiences.
- Being Creative: Making new connections between ideas/information.
- Communication

🎯 Learning Experiences

- Relevant and enjoyable
- Ongoing reflection
- Varied to suit learning style

🎯 Attitudes and Dispositions

- Personal responsibility
- Community spirit
- Curiosity

Resources

- 'Life Changes When You Become A Parent' (Resource 18)
- Guest speaker

Methodologies

- Guest speaker
- Brainstorm
- Teacher led discussion
- Group work and feedback
- Work sheet
- Self reflection

Implications of Teenage Pregnancy and Parenthood

Activity 8: Parenthood

This is an ideal opportunity for the pupils to learn from real-life experience. If possible, invite someone who had a baby during their teens to talk about their experiences, both negative and positive. A teenage father's perspective would also be extremely beneficial for the male pupils. If these are not available, a midwife or health visitor could talk about the practicalities of conception, contraception, pregnancy, birth and parenting. If a speaker is unavailable, many real life stories can be obtained online, by putting 'teenage pregnancy stories' into a search engine. By learning from real life experiences the following activities will be much more meaningful to the pupils in the class.

8.1

This activity highlights the enormous responsibility of rearing a child from a baby to an adult. Brainstorm what a baby needs to make it happy, healthy and safe, listing these down one side of the board. Examples could be food, shelter, love, clothing, time to play, company and conversation, education, healthcare, moral and spiritual guidance and protection from danger.

Take the example of food. Explain to the class that the parent needs enough money to buy food, needs to know which foods are best for the baby, take time to feed the baby, including during the night and ensure all bottles and utensils are very clean.

Now, divide the class into small groups and ask them to select one of the needs from the board. Give each group three minutes to prepare a statement explaining the role and responsibilities of the parent in ensuring that that particular need is met. Ask for feedback from the class.



Opportunity for AfL

Peer-assessment and formative feedback

8.2

Pupils now reflect on how their life would change if they became a parent by completing Resource 18, 'Life Changes When You Become a Parent'. It might be a good idea for pupils to take another copy of this resource home to complete with one of their parents. This would provide an opportunity for them to find out how their own parent adjusted to becoming a parent. Pupils reflect in their personal journal on how they feel about being a parent, what would be the good points and what would be the bad. They should also consider if their attitude to their own parents has changed as a result of this activity.



Opportunity for AfL Pupil reflection



9 Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Dealing with Rejection and Loss

Activity 9: Rejection



Learning Intentions

Pupils are learning:

- to recognise, and manage, their emotions around rejection;
- to understand ways of ending relationships in a sensitive way and coping with broken relationships;
- to focus, sustain and persist with tasks;
- to review learning and some aspect that might be improved.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Self Management: Focus, sustain and persist with tasks. Review learning and some aspect that might be improved.
- Communication



Learning Experiences

- Challenging and engaging
- Ongoing reflection
- Enquiry based



Attitudes and Dispositions

- Community spirit
- Respect
- Commitment, determination, resourcefulness

Resources

- 'Steps For Working With Emotions' (Resource 19)
- 'Ending Relationships' (Resource 20)
- 'Ending Relationships' video from the Love Matters CD-ROM

Methodologies

- Brainstorm
- Teacher led discussion
- Work sheet
- Self reflection
- Video sequence
- Group work

Dealing with Rejection and Loss

Activity 9: Rejection

It is part of the human condition that we will try to avoid feeling sad, upset or hurt – all emotions that can result from rejection. It is often painful and upsetting to allow ourselves to feel these emotions, especially if they are also mixed with other difficult emotions such as embarrassment, shame or humiliation. As a result, we often choose more 'acceptable' emotions such as anger, indifference, resentment or hatred. Even worse, we may decide that it is too dangerous to connect with other people emotionally because we will get hurt and so we 'shut down' to keep ourselves safe. This can lead to feeling lonely, isolated and emotionally disconnected.

However, if we can have the courage to be honest about how we are truly feeling and allow ourselves to feel these difficult emotions, they tend to lose their hold over us. We are able to get over difficult experiences more quickly and move on with our lives.

9.1

Positive thinking and strategies for coping with difficult situations were covered in Activity 4 of the Feelings and Emotions section. Review these coping strategies and positive thinking methods with the pupils through a brief brainstorm.

This activity focuses specifically on dealing with the difficult emotions that can arise when we are rejected, either by family, friends or in romantic relationships. Ask pupils to think of a time they were left out, or rejected, and how they felt. Brainstorm 'feeling words' associated with rejection, such as anger, indifference, resentment, shame, hatred and so on. (If shame, embarrassment, humiliation, loneliness, worthlessness etc haven't been mentioned, ask the pupils to consider the feelings behind the 'upset', 'angry', 'sad', 'unloved' etc.)

Explain that our emotions are not WHO we are; it is more helpful to consider them as something we experience, rather than being part of our identity. We can do this by being fully aware of our emotions and feelings as they happen. Talk through the 'Steps for Working with Emotions' framework on Resource 19.

Ask pupils to observe their behaviour over a week or two, using the framework provided, to learn how they work with their emotions (do they act out or repress?). They should record their observations in their personal journals.



Opportunity for AfL Self-evaluation



Dealing with Rejection and Loss

Activity 9: Rejection

9.2

This activity considers ways of breaking up with someone that would reduce feelings of rejection and loss. Show the, 'Ending Relationships' video from the Love Matters CD-ROM to the class, then discuss 'does how you end a relationship matter?'. Some quotations from the video are:

- "My brother dumped his girl over the phone."
- "It's going to be hard either way, so whether it's a text or face-to-face it does the same job."
- "Many people get their friends to dump their boyfriends, but I don't think that's fair."
- "It's part of life, so it doesn't really matter how it's done."
- "You should do it face-to-face and explain the reason why."
- "It's nicer for the person to understand why the relationship ended instead of being dumped out of the blue."
- "If someone ends the relationship over the phone, you would think they didn't really care about you at all."

In small groups, pupils discuss and record responses to the scenarios in Resource 20, 'Ending Relationships'.

As a class, discuss group responses to the 'Ending Relationships' sheet. Make pupils aware of the key skills needed to end a relationship in a mature and sensitive manner:

- Communication - talking and listening.
- Courage - to end a relationship face to face.
- Empathy - awareness of differing emotions.
- Sensitivity - no need to criticise or put the person down.

9.3

This last activity considers ways to help minimise the painful feelings associated with rejection and being left out. Ask pupils to suggest attitudes and ways of thinking that could help, for example:

- Self-awareness
- Allowing yourself to really feel what you are feeling
- Self-worth (realising your strengths)
- Tolerance (trying to empathise with, or forgive, the other person)
- Acceptance of difference (we can't all fit in everywhere)

This is an application of using positive thinking, as covered in InSync Year 10, Feelings and Emotions, Activity 4.

In their personal journals, pupils reflect on a time when they felt rejected or left out. They should write about how they felt, what they did, and what would they do differently next time. Give the pupils the opportunity to share their feelings and experiences if they wish to, either in pairs or with the whole class.



Opportunity for AfL Pupil reflection