



# Going Further

## Sex and Relationships Education Course

**For learners with additional needs  
at Colleges of Further Education**

by Image in Action



## Acknowledgements

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# Introduction



Welcome to the *Going Further: Sex and Relationships Education Course* for learners with additional needs at Colleges of Further Education.

This PDF follows on from the resource *Going Further: Getting Started* which can be found here on the Image in Action website and on the Department of Health's Excellence Gateway [www.excellencegateway.org.uk/hfep](http://www.excellencegateway.org.uk/hfep)

Staff are advised to read the *Going Further: Getting Started* resource before embarking on this course. This will describe how to set up a group effectively to create a safe and supportive working atmosphere for the course and explains some of the Image in Action methods.

In the *Going Further* SRE course there are 12 sessions which follow the same structure covering a wide range of Sex and Relationship Education topics and themes.

The course assumes a level of knowledge and ability in its learners. It is aimed at young people with moderate learning disabilities and/or autistic spectrum disorders who have an understanding about the biology of sex but who need additional support to develop their relationship skills. It is aimed at learners post 16 though with adaptation others may find the course of benefit.

If staff require courses that cover a simpler level of work with learners with severe learning disabilities they may be able to adapt some of the activities in the *Going Further* course and find other resources from Image in Action helpful for working with these learners (please see *Let's Do It* and *Let's Plan It*, available from the resources section of [www.imageinaction.org](http://www.imageinaction.org)).

## How to use the material

There are various ways to use the course.

- You may choose to start at the beginning and follow it through week by week for 12 sessions over the course of one term. This will depend on you having a substantial time slot to cover all the material presented in each session.
- You can of course take longer to cover the material in each session or choose to leave out certain activities. Please be aware that the sessions are planned so that the activities follow a logical development and are based on the emerging group process that is the background for creative and safe practice.
- You may wish to choose specific sessions with topics relevant to your learners but please remember to take account of the importance of building the group, agreeing ground rules and following a familiar structure which give the learners confidence to tackle complex and sensitive subjects.

## Setting up the group sessions

There are some essential elements of a successful course:

- a regular, secure meeting place which is not shared or interrupted
- a consistent group: both students and staff
- a routine 'ritual' format, known and familiar to all
- ground rules agreed to by all participants, to be recapitulated at each session
- an understanding by staff of 'distancing techniques', to ensure all understand the boundaries of the session and its educational, not personal, nature
- team teaching, to offer ongoing support and guidance.

## Methods

The *Going Further* course is based on a group work approach which uses active learning techniques to help with practise of skills and confidence building. There are a number of key methods used in this approach:

- circle work so each participant can see everyone, no tables between them give the *Going Further* course a different atmosphere from some others in the college
- group building, activities to develop trust and acceptance of other group participants
- ground rules, to establish a framework for behaviour and to establish the nature of this work – "it's important to listen to each other", "it's ok to say the names for private parts of the body in the group"
- interactive games for participants to engage with each other and the topics, have fun and see learning as a process

- distancing techniques to ensure that participants feel safe and not 'put on the spot' personally in the sessions; such techniques include referring to what young men and young women do/feel/learn rather than 'you' the people in this group. It could also include using characters and stories with names not associated with group members – "what would Sabrina say in this situation, how would Matt react?"
- drama and role play so participants can practise different situations and reactions, learn and change, try out a different approach or way of being, see a situation from another's point of view
- storytelling, using characters close to the learner's own experience and develop story lines they can identify with e.g. Sabrina can visit the local clinic to the college and find out what happens there, the group can advise her as she is feeling nervous
- case studies presenting studies of a young people with issues similar to those of the group and the participants can analyse how they reacted or make suggestions for how things could be different
- using pictures (from SRE resources or magazines) and props (e.g. pharmacy products for work on hygiene and being attractive)
- ritual (beginnings and endings of sessions are the same to provide stability), recap and reflection (to build learner confidence that they are progressing and assist staff in knowing what has been learned).

There is more information about methods on the Image in Action website and in the books it has written: *Let's Do It*, *Let's Plan It* and *The Confidence Factor*.

# Monitoring and evaluation

Every college will have its own methods of monitoring and evaluating progress and learning. Here we offer three structures that can be used:

**1 We recommend monitoring of every session under these headings:**

- Overall aim of session
- Objectives
- Session content
- Strategies for inclusion/differentiation (if relevant)
- Overall evaluation of the session e.g. progress and learning
- How did the session achieve its objectives?
- Issues arising from the session
- Where next?

**2 An end of course review could be held considering the following points which could then be produced in report format:**

- Group composition
- Needs
- Group structure and organisation
- Aims
- Session content
- Methods used
- Strengths and benefits
  - for the group members
  - for staff
  - for the college
- Weaknesses
- What has been learned?
- Future development

**3 Overleaf (page 7) is an assessment checklist which can be used at the start of the course to identify a baseline for the learners and would give a platform to use at the end of the course from which learning could be evaluated.**



# Assessment checklist

The checklist below may be useful as a part of the assessment and evaluation process for the *Going Further* course.

Key skills	Initial assessment/ observations/needs	Learning opportunities/ activities/ session number	Learning outcomes
Can be part of a group			
Ability to work cooperatively with others in a group			
Listen to and value others' opinion in a group			
Ability to regulate own behaviour in a group and follow ground rules			
Express opinions in a group			
Values self and reflects on own strengths and weaknesses			
Set personal goals			
Awareness of own feelings			

(continued)

## Assessment checklist – continued

Key skills	Initial assessment/ observations/needs	Learning opportunities/ activities/ session number	Learning outcomes
Can express a range of emotions			
Awareness of others' feelings			
Ability to express strong emotions appropriately			
Awareness of rights: own and others			
Ability to say no/stand up for self			
Ability to respect others' wishes			
Ability to communicate own needs and wishes			
Awareness of different types of relationships			
Ability to form new relationships			

(continued)

## Assessment checklist – continued

Key skills	Initial assessment/ observations/needs	Learning opportunities/ activities/ session number	Learning outcomes
Ability to maintain friendships			
Ability to recognise and resist peer pressure			
Ability to match behaviour to appropriate level of intimacy			
Ability to discriminate between appropriate and inappropriate touch			
Ability to assess appropriate and inappropriate behaviours			
Ability to respond to inappropriate behaviours			
Ability to regulate own behaviour			
Awareness of choices and consequences of actions			
Understanding of consent			

(continued)

## Assessment checklist – continued

Key skills	Initial assessment/ observations/needs	Learning opportunities/ activities/ session number	Learning outcomes
Awareness of sexual choices and decision making			
Skills in negotiation and compromising			
Ability to take responsibility for one's own actions and reflect on how they influence others			
Awareness of personal safety			
Awareness of online safety			
Awareness of wider influences and pressures in society			
Ability to assess risks and problem solve to minimise risks			
Ability to find and access sources of support			

## Resources for the course

Many sessions use standard objects and resources that can be collected ahead of the SRE programme beginning such as:

- A ball, cushion, small box, flip chart and marker pens, blutac, pharmacy products, condoms.
- Several of the activities require photos or pictures which we usually find in magazines, SRE resources or from the internet e.g. a range of pictures of individuals with a variety of ages, ethnicity, disability. The course needs pictures of couples engaged in a range of activities showing different emotions.
- Several activities use statements, case studies or scenarios. These are all given in the text but you will need to type or write them onto cards for your groups.
- Several of the sessions use storytelling techniques through our characters, Matt, Sabrina, Ana and Jay. The pictures of these characters can be found on pages 15–26. You will find information about how to use them on page 12.

It may be useful to augment the course with other SRE resources. In our work we have used the following:

*Talking Together ... about Sex and Relationships* and *Talking Together ... about Contraception* from [www.fpa.org.uk](http://www.fpa.org.uk)

*Picture Yourself* from [www.me-and-us.co.uk](http://www.me-and-us.co.uk)

*Living Your Life* from [www.brook.org.uk](http://www.brook.org.uk)

*Exploring sexual and social understanding* from [www.bild.org.uk](http://www.bild.org.uk)

The website from the Department of Health will signpost you to support in sexual health and emotional well-being.

[www.excellencegateway.org.uk/hfep](http://www.excellencegateway.org.uk/hfep)

## Useful organisations and resources

### From Image in Action

*Let's Do It: creative activities for sex and relationship education for young people with learning disabilities*

Rebecca Johns, Lorna Scott and Janet Bliss

*Let's Plan It: a planning guide for sex and relationships education for young people and adults with learning disabilities*

Lorna Scott and Sarah Duignan

*The Confidence Factor: a practical resource for pupils with SEN including autism spectrum disorders age 11–16*

Sarah Duignan, edited by Lesley Kerr-Edwards

Published by Image in Action

[www.imageinaction.org](http://www.imageinaction.org)

01494 481 632

### From FPA

*Talking Together ... about growing up*

*Talking Together ... about sex and relationships*

*Talking Together ... about contraception*

Three books by Lesley Kerr-Edwards and Lorna Scott, Image in Action

Published by FPA

[www.fpa.org.uk](http://www.fpa.org.uk)

020 7608 5240

## Other resources

There are organisations that publish resources for Sex and Relationship Education that include useful items for those working with people with learning disabilities. The websites below will give details about what is available from the organisations and how to order from them:

[www.fpa.org.uk](http://www.fpa.org.uk)

[www.brook.org.uk](http://www.brook.org.uk)

[www.me-and-us.co.uk](http://www.me-and-us.co.uk)

[www.change-people.co.uk](http://www.change-people.co.uk)

[www.lifesupportproductions.co.uk](http://www.lifesupportproductions.co.uk)

[www.tacade.com](http://www.tacade.com)

[www.bild.org.uk](http://www.bild.org.uk)

[www.bodysense.org.uk](http://www.bodysense.org.uk)

[www.bristol.ac.uk/norahfry](http://www.bristol.ac.uk/norahfry)

[www.ncb.org.uk](http://www.ncb.org.uk)

[www.pavpub.com](http://www.pavpub.com)

[www.jkp.com](http://www.jkp.com)

[www.barnardos.org.uk](http://www.barnardos.org.uk)

[www.stonewall.org.uk](http://www.stonewall.org.uk)

[www.tht.org.uk](http://www.tht.org.uk)

Sheila Hollins: *Books Beyond Words* can be found at [www.amazon.co.uk](http://www.amazon.co.uk)

## Use of character pictures in the *Going Further* course

### What they are

During the course we have used a device called 'characters'. These are four characters we use for telling stories and to explain particular ways of behaving. We have called them Matt, Sabrina, Ana and Jay. We have provided illustrations of these characters for staff to use with their groups (see pages 15–26).

### Why we need them

In order to ensure that the learners feel safe and comfortable in the SRE groups discussing complex and sometimes sensitive issues we have developed ways of distancing the material so individual learners do not feel put on the spot or that they have to reveal personal information about themselves. We will talk about how 'young men' and 'young women' feel and behave rather than asking participants directly. We will use techniques such as asking participants to write down a question a 'college learner' may want to know.

A key distancing technique is the use of the four characters Matt, Sabrina, Ana and Jay. The course suggests that stories can be created about these characters, giving details about their lives e.g. where they live, what they might be studying at college. Learners will identify with the characters and are encouraged to create fictional lives, interests and feelings that could be close to their own. The stories can be expanded to include the development of various relationships and the stages involved, the feelings and the skills needed to maintain them. In this way learners grow to understand how they may also behave in such situations but without ever having to talk about themselves personally.

## How to use them

The pictures of the characters are available on pages 15–26. They can be copied, enlarged, laminated and cut out.

The characters can be used like small puppets. They can be held so all the group members can see them. They can be passed around and learners can hold them up while they or a staff member are talking. Staff or learners can manipulate the figures.

For example:

- They can be made to drop their head forward to look sad.
- They can be made to hold hands with another character or to kiss another character.
- Their arms can move and touch parts of their own body or that of another character.
- Learners can hold the character while doing a role play, this is a good reminder to them that they are acting and not representing themselves.

Each character is presented in three pictures; showing the characters dressed, in underwear and with no clothes on so stories can be developed about how relationships can progress towards sexual intimacy or for other aims such as the importance of hygiene or when naming body parts.

It is often remarkable to see the level of conviction learners have about the characters and their lives. This projection technique can be powerful and it is important that learners are reminded that the characters are just fictional creations and the stories are ways of showing a range of behaviours then learners will need to make up their own minds about how to behave in their own lives.

We have given the characters their names but if there are learners or members of staff with these names then alternatives should be chosen.

## How to introduce the characters

(See *Going Further* course Session 2 page 32.)

- Use the drawings of people which we have called characters by the names of Matt, Sabrina, Ana and Jay (pages 15–26). Laminate them and cut them out.
- Using the characters explain that Matt and Sabrina are heterosexual, Ana is a lesbian and Jay is gay.
- Ask each group to decide on their character's name, age, and whether they go to college. The groups could also be asked if the characters have a disability. Characters should be similar in age and background to the learners and not celebrity or fantasy characters e.g. super heroes.
- Staff collect learners' suggestions, being aware of ideas that may not be appropriate. It may help if the learners are told that the heterosexual characters are going to meet and start a relationship.
- When the characters are established, the groups join up in the circle.
- One or two learners from each group introduce their character to the others: "This is Matt. He is 20 years old" etc.
- Use photographs of other people to extend the storylines e.g. to represent someone's friend or parent or to develop the relationship story lines e.g. expanding on the gay relationships or adding additional complexities such as another boyfriend for Sabrina.

The stories about the characters unfold as the course progresses and many of the sessions make reference to the characters. The stories we have developed about the characters fit into the themes and aims of the sessions within the *Going Further* course. You may want to adapt the stories to include the issues presented by your learners.

## We can use the characters in many ways

- Creating characters who can become like an additional member of the group.
- Storytelling – staff or learners can make up stories about the characters lives or experiences.
- Role play – acting out a scene from the character’s life or trying out different ways that the character could respond to a situation.
- Learning about body parts – showing and learning about public and private body parts.
- Games – using the characters in games to promote learning about a range of topics.

## How does this technique help the learner’s understanding?

- Learners may be able to ask questions through a character so maintaining privacy of personal information and reducing the risk of exposing their lack of knowledge.
- Learners may be able to observe or try out alternative ways of behaving that they can then relate to their own life.
- Learners can explore situations and see them from different perspectives as well as observing and weighing up a range of alternative consequences.
- Learners can discuss private body parts and sexual activity without referring to their own body or sexuality.

## What if learners don’t seem to relate to the characters?

- Usually learners are keen to engage with the characters and immediately relate to them, especially if they have made up the

name, personality or issues for a character. Very occasionally learners may resist, seeing them as bits of paper or viewing them as childish. Staff enthusiasm and staff engagement with the characters will usually dispel any initial reservations. If there is resistance then it can be useful to explain a little more about how the characters will be used and how they will be helpful in learning about sex and relationships.

- Bring the characters to sessions regularly and make them come alive to the group. This will create a sense of knowing the characters over time and familiarity with their stories and issues.

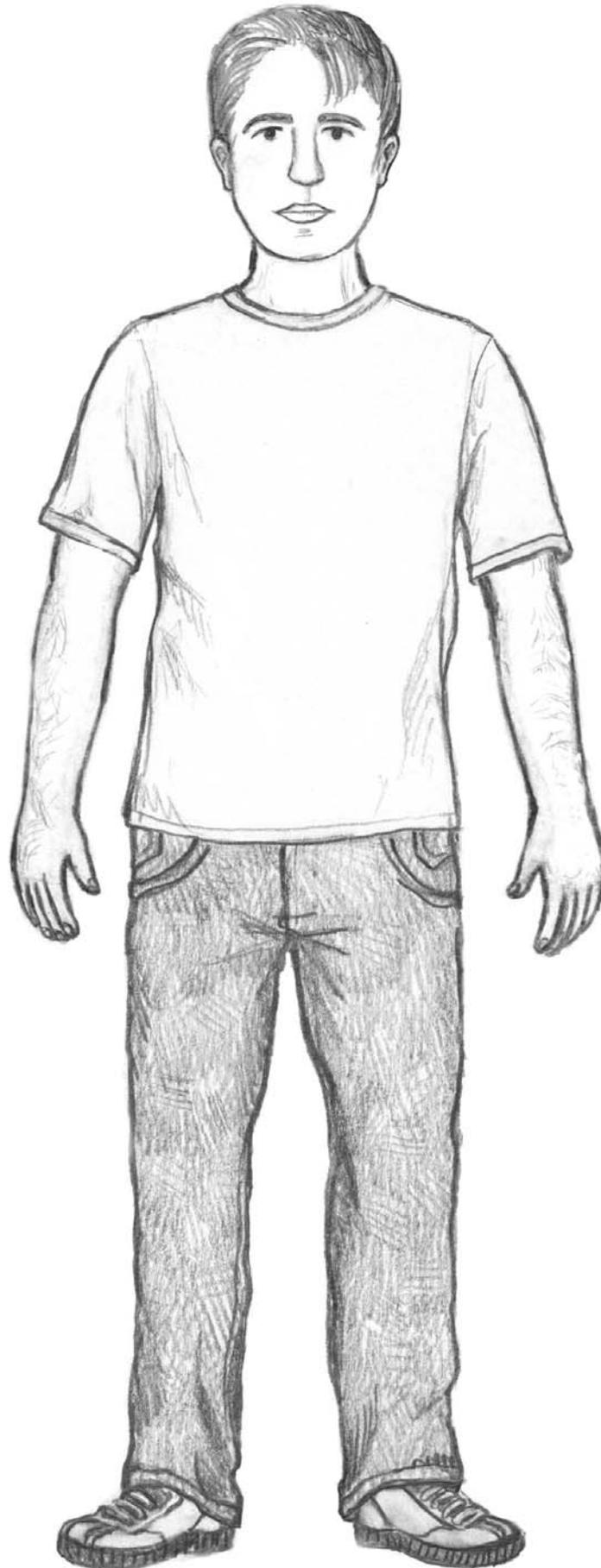
## What if learners over identify with the characters?

- This is very rare. While it is important for learners to have options for creativity with the stories and role plays the staff need to keep the teaching aim in mind and ultimately keep a measure of control of the characters and their situations. If a learner is clearly acting out an illustration of their own issue and over identifying with a particular character then it is important to stop the activity and remind the group that these are stories and fictional characters.
- It might be necessary for staff to take a much more directive role in the story or role play to create an appropriate distance. In some cases talking to the learner privately might be the best option as their confidentiality can be maintained.

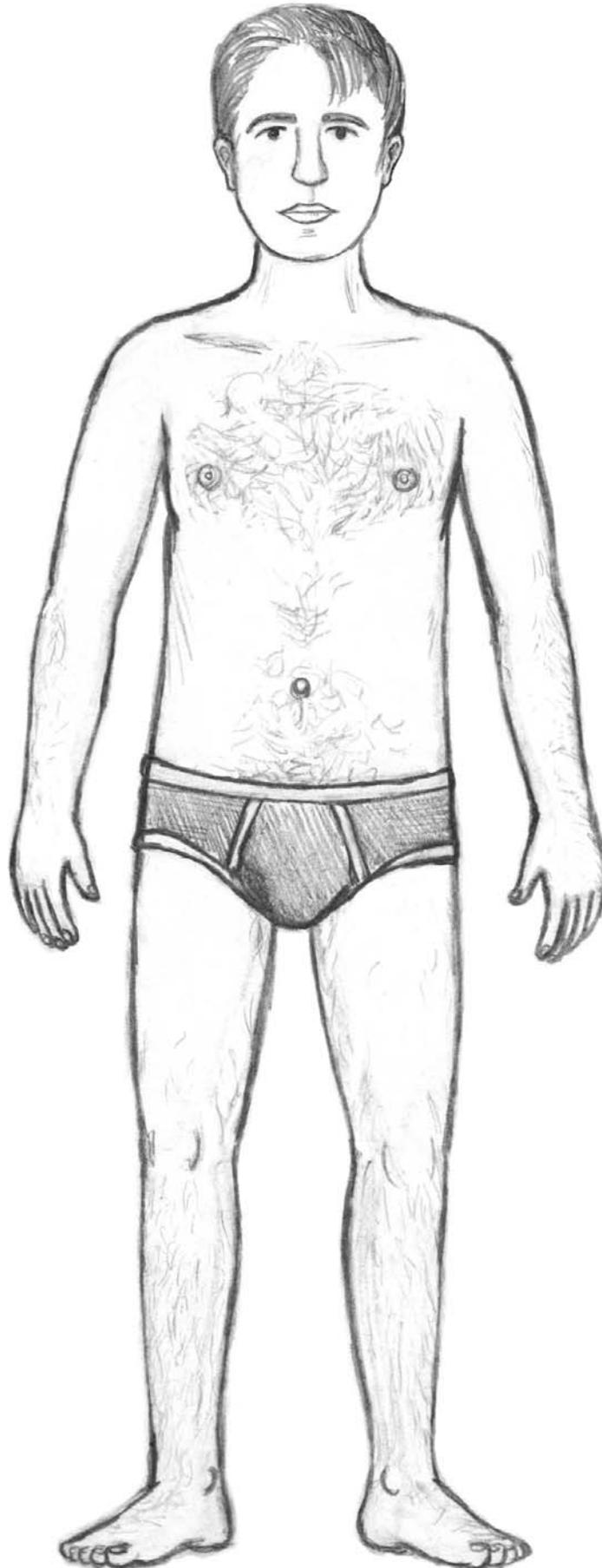
## Character illustrations

See overleaf (pages 15–26).

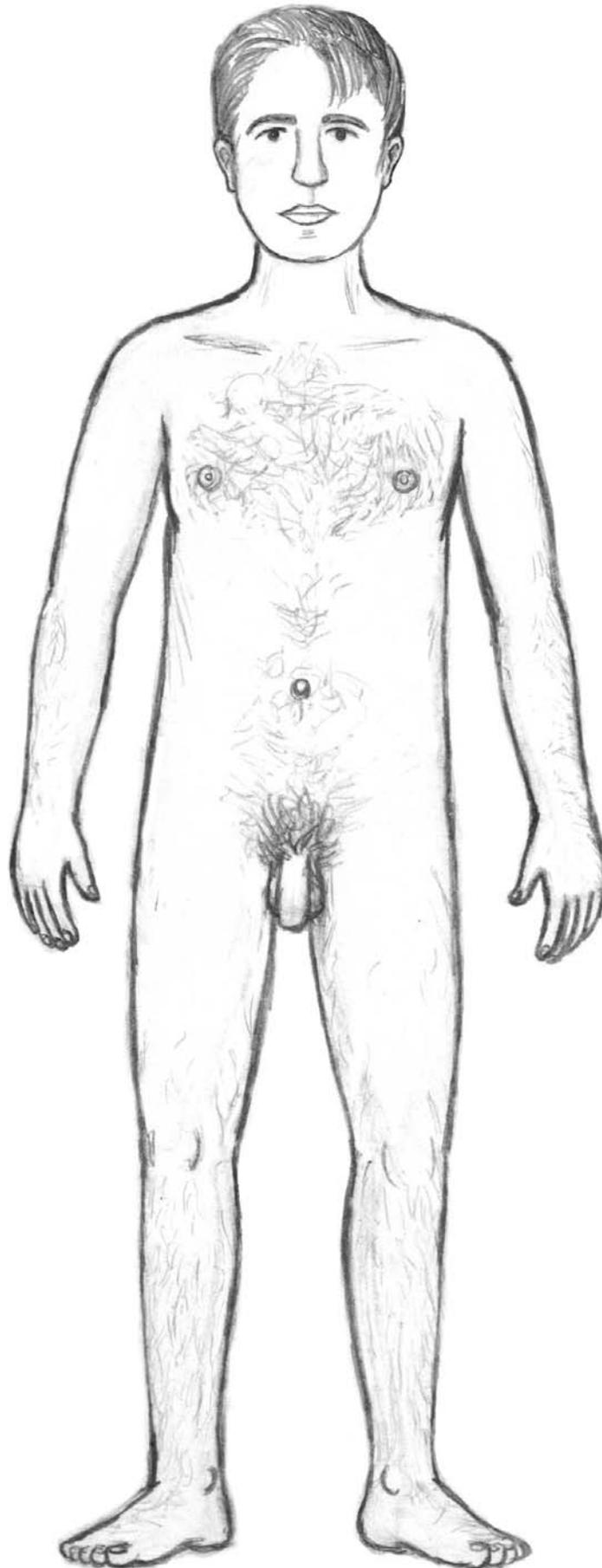
# Matt



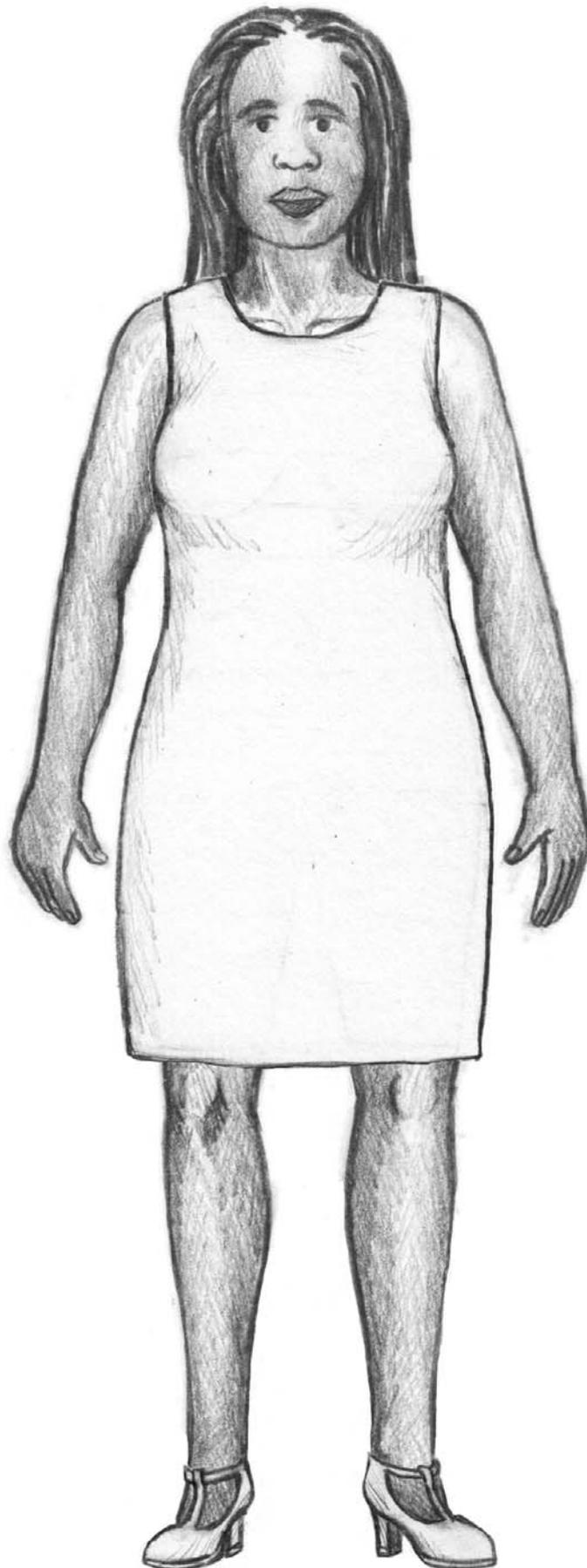
# Matt



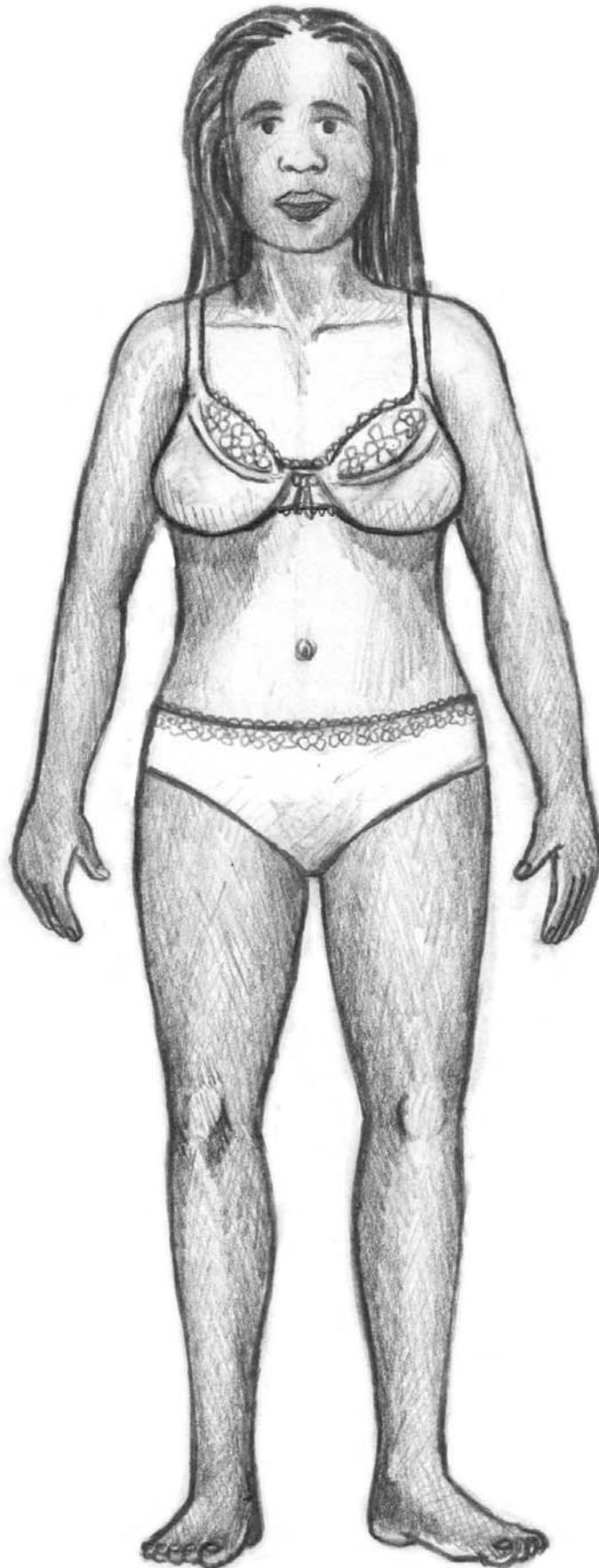
# Matt



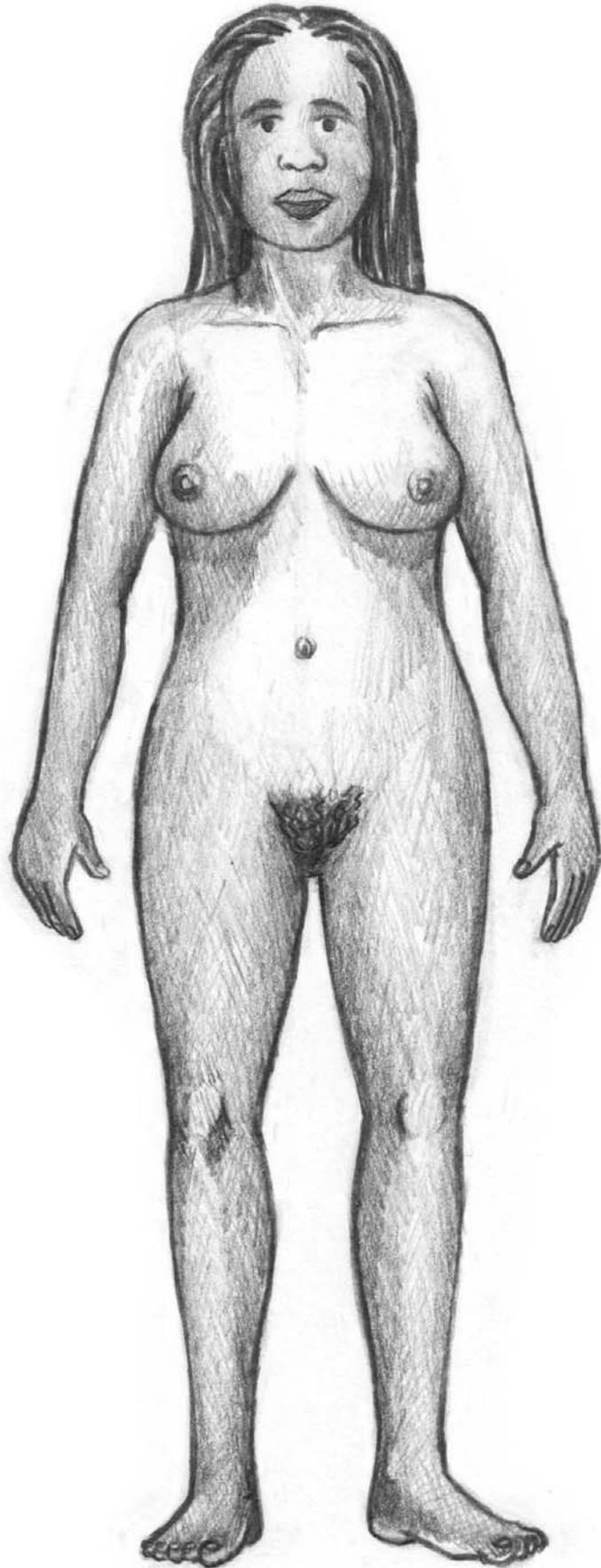
# Sabrina



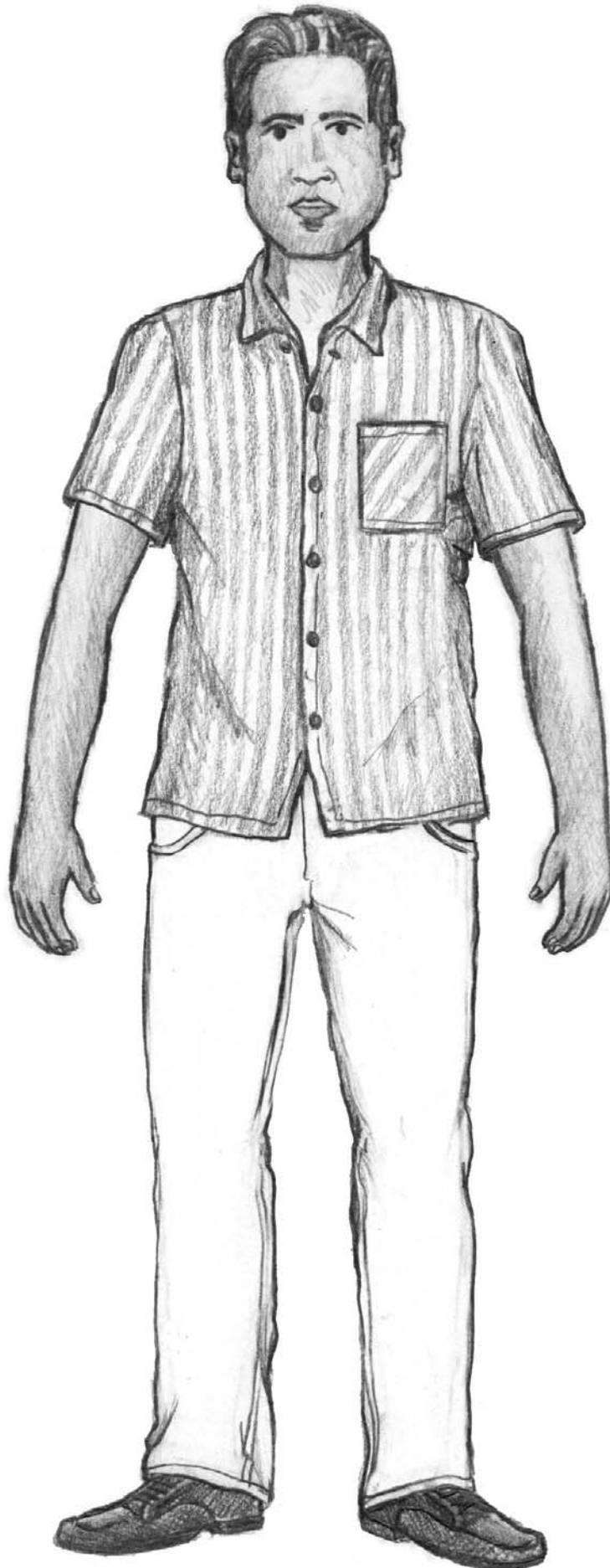
# Sabrina



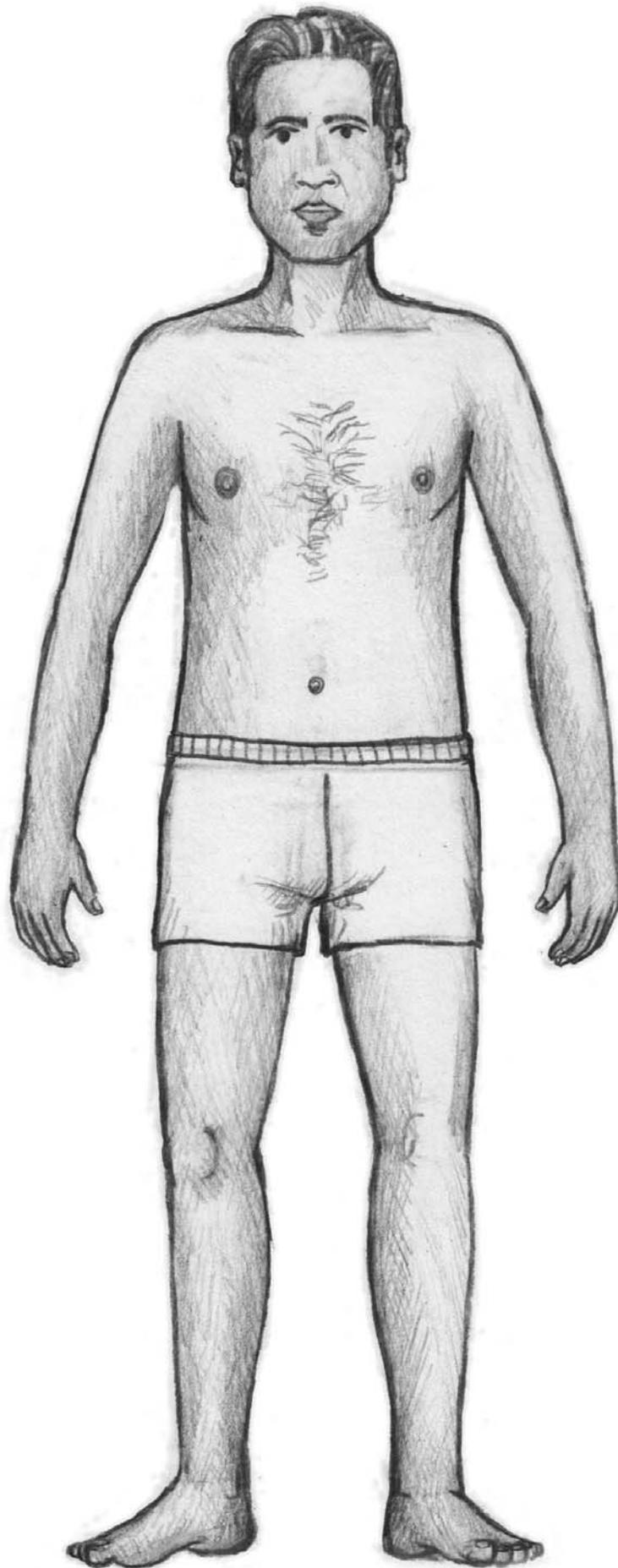
# Sabrina



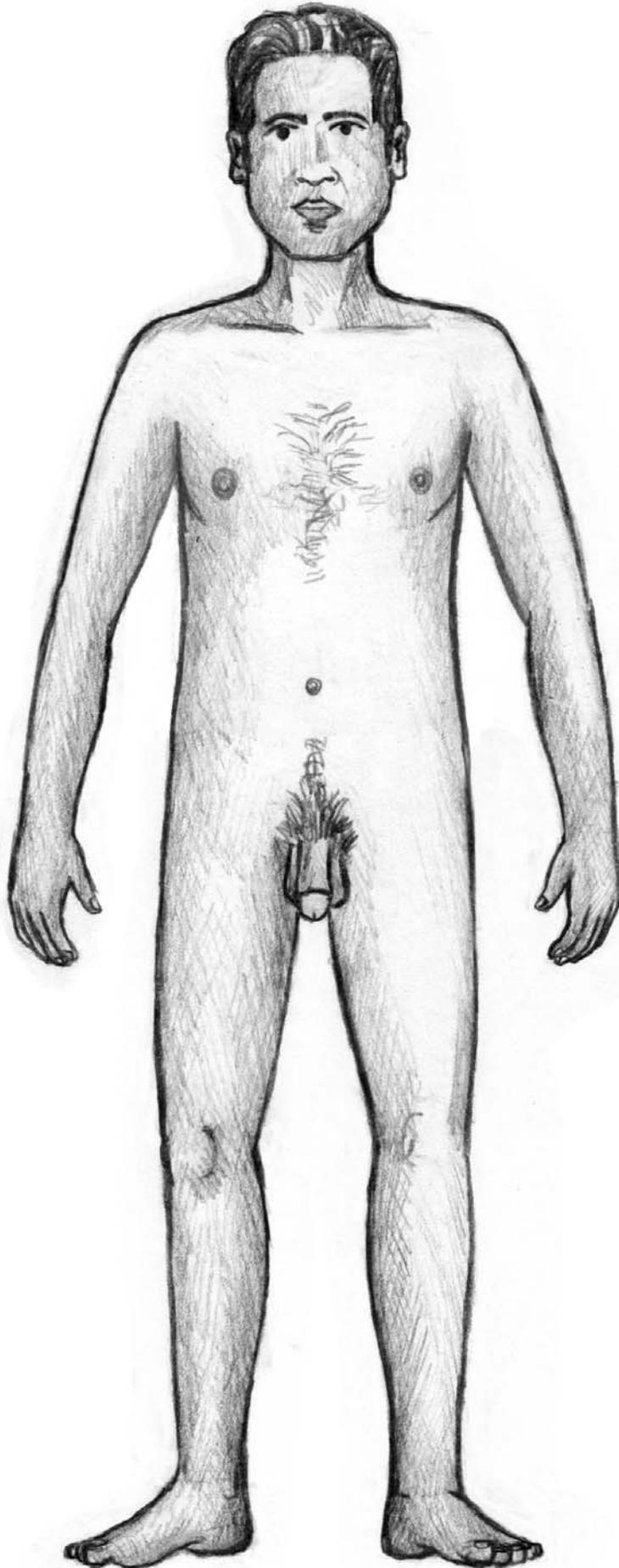
# Jay



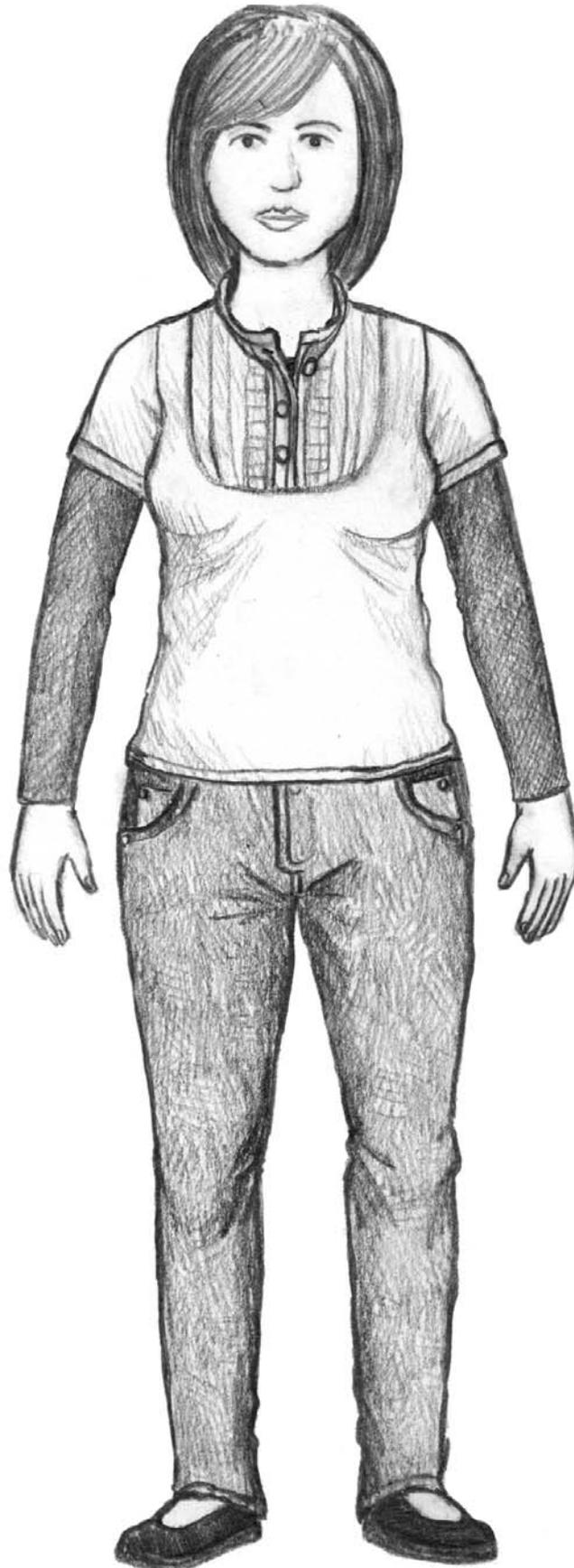
# Jay



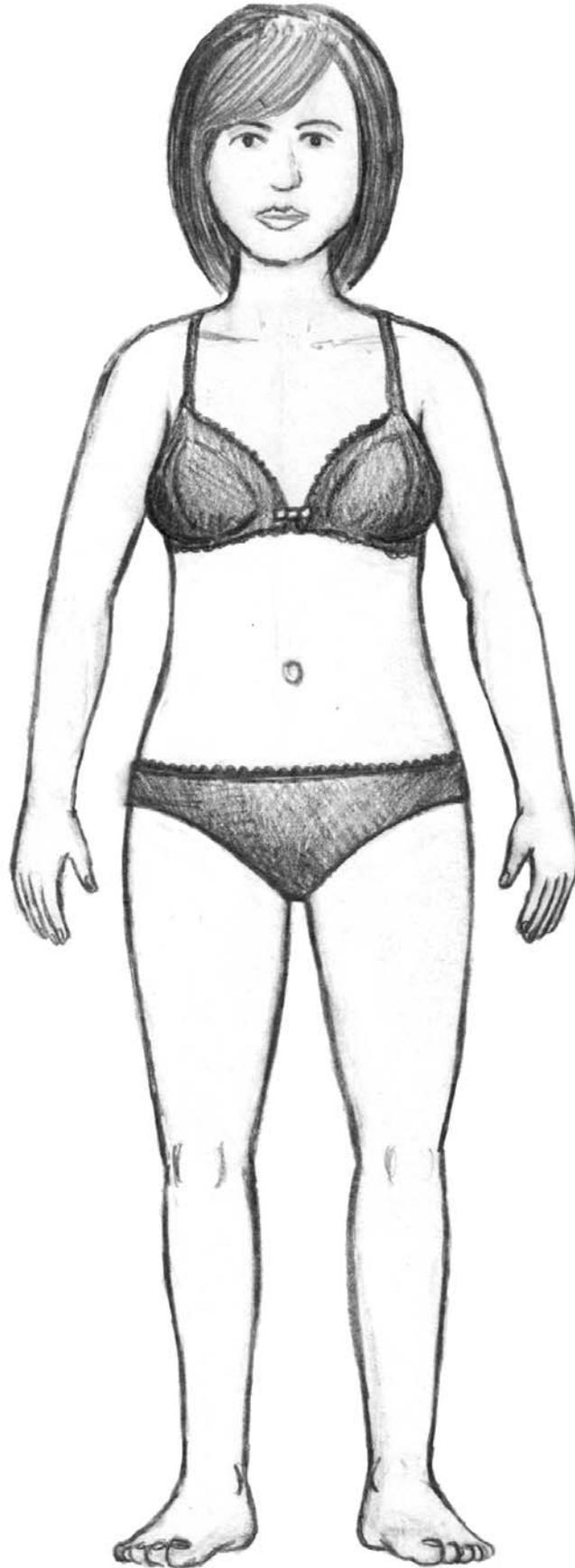
# Jay



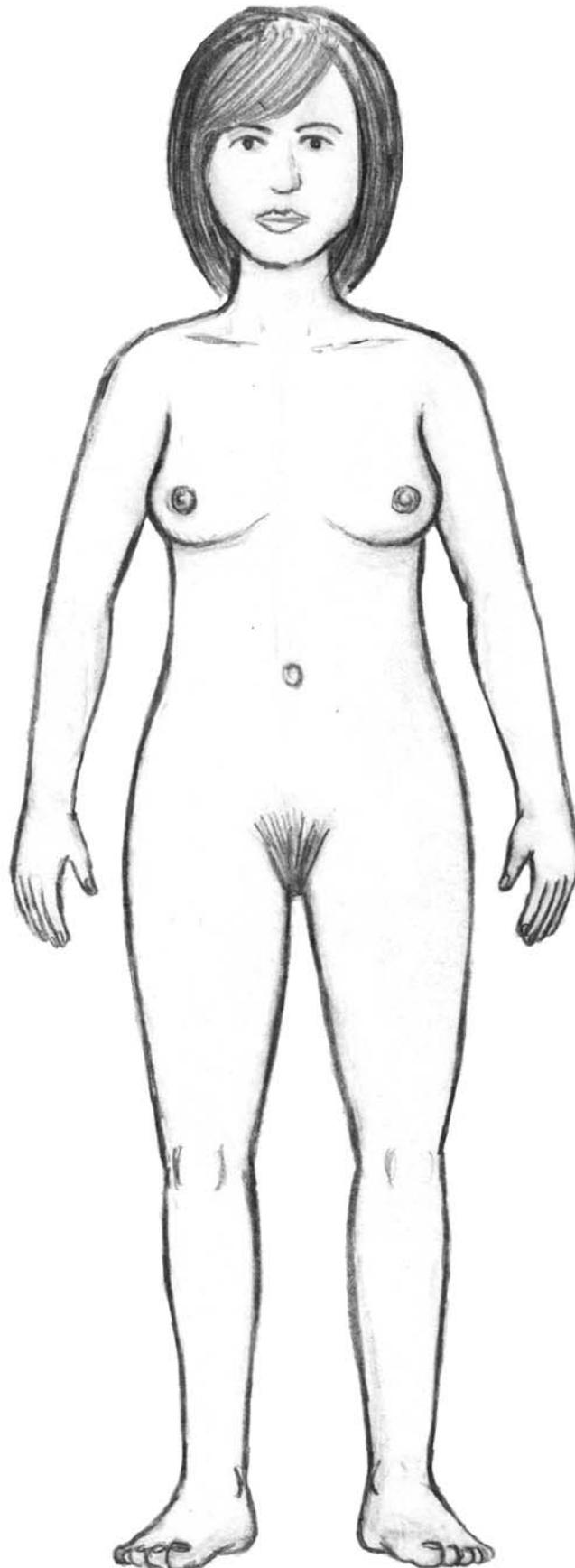
Ana



Ana



# Ana





# Session One



## Group building, establishing ground rules and boundaries of the group, assessment of learners' knowledge of SRE

<b>Aims</b>	<ul style="list-style-type: none"><li>● to begin building the group and establish ground rules</li><li>● to identify learners' needs and knowledge</li></ul>
<b>Outcomes</b>	By the end of the session learners will be able to: <ul style="list-style-type: none"><li>● name the members of the group and list the group's ground rules</li><li>● identify the main areas of sex and relationships education needed by young people at college</li><li>● recognise their own knowledge and learning needs</li></ul>
<b>Resources</b>	Sign with 'Private, do not disturb' on it Large pieces of flip chart paper, marker pens, blutac Phone as a prop Cardboard box Papers with ground rules sentences (Activity 1.3) Topic cards (Activity 1.4)
<b>Beginning</b>	Introduce the context of the group. Put private sign on outside of door so there are no interruptions. Explain why everyone is meeting and the main areas to be discussed e.g. learning about relationships, talking about boyfriends and girlfriends, talking about sex.
<b>Warm up</b>	<b>1.1</b> Phone intro game <b>1.2</b> Empty box game
<b>Main theme</b>	<b>1.3</b> Ground rules <ul style="list-style-type: none"><li>— review and revise any that the group already use</li><li>— or set new ground rules</li></ul> <b>1.4</b> Topics: assessing learners' knowledge and needs
<b>Assessment</b>	<b>1.5</b> Phone checkout
<b>Close</b>	Remind learners of confidentiality of the session. Thanks and positive acknowledgement of participation (repeat each week).

# The activities

## Activity 1.1 Phone intro game

**Aim** to make sure learners know everyone's name

- Explain that this first activity will make sure everyone knows each other's name and that we will be using drama in this course.
- Introduce the use of the telephone as a prop and ask each learner in turn to answer a call.
- The facilitator pretends to be the caller and asks relevant questions; e.g. name, age, what are you studying at college. With a group who know each other use questions such as favourite TV show, favourite food.
- Other learners take it in turns to create the sound of the ring tone of the phone.
- Learners can then introduce the person sitting next to them, using only the information revealed in the telephone call.

## Activity 1.2 Empty box game

**Aim** to enable learners to learn about using drama, following instructions and using memory, and learning to work together

- Place the empty box in the centre of the circle.
- Ask each learner in turn to do a mime of an object e.g. an ice cream, a comb; others in the group must guess what the object is. Then the object is placed into the box.
- After each learner has had a turn and placed an object into the box ask each learner in turn to take something out of the box and mime what it is, the rule being that it must be something someone else put in the box but cannot be the same item that they put into the box themselves.
- This game creates a sense that the learners are required not only to focus on their own turn in the session but pay attention to others when it is not their turn.

## Activity 1.3 Agreeing ground rules

**Aim** to establish ground rules for SRE sessions

- Question the learners about existing rules that they already know about in the college: e.g. mobile phones switched off in class.
- Put up a large piece of paper and have a waste paper bin handy.
- Have prepared sentences suggesting respectful positive ways of behaving and disrespectful behaviours, each one printed on a separate piece of paper.

### Suggestions for ways of behaving

**We can ask questions if we don't understand something.**

**We can talk over other people and interrupt.**

**We won't ask anyone about their private life.**

**We will not talk about things from this class with our friends in the college who are not in the class.**

**We can go to college staff with questions after the class.**

**We will not listen to others when they talk.**

**The work we are doing in this room is of a private and confidential nature.**

**We are working on very sensitive subjects.**

**No one will be allowed to enter this room during this session.**

**Treat each other with respect.**

**The private words used in this group are not to be used in the rest of the college.**

**Mobiles must be switched off if you have one.**

**Appropriate language will be used when talking about sexual matters.**

**We are allowed to tease people if they get things wrong.**

**We will try to join in.**

- Place the papers face down on the floor in a random order and ask each learner in turn to pick one up.
- The learner decides if they think the statement will help build a safe supportive group.
- Discuss this view with the group. When consensus is reached, the learner either places the label on the sheet of ground rules or screws it up and puts it in the bin.
- Eventually a list of ground rules will emerge and these will form the contract for the work. Other sentences can be added by group participants or staff.

- Make it obvious and explicit that issues around confidentiality and safeguarding will be dealt with in a professional manner according to college policy.
- Discuss with the learners that we will be using distancing techniques like characters and stories which are not about this group's participants so no one will have to reveal anything too personal about themselves.
- Ask learners to think for themselves who they would identify to discuss personal issues privately. It could be a member of staff from the group, or a trusted family member. They do not need to reveal the person, but it would be good to know that everyone did have someone they could confidently approach.
- At the end of the exercise ask the learners to sign their names on the bottom of the Ground Rules as an agreement to abide by them during the course.

## Activity 1.4 Topics: assessing learners' knowledge and needs

**Aim** to identify learners' views about what can be taught

- Ask the learners to work in two groups and give them each different cards with 5 topics written on them from the list below.
- Explain that the course will cover many of these topics.
- Ask the learners to discuss what young people need to know about each of them by the time they leave college.
- One learner or member of staff can write the suggestions on a flip chart.
- The learners can then present the key points of their discussion to the other group and vice versa and explain why it is important to know about these things.

It's important that the list be distanced from the members of the group, who might be more reluctant to admit to things they personally don't know or need to know about.

For example "What should a college teach its learners about...?" "What do young men and women need to know about...?"

- making and keeping friends
- fancying someone
- asking someone out
- how to get a boyfriend/girlfriend
- saying no to pressure

- sexual health
- responsibilities of intimate relationships
- how to break up well
- how to deal with feelings like rejection or jealousy or when positive feelings are not reciprocated
- what it means to be gay or lesbian

## Variation

### Anonymous questions

Ask learners to write down any questions they have about the topics anonymously, fold them and place in the box for the facilitator to look at and if possible include in the course.

## Activity 1.5

### Phone checkout

**Aim** to assess learners' recollection of the session

- Ask each of the learners in turn to make the sound of the ring tone.
- Each learner in turn answers the phone.
- The facilitator asks questions to the learner about the content of the session e.g.:
  - Are we allowed to use swear words in this session?
  - What kind of words are we going to use for private body parts in this session?
  - Can you tell me a topic you think we should include in the course?
  - Who can we go to with questions after the class?



## Session Two



### Relationships I: Friendships

**Aim** ● to introduce the theme of relationships

**Outcomes** By the end of the session learners will be able to:

- identify different kinds of relationships
- identify characters that they have helped to create and understand how they will be used in the group
- develop their understanding of friendships and the skills needed to make them work

**Resources** Phone as prop (Activity 2.1)  
Photos from magazines, internet, resources that showing a range of people; age, ethnicity, disability, gender (Activity 2.2)  
Large sheets of paper, marker pens  
Scenario cards (Activity 2.5)  
Illustrations of characters that will form the basis of the story work for the course (see pages 15–26)

**Note** There are 4 characters. We have called them Matt, Sabrina, Ana and Jay. You can use these names or decide on others if you don't like them or if you have group members with these names. Whichever names you choose will need to be used consistently in the SRE character and story work. The characters are introduced here and are then referred to throughout the course.

**Beginning** Put the private sign on door. Remind the group of the groundrules (now written as a list on the wall). Recap on what we did last week and introduce this session.

Throw ball from learner to learner, each saying their name and “my favourite person/character on TV” or “what I like to eat”.

**Warm up** 2.1 Phone recap game

**Main theme** 2.2 Different types of relationships

2.3 Creating the characters

2.4 Who's friends with who?

2.5 How do friendships work?

**Assessment** Round: “One thing I found interesting today...”

**Close**

# The activities

## Activity 2.1 Phone recap game

**Aim** to recap the previous session

- Introduce the use of the telephone as a prop again, and ask each learner in turn to answer a call.
- Other learners take it in turns to create the sound of the ring tone of the phone.
- Each learner is asked to recall something from the last session by the facilitator.

## Activity 2.2 Relationship categories

**Aim** to identify different types of relationships

- Use the pictures of people cut from magazines and put them all on the floor.
- Say that one particular picture will be in the middle e.g. a twenty year-five old woman.
- Ask the group to identify her relationships from the people in the other pictures e.g. this could be her partner, this could be her mother, son, neighbour, doctor.
- Create stories about how the people might feel about each other or character traits they could have e.g. her sister irritates her, her neighbour is kind, she loves her son but dislikes her partner.
- Discuss how relationships can be surprising, maybe she is closer to her friend than her sister, maybe her boss is wonderful, maybe her neighbour has always given her a safe place to go when things get difficult at home.
- Ask the group which could be her closest relationships and which are more distant.

### Variation

Ask the students to work on their own and to list their own relationships, marking which are close and which are distant – are there any relationships they would like on their list in the future e.g. having a boyfriend/girlfriend or a child or work colleagues?

**Aim** to introduce the characters for the relationships story

- Use the drawings of people which we have called characters by the names of Matt, Sabrina, Ana and Jay (see pages 15–26). Laminate them and cut them out. These will be used in most sessions. In the session plans they are described as the ‘characters’.
- Using the characters explain that Matt and Sabrina are heterosexual, Ana is lesbian and Jay is gay.
- Ask the learners to decide on their character’s name, age, and where they live. They all go to college. The learners could also be asked if the characters have a disability. (Characters should be similar in age and background to the learners and not celebrities.)
- Establish with the learners if the characters have anything in common. Be prepared to challenge stereotyping e.g. Jay does not have to be studying hairdressing because he is gay.
- Could Matt and Jay be friends, do they do the same subjects at college? Could Jay and Sabrina know each other from school? Do they both like Drama?
- How do the characters feel about being in college among so many new people?
- Where is it easy to be at college, where is difficult e.g. the supported learning department may feel easier than the large canteen where all college learners go at lunch – why is this, can the characters do anything to feel more comfortable?
- Staff collect learners’ suggestions and write them down on flip chart paper, being aware of ideas that may not be appropriate.
- One or two learners from each group choose a character and introduce their character to the others: “This is Matt. He is 20 years old” etc.
- The learners are told that Matt and Sabrina are going to start going out together as the first of the characters to pair up.
- Ask the group to think of a couple of questions or worries each character might have about relationships or sex. Discuss if there are any differences for the straight or gay characters.
- Learners are told that next session there will be a story about Matt and Sabrina meeting for the first time.

## Activity 2.4 Friendships: who is friends with who?

**Aim** to consider the nature of friendships

- Have a range of pictures of young people including people with disabilities and from different ethnic groups.
- Ask the learners to pair up people who they think could be friends.
- Discuss why they have made their choices. Can people of different ethnic groups be friends, can boys be friends with girls? What are the issues?



## Activity 2.5 How do friendships work?

**Aim** to examine how friendships function between pairs of people

- Ask the learners to get into three small groups.
- They have a scenario each and the task is to present a role play to the other groups about the scenario, showing why the friendship works but also that there is a problem they need to sort out.
- After each role play the learners in the audience make suggestions about how the problem in the relationship could be tackled.
- If the group like using this technique then the suggestions could be incorporated into another role play showing how the suggestions worked.

### **Scenario One**

Two young men Tom and Dev are friends, they are both interested in sport and like to watch football on TV and when they can afford it to go to a match, However, Dev always gets the tickets and Tom is slow to pay him back.

### **Scenario Two**

Emma and Max are friends. They do the same course at college, and help each other out with the work. They have the same sense of humour and like the same TV programmes. Emma's best friend Caz fancies Max and has asked Emma to talk to him about her. Emma doesn't want to get involved.

### **Scenario Three**

Simran and Aisha are friends. They live in the same area, do the same course at college but cannot go round to each other's houses as their families have fallen out.



## Session Three



### Relationships II: Attraction and trust

- Aims**
- to explore a range of relationships
  - to understand the feelings and qualities within relationships
- Outcomes** By the end of the session learners will be able to:
- recognise some positive personal qualities in either themselves or others in the group
  - recognise a range of relationship categories
  - identify the feelings and qualities in different relationships
  - consider the importance of trust in relationships
  - identify suitable places and situations in which to meet friends and potential boy and girl friends

- Resources**
- Ball  
Photos or pictures of people in relationships showing a wide range of expression  
Flip chart paper and markers  
Phone as a prop  
Characters (see pages 15–26)

**Beginning** Welcome. Introduce the session. Display ground rules.

**Warm up** 3.1 The ball game

- Main theme**
- 3.2 Feelings in relationships
  - 3.3 Phone relationships game
  - 3.4 Trust continuum
  - 3.5 Trust staircase
  - 3.6 Where could the characters meet?

**Assessment** Round: “One thing I remember most about this session...”

3.7 Take a bow

**Close**

# The activities

## Activity 3.1 The ball game

**Aim** to recap names and build self esteem

- The ball starts with one learner who says their name and something positive about themselves or something they like doing.
- Then the ball is thrown to another person and this repeats until everyone has had a turn.
- Then a learner throws the ball to another and says that person's name and what they liked about themselves.
- This continues until everyone has had a turn.

### Variation

Ask learners to pay a compliment to another person. This might be a compliment on their appearance or if possible about a personal quality.

## Activity 3.2 Feelings in relationships

**Aim** to identify different feelings

- Prepare a selection of photographs, cartoons and drawings each showing two people. These images must be carefully selected, trying to avoid famous people or familiar people from college for example, and free from text. Include images of emotions such as those raised by an argument, non-consensual touch and jealousy. (Refer to resources list for SRE resources.)
- Place the images face down and ask each learner to select one. The learner describes the picture. Ask the learner to look at the body language and facial expressions of the people and the background/situation of each photo.
- Ask the learner to explain how the people in the picture are feeling and why they think this.

**(If they struggle with this, create a list on the flip chart with suggestions from the whole group about the range of feelings people can have for each other.)**

- At the end the rest of the learners are asked to vote as to whether they think the picture depicts a work relationship, friendship, family relationship or sexual relationship.
- Each learner does this in turn.
- This activity can lead to a discussion of the wide range of feelings, how to resolve conflict and what consent means in relationships.

### Activity 3.3 Phone relationship game

**Aim** to assess learners' understanding of different relationship roles

- With the phone in the centre of the circle, learners are asked to make a telephone ringing noise. This can be done as a warm up round.
- A member of staff goes first, choosing a relationship role: a friend, a lover, a member of the family, or a stranger. Building on the previous activity, a range of feelings can be expressed to show the body language used.
- One of the learners is asked to make their phone noise. As it 'rings' the staff member picks it up and has a one sided conversation, making it very obvious who is being spoken to. If the learners can read the relationship easily, make the calls less obvious later.
- The learners watch and guess who was being spoken to. If learners are unclear another member of staff could ask for part or all of the call to be replayed.
- Some calls will be ambiguous, so allow different suggestions where appropriate. It may be necessary to stress that the conversations are acted and are not about real people.
- Ask the learners if they would like to phone someone or answer the phone.

**Note** This can be a fun acting game but it can also be used to assess learners' understanding of different relationship roles.

### Activity 3.4 Trust continuum

**Aim** to consider what makes people trustworthy

- Mark an imaginary line from one end of the room to the other and name it 'the trust line'. Label one end 'trust' and the other end 'not trust'.
- One of the statements is read out and learners are asked to place themselves on the trust line to show how much or how little they would trust the person.
- Ask the learners to say why they have placed themselves as they have. Why would they trust/not trust the person in the situation?

#### Some suggested statements

**You arrange to meet your friend at 7.00. They turn up at 7.30 saying the bus broke down.**

**A friend reads your texts on your phone.**

**Your friend cancels seeing you for the third time in a row.**  
**You lend your friend a DVD and they give it back and say thanks.**  
**A learner at college keeps hassling you to lend them money.**  
**A learner at college brushes up very close to you even after you have moved away twice.**  
**A learner in the college keeps hugging you.**  
**A learner at college tries to boss you about.**  
**A learner at college tells tales about you to the facilitator that are not true.**  
**A learner at college asks you to go with them for a coffee at break time.**  
**A person in a car stops and asks you if you would like a lift.**  
**A person in a night club asks to walk you home.**  
**Your friend is always gossiping about other friends.**  
**A friend calls you when they said they would.**  
**A friend makes 3 very long calls on your mobile. They said it was only going to be one quick call.**

## **What if...?**

**Learners say they would trust people whatever their behaviour?**

- Do some other trust games such as leading someone who is blindfold, so that they experience trust or mistrust.
- Do some storytelling of what happens when trust is abused.

## **Variation**

Add a second or third statement to a situation and ask if the new information would mean a change in the level of trust. Learners decide if they need to move their place on the trust continuum.

- 1 You arrange to meet at 7.00, they turn up at 7.20.
  - 2 You arrange to meet at 7.00 again and they turn up at 7.45.
- 
- 1 A friend borrows a DVD and gives it back the next week.
  - 2 They borrow another DVD and forget to bring it back for a month.
  - 3 They borrow another DVD and say they have lost it.

## Activity 3:5 Trust staircase

**Aim** to consider the steps in building trust in a relationship

- Have a flip chart with a picture of steps leading upwards.
- At the top write a type of relationship e.g. parent/child, boyfriend/girlfriend, friends.
- Ask the group to fill in the action steps to a good relationship, e.g. for a friendship; talking and listening to him/her, turning up on time when meeting up, remembering a birthday, supporting him/her in an argument with other friends.
- Discuss what happens when one of these steps goes wrong – is trust irrevocably broken? or can the problem be discussed and resolved?

### Variation

Choose a particular part of a relationship to go at the top of the stairs e.g. going on holiday with a friend, asking someone round to the house for tea, a wedding.

## Activity 3.6 Where could the characters meet?

**Aim** to create the scene for the characters, Matt and Sabrina, and their first meeting e.g. at college

- Begin with the two characters entering the scene by simply holding up the figures.
- Staff or learners can hold up the characters and ‘walk’ through the scene as it is created. If they are confident they may say some of the lines suggested for the characters as a preparation for using role plays later in the course.
- Learners remind one another of the names, ages, interests etc of the pair.
- The facilitator recaps the story so far. “Here is Sabrina at college waiting for her friends. She sees Matt across the room”.
- Learners are asked what happens next. “What might Sabrina be thinking?” “What might Matt?” What is the difference between what they think and what they say?
- Allow the learners to build the scene gradually in this way.
- The facilitator prompts by asking questions such as “How close might they sit to one another?”

- Once the whole scene has been decided, tell it as one story. Remember to include how the characters are feeling – it could be happy and relaxed to be together or they might feel nervous, embarrassed or keen to impress. Use familiar key words and phrases from previous work on relationships.
- Continue to build new scenes in this way with the learners once the characters have started a relationship. There are other examples of relationship scenarios in later sessions.

**Note** We have started with a heterosexual couple. Then the other characters, Ana and Jay can be introduced in the story. Is it the same or different for gay or lesbian people?

A possible story line: “Jay goes to the Gay and Lesbian Youth group at the Hub and he has met a young man he likes but he feels a bit shy about starting a conversation with him”.

“Ana is attracted to other girls and would like to meet other young lesbians but she thinks she is not ready to start an intimate relationship yet.”

### Activity 3:7 Take a bow

**Aim** to end the session on a positive note

- The facilitator points to each member of the group in turn saying their name.
- S/he asks the group to applaud them for their participation today.



## Session Four



### Relationships III: Dating

<b>Aim</b>	<ul style="list-style-type: none"><li>● to explore building relationships and first dates</li></ul>
<b>Outcomes</b>	By the end of the session learners will be able to: <ul style="list-style-type: none"><li>● demonstrate a range of greetings for different relationships</li><li>● consider the nature of sexual attraction</li><li>● understand some appropriate behaviours for starting boy/girl friend relationships</li><li>● describe some of the boundaries of behaviour in different relationships</li><li>● recognise appropriate behaviour for a first date</li></ul>
<b>Resources</b>	Paper and marker pens Pictures from magazines or the internet Paper with statements (Activity 4.4) Characters (see pages 15–26) Props for Activity 4.5, e.g. perfume, razor, make up
<b>Beginning</b>	Welcome. Introduce the session. Display ground rules. <b>4.1</b> Pass the handclap
<b>Warm up</b>	<b>4.2</b> Greetings
<b>Main theme</b>	<b>4.3</b> Who fancies who? <b>4.4</b> Thinking about a date <b>4.5</b> Meeting in a public place
<b>Assessment</b>	Round: “One activity I liked today was...”
<b>Close</b>	Take a bow (see session 3.7)

# The activities

## Activity 4.1 Pass the handclap

**Aim** to remind about names

- Pass a hand clap around the circle, one learner clapping after another to create a wave effect.
- Everyone says each person's name as fast as the hand clap goes round.

## Activity 4.2 Greetings

**Aim** to practise ways of greeting different people

- Ask the group to identify ways of greeting different people, not close relationships; and list suggestions on a flip chart.

Suggestions could be e.g. shake hands, high five, link arms, give a wave, nod

- Learners are divided into 2 groups. They form two lines so they are facing another learner.
- Facilitators allocate relationships to the lines, e.g. one line are doctors and the other line patients. They are told to greet each other as they walk together and swap places.
- This is repeated for other types of relationship e.g. teacher/pupil, neighbours, friends, friends who have had an argument.
- Discussion: did we greet different people differently? Why is this? What role did body language play in deciding how each pair would greet one another?

**Note** Facilitators should discuss with the group that only appropriate touch should be used in the greetings, e.g. it is not appropriate to hug or kiss anyone as a part of this game. Discuss how the greeting could be different between close relationships e.g. grandparent and young grandchild, boyfriend and girlfriend. If two gay men who are partners greet each other in public is their behaviour different?

## Activity 4.3 Who fancies who?

**Aim** to explore what makes people fancy one another

- The photographs of a wide range of individuals, ages, ethnicities, disabilities etc are placed on the floor.
- Learners decide which two of the people in the photographs may 'fancy' one another (male/female; male/male; female/female).
- There is a discussion about why different people are paired up – do they look the same, are the same age, how would it be if an older person was paired with a younger person?
- Remind learners about the character stories we have been developing.
- Small group discussion – what kind of physical touch do the characters want at the beginning of their relationship?
- Discuss issues, similarities, differences and responses.

### Variation

It may be possible to use a current TV soap that the learners are familiar with as the basis for a who fancies who and why discussion.

## Activity 4.4 Thinking about a date

**Aims**

- to recap characters from the previous session
- to develop awareness of appropriate behaviours on first dates

### Preparation

- A statement about something that might occur on a date – an aspect of behaviour, or a feeling – is created by facilitators.

### Suggestions for statements

**The first thing you will ask a person on a date is ...**

**The first thing a girl/boy notices on her date with a boy/girl is ...**

**The most important aspect of personal hygiene is ...**

**The first thing a boy/girl does on the date is ...**

**The best place to go on a first date with a girl/boy is ...**

**The worst thing a boy/girl can do on a date is ...**

**The best way to end a date is ...**

## The activity

- Divide the group into 2 groups of the same size. Give each group a piece of paper with some of the statements on it.
- The facilitators ask the groups to think about the first statement (it can also be displayed on a large sheet at the front of the class). Facilitators can remind the learners about the characters of Matt and Sabrina and use them to focus the discussion e.g. “What does Matt think about Sabrina when he first sees her?”.
- Each group discusses and writes down three words or phrases they think are the three most important about this statement.

Some possible responses to the first statement might be:

**“What would you like to do this evening?”**

**“Have you been here before?”**

**“Are you single?”**

- Each group reads out their 3 words or phrases and all the learners discuss the similarities and differences between the suggestions.
- Identify any items that need further discussion or clarification e.g.:

**Would both of the people involved in the date think this was equally important?**

**Would both agree about what was acceptable or unacceptable behaviour?**

**Would they be the same for same sex relationships?**

- Learners can discuss these, perhaps in pairs first and then as a whole group.
- Finally the better ideas can be agreed upon and written on the board or paper at the front of the class. Then the groups can move on to the second statement and so on down the list.



## Activity 4.5 Meeting in a public place

- Aims**
- to identify what may happen on a first date
  - to highlight do's and don'ts of a first date
  - to develop a vocabulary of words around fancying and identify its physical effects

Set the scene in a safe public place e.g. a cafe, cinema, club. Discussion could include personal safety.

- Begin with the characters preparing for the date – hygiene, clothes they choose, if they are nervous or excited.

You may want to use props such as razor for shaving, perfume and make up.

- Move on to the place they will meet and set the scene there e.g. “Here is Sabrina at the club waiting for her friends. She sees Matt across the room.”
- Learners are asked what happens next. “What might Sabrina be thinking?”, “What might Matt?”.
- Allow the learners to build the scene gradually in this way.
- The facilitator prompts by asking questions such as “How close might they sit to one another?”

This is an opportunity to discuss appropriate and inappropriate behaviours.

- Introduce the idea of fancying and attraction – what are the body changes e.g. face flushing, male erection, heart beating faster.
- List what feelings Sabrina and Matt might be experiencing and how they might behave as a result, e.g. shy, embarrassed, nervous, relaxed, giggly, quiet, chatty.
- Once the whole scene has been decided, tell it as one story.
- Continue to build new scenes in this way with the learners once the characters have started a relationship, showing how their relationship develops.

**Note** You can also use this technique to tell the story of Jay as he gets ready to go out to meet a potential boyfriend, or about Ana as she thinks about young women she has met and who might be interested in developing a relationship with her.



# Session Five



## Qualities of a relationship: respect, choice and assertion

- Aims**
- to introduce concepts of choice and assertion in a relationship
  - to consider appropriate behaviour in different relationships

- Outcomes** By the end of the session learners will be able to:
- discuss choice and consent and demonstrate assertion skills
  - discuss appropriate behaviour in different situations
  - understand the nature of respect in positive relationships

- Resources**
- Ball
  - Rules for Saying No on flip chart (Activity 5.2)
  - Mat or hoop
  - Paper and marker pens
  - Two signs marked 'Yes' and 'No'
  - Photos from magazines
  - Letters to the group
  - Characters (see pages 15–26)
  - Papers with Respect Quiz (Activity 5.6)

**Beginning** Welcome. Introduce the session. Display ground rules.

**5.1** Ball game

**Warm up** **5.2** How to say no

**5.3** When to say stop

**Main theme** **5.4** Role play in pairs

**5.5** Learning about appropriate behaviour

**5.6** Qualities of a good relationship

**5.7** Yes/No game adaptation

**Assessment** Group round: "Trust is important in a relationship because..."

**Close**

# The activities

## Activity 5.1 Ball game

**Aim** to practise conversational skills

- The ball is passed to the first learner who says name and something they enjoyed doing at the weekend.
- The ball is passed/thrown to the next person who asks the first person a positive question about their weekend.
- The second person then takes their own turn until everyone in the group has had a turn.

## Activity 5.2 How to say no

**Aim** to practise some assertiveness skills

- The three rules are written on chart or board each with an illustration beside it.

### The rules

- head up – eye contact
- clear voice
- no smiling

- The group is reminded of these rules before any activity or role play about saying “no”.
- Each rule is made into an activity:
  - pairs look at one another for 30 seconds without losing eye contact
  - a voice warm up activity: e.g. humming; saying one’s name clearly; inviting a learner to act as a conductor of the group using their arms to change them from quiet voices to loud and returning to quiet voices
  - learners in turn try to make someone laugh by making a funny face at them.
- The facilitator stands in the centre of a standing circle and moves in front of one learner.
- The facilitator role plays making a demand e.g. give me your phone, lend me some money, do my homework.
- The learner says no using the rules.
- Other learners say supportive things like “well done” or “no smiling”.

### Activity 5.3 When to say stop

- Aims**
- to demonstrate how comfortable people feel with closeness
  - to introduce the concept of consent

- Two people stand at opposite sides of the room and take a step forward towards each other until they feel at a comfortable distance or one says stop.
- Discuss consent and how both people have a right to say stop and both people have a responsibility to stop if requested.
- Discuss the assertion scale – it is important not to be too timid or too aggressive, but somewhere in the middle.

#### Variation

- The facilitator stands on a mat or in a hoop.
- A volunteer learner, or another member of staff, starts from a distance away and walks towards the mat, gradually moving closer to the facilitator.
- The facilitator decides how close she wants the person to become.
- The facilitator says “stop” with a clear assertive voice; the other person must respect the decision.
- After a few turns, the group can discuss how different relationships between people may determine how close someone allows another person to approach.
- A discussion can be developed of relationship situations that may require assertiveness.

### Activity 5.4 Role play in pairs

- Aim** to practise appropriate language and behaviour

- Facilitators prepare some opening lines for conversations between two people in different situations and in different relationships e.g. tutor and learner talking about an assignment, friends talking about where they could go after college.
- Role player A starts with one of the opening lines; player B responds appropriately and the conversation continues.
- Learners identify the relationship and discuss whether player B’s response was appropriate/adequate; and how it might be changed e.g. to be more assertive.

- Aims**
- to explore boundaries of appropriate behaviour
  - to develop problem solving skills

- Facilitators use pictures from magazines or the internet of young people and give them names to be used in the stories that follow. The story can be seen from both sides of the people involved. Read out the letters written to the group from the people in the pictures about different issues, using the pictures to represent the writers.
- Example letters are included below but each group will have issues which can be explored with this method.
- The learners can explore what the consequences of the actions might be and offer advice to the character.

### Story One

**Dear Group,**

There is a girl I really fancy at college. I like to stand near her and even rub up close to her in the canteen queue. Yesterday I followed her, sat near her and looked at her all through lunch. Do you think she will be my girlfriend?

**Dear Group,**

There is this boy at college who is always looking at me and it creeps me out a bit. He does seem nice and is quite good looking but he never says anything. Should I just go up to him and tell him to get lost?

### Story Two

**Dear Group,**

My friend's dad asked me to come to his house. He's a mature man, not like all the kids at college and he keeps putting his arm round me. I am pleased that he likes me but I am not sure what to do. He told me not to tell my mum about it but I told my best friend. I think I might go round to his house, it would be fun.

**Dear Group,**

My best friend told me that Jack's dad wants her to go round to his house on her own. He's a really cool guy, rides a motorbike and tells good jokes. It seems a bit strange that he wants to see Gemma on her own and I'm worried that something could go wrong. Should I tell a teacher at college?

## Story Three

### Dear Group,

I fancied this boy at college and I thought he liked me. We chat before lessons or say “Hi” in the canteen. Then I asked him to go to the club night at the college with me and he said he didn’t want to because it was boring and anyway he was too busy with his studies to get involved with anyone. I felt so embarrassed and upset and wish I didn’t have to see him every day. Help me to get over him.

### Dear Group,

This girl asked me out this week and I said no. I really like her as a friend but don’t fancy her at all. I didn’t want to hurt her and now it’s really awkward when I see her around college. Is there anything I could do to improve the situation?

## Activity 5.6 Qualities of a good relationship

**Aim** to examine the qualities of a good relationship

This quiz can be used to ask learners to think about one of their own relationships individually, and not share the information with the group.

- Have it printed on a sheet and give to learners to complete on their own. If appropriate learners could share the result with a friend or member of staff.
- It can be used as a small group activity to discuss the relationships of the *Going Further* characters, or characters in TV soaps.
- Can people tick all the letters to make the word Respect?
  - R** Really listens to you and is interested in what you say.
  - E** Enjoys your company and likes some of the same things as you.
  - S** Shares with you. Doesn’t try to control you or tell you what to do.
  - P** Pace. Doesn’t push you to do things you are not ready or willing to do.
  - E** Empathy. Is thoughtful and considerate of your feelings.
  - C** Compliments. Says nice things to you and doesn’t put you down.
  - T** Trustworthy and reliable. Doesn’t gossip about you behind your back and doesn’t let you down.

## Activity 5.7 Yes/no basic game

### Basic game

**Aim** to encourage learners to make choices and decisions

- Learners stand in the centre of the room, in an area called the ‘thinking space’.
- The two signs ‘Yes’ and ‘No’ are placed at opposite ends of the room.
- A question is read out: e.g. “Do you like chocolate?”
- Learners are asked to move to the sign which indicates their answer.
- Learners return to the ‘thinking space’ and another question is asked.

### Adaptation based on the relationships work

**Aims**

- to consider what people might want from a relationship
- to consider stereotypes and expectations of relationships

- Follow the pattern in the basic game above.
- Ask questions based on what each character might want from the relationship  
**e.g. “Does Sabrina want sex?”**  
**“Does Matt want romantic gestures?”**
- Learners respond “yes” or “no” as before.
- Learners can suggest questions to ask.
- Discuss responses that the characters themselves might make, and any differences and similarities between the characters’ responses.
- Discuss if there are differences between what a character might think and what they might say to their peers.



## Session Six



### Development of a loving relationship

<b>Aims</b>	<ul style="list-style-type: none"><li>● to explore the development of a loving relationship</li><li>● to explore feelings, trust and non verbal communication</li></ul>
<b>Outcomes</b>	By the end of the session learners will be able to: <ul style="list-style-type: none"><li>● explain the significance of trust to relationships</li><li>● discuss sex and sexuality</li><li>● discuss what people want from relationships</li></ul>
<b>Resources</b>	Scenes and feelings cards (Activity 6.3) Scarf or similar for blindfold Flip chart paper and marker pens Characters Role cards (Activity 6.6)
<b>Beginning</b>	Welcome. Introduce the session. Display ground rules.
<b>Warm up</b>	<b>6.1</b> Neighbours <b>6.2</b> Blindfold Trust
<b>Main theme</b>	<b>6.3</b> Building Trust <b>6.4</b> What is sex all about? <b>6.5</b> What do people want from a relationship? <b>6.6</b> Who I trust
<b>Assessment</b>	Throw the ball to each other, each learner saying a different positive quality that is important in relationships e.g. trust, being friendly, loyalty, having fun
<b>Close</b>	

# The activities

## Activity 6.1 Neighbours

- Aims**
- to reinforce the concept of choice
  - to practise being assertive

- In a circle, leave one spare seat.
- The facilitator asks who has the empty chair next to them.
- The two identified learners decide which group member they would like to invite to sit on the empty seat.
- The invited person can say “yes” or “no”.
- If the answer is “yes” the invited person sits on the empty chair.
- The learners on either side of the new empty chair repeat the process.
- If the answer is “no”, the facilitator will need to ask the pair how they feel about being rejected.
- The pair has to choose another person to sit next to them.

### What if...?

#### The same people are constantly chosen?

- Stop the game.
- Alternatively, rearrange chairs so that the empty seat is between a different pair who have not been chosen.

Remind the group of the feelings that might be provoked by not being chosen. Do they have a responsibility to be inclusive and thoughtful as a part of their choice when working as part of a group?

## Activity 6.2 Blindfold trust

- Aim** to discuss what is meant by honesty and trust in a relationship

- A facilitator demonstrates the activity with another member of staff: one is blindfold, the other leads them around the room.
- Learners are asked to think about the qualities of the relationship. Did the blindfold person look frightened? Was s/he touched roughly or gently? Did the ‘leader’ speak softly or did they shout? Was care taken of the blindfold person or did s/he bump into things?

- One learner chooses a partner they believe they can trust.
- The learner is blindfolded and guided safely around the room by their partner.
- Throughout the walk, the 'leader' checks to see that their partner feels safe, and makes sure they don't trip over or bump into anything.
- This activity is a big challenge for many learners. Some learners will only feel safe working with a facilitator and this should be respected.
- Praise the learners and draw the group's attention to the qualities as above.

## What if...?

### **The leader walks too fast?**

- The facilitator can 'freeze' the action and check out how the person being led feels. This is an ideal opportunity for the learner to practise their assertion skills by asking for what they want ("Walk more slowly", "Hold my hand more tightly" etc).

### **Learners don't take care of each other?**

- Stop the activity and take the blindfold off.
- Ask the person blindfolded how they felt.
- Ask the group what happened.
- Emphasise the qualities that you would like the 'leader' to show.
- Ask the person blindfolded if they are prepared to give their 'leader' another chance. If not tell the 'leader' it is because the person can't trust them at the moment.
- Ask them to sit down and watch another pair do the activity.

## Variations

- Place some obstacles in the room (e.g. chairs) which the blindfold person has to be guided around.
- Several blindfold partners can be led around the room at the same time, adding another dimension to the 'obstacles'.
- The blindfold person is guided by their partner to sit down on a chair.
- Guiding using the voice: in a circle, a pair choose to work together. One gives directions to the other (blindfold) person to move across the circle to someone else in the circle. It helps if everyone swops places so that the person blindfolded doesn't know where their target is.

## Activity 6.3

## Building trust

**Aim** to identify examples of trusting and non trusting behaviour in relationships

- The following scenes are written out on cards:

**A young man tries to touch a young woman's breast when she has said "no"**

**A young woman tells her mates all the private things her boyfriend told her**

**A young man shouts to his girlfriend in the college canteen that he has a condom for tonight**

**A young man goes into his sister's bedroom without knocking**

**A young woman looks at her friend's phone and reads her texts**

**A young man teases another young man who has told him that he thinks he might be gay**

**A young woman laughs at her friend when she says she's scared to have sex**

**A young man and young woman are arguing. He gets very angry and grabs her wrist and bruises her**

**A young woman tells her boyfriend he shouldn't talk to any other young women**

**A young man sees his girlfriend flirting with another young man he knows she used to fancy**

**A young woman is sympathetic when her friend says she's worried she might have an STI**

**A young man stops touching a young woman's body when he is kissing her goodbye at the bus stop as she says she feels embarrassed**

**A young woman says no to going out with a young man as she has a boyfriend already**

**A young woman gives a her boyfriend a massage as he's feeling tired and fed up one night**

**A young woman finds out her friend is a lesbian – she does not tell anyone else as she's been asked not to and she stays friends with her**

**A young man's friend is getting behind with his work. He offers to work with him to catch up**

**Two young men who support different football teams go to a match together**

- Ask the group to work together or divide into smaller groups with staff support.
- The scenes on the cards can be discussed with the learners and put into piles either as:

### **Building trust**

### **Breaking down trust**

- The following words can also be written on cards and learners can decide which of the feelings would match the scenes:

**Confident, happy, relaxed, respected, suspicious, angry, betrayed, jealous, fed up, anxious, calm, safe, relieved, sympathetic, worried, cross, outraged, upset, embarrassed, surprised, cruel, teasing, threatening, pathetic, loyal, kind, supportive, friendly**

- Encourage the learners to discuss what would be the consequences of the behaviour by the people in the scenes – would the friendship carry on, would people be hurt and finish the relationship, would there be an argument, would the relationship get stronger?

## **Activity 6.4 What is sex all about?**

**Aim** to clarify what the learners understand by the word 'sex'

(Refer back to activity 1.4 if using the variation of asking for anonymous questions – then this would be a good time to answer those questions with prepared answers.)

- Write the word 'SEX' in large letters in the middle of a sheet or board.
- Ask learners to think of any other words or terms that come into their minds when they see or hear this word.
- Write all these words around the word 'SEX' on the sheet.
- Once all the words have been offered, these points can be discussed:
  - which words are acceptable and which are not
  - why some are unacceptable
  - are some acceptable in some situations and not in others?
- Explain which words we are going to use in this group.
- Ask the group if they can suggest some reasons why people have sex. Write down all the reasons suggested and prompt them to include reasons such as to show love, because your boyfriend/girlfriend asks you to, peer pressure and to feel grown up.
- Ask the group which reasons are good reasons and which are bad reasons to have sex. Circle the good reasons and cross out the bad reasons.

## What if...?

### Learners are reluctant to offer any words?

Ask them what words the characters, Matt, Sabrina, Ana or Jay, might know or have heard about sex; or staff can say what the characters might think.

#### Activity 6.5

#### What do people want from a relationship?

- Aims**
- to consider differences and similarities in what people want from relationships
  - to consider pressures on young people around relationships

- Organise four small groups, each with one of the characters. Matt, Sabrina, Ana and Jay.
- Each group discusses: what do you think this character wants from a relationship?
- Consider if there are any pressures or expectations on the characters.
- Ideas are written on paper and discussed in the whole group.

#### Activity 6.6

#### Who I trust

- Aim** to clarify that each learner has someone in their lives whom they can trust

- Put a number of cards face upwards on the floor with roles on them e.g. brother, mother, teacher, neighbour, friend, grandma, doctor etc.
- Ask each learner to pick one up and say why s/he trusts that person, "I trust my friend/mum/brother because..."
- The card can be returned to the floor so someone else can choose it if they wish.



# Session Seven



## Intimate relationships: consent and keeping safe

### Aims

- to explore the qualities of intimate relationships
- to encourage understanding of how intimate relationships develop over time

### Outcomes

By the end of the session learners will be able to:

- explain what consent means
- identify the differences between a caring and an abusive relationship
- understand strategies to stay safe in relationships
- understand how intimate relationships can develop over time

### Resources

Soft ball  
Behaviour cards (Activity 7.3)  
Relationship event cards (Activity 7.5)  
Characters

### Beginning

Ritual activities: welcome; displaying ground rules

### Warm up

- 7.1 Team throw
- 7.2 Can I shake your hand?

### Main theme

- 7.3 Is this a caring relationship?
- 7.4 Top Tips for staying safe
- 7.5 Relationship Step by Step

### Assessment

Round: “One thing I enjoyed today...”

### Close

# The activities

## Activity 7.1 Team throw

**Aim** to develop team work and concentration

- A soft ball or bag is thrown around the circle.
- More balls can be added to increase the number being thrown without dropping them.



## Activity 7.2 Can I shake your hand?

**Aims**

- to understand that permission needs to be given before personal touch is made
- to practise skills like asking, listening, choosing, deciding
- to practise appropriate forms of words to be used in personal approaches

- Sitting in a circle, it is explained that this is a game about permission to touch other members of the group.
- Explain and use the word 'consent'. Remind the group about the rules for saying "no" (activity 5.2).
- A facilitator moves near to a learner and asks if they may shake their hand. The person asked must give a clear "yes" or "no". at which point either they shake hands or if the answer was "no" then the facilitator asks other learners until they get a "yes".

- When a handshake takes place the people change places leaving a new person to take on the role of asking for a handshake.
- The game progresses with learners asking and being asked for handshakes.
- Discuss the role of body language in acceptances and refusals. Discuss how it felt to say “no” or to be refused.

## What if...?

### Members of the group find this difficult?

A facilitator briefs everyone to practise saying “no”, and then asks each learner in turn who gives an assertive “no”.

## Variations

- As learners become more confident playing the game, they could be asked to choose another non private touch such as a pat on the arm or a ‘high five’.
- A more complicated version can be played, in which all the learners move around within the circle of chairs, and make a request to shake hands of each person they meet. The facilitator will need to watch closely to make sure that the rules of the game are being followed.

**Note** Although this may seem like a very simple game it covers core skills and is useful for all ability levels with differentiation in the discussion and analysis to suit their needs and abilities.

## Activity 7.3

### Is this a caring relationship?

**Aim** to help learners identify the differences between caring and unkind or abusive relationships

- Ask the group to get into small groups.
- Each group has the same cards which are about two people in a boyfriend/girlfriend relationship.
- The learners are asked to place the cards in two piles under the headings: a caring relationship, not a caring relationship.
- Say that this is about young people in general not anyone in this group.

(Though be clear that if anyone does want to talk about personal issues, how he or she can do that e.g. with a tutor, or in private after the session with the facilitator, and this is the same for any of the issues raised during this more detailed work on relationships.)

- If someone appears to need immediate help during this activity, stop the activity and ask the individual to go out of the session with a another member of staff to discuss it.

- Reassure the rest of the group and move on to another activity.

### The issues on the cards are:

**Having freedom to choose what to do**

**Having time and space to see other friends**

**Knowing personal opinions are respected**

**Having fun together**

**Trusting each other**

**Being able to talk about it when there is an argument**

**Going at a personal pace emotionally and sexually**

**Respecting the other person's rights and feelings**

**Feeling safe**

**Getting angry or jealous when the partner talks to someone else**

**Being verbally aggressive**

**Being physically threatening**

**Using force or threats to make partner do something they don't want to do**

**Posting unpleasant comment about the partner on the internet**

**Sharing intimately revealing things about the partner with others or on the internet**

**Trying to control the other person's behaviour**

**Pressuring someone into have sex**

**Pushing or hitting the partner**

- Discuss these issues in the small groups.

Be careful not to focus on the personal. Ask the group questions about what a young person could do if they were in a difficult or abusive relationship. You could also use the characters to distance the work e.g. What would Ana need to do if someone was threatening her? Suggestions could be: find support, talk to a trusted adult in private, go out in groups not alone, make sure she could get home safely.

- Then ask the learners to choose one card from the two piles and present the issues to the other groups, particularly emphasizing what can be done to help someone in a difficult relationship.
- Close the activity by reminding the learners about Activity 6.6 when each learner named a person they could trust and remind them that they can go to that person with a question or concern, or that they can always approach a member of the course staff.

**Note** This activity is based on a leaflet produced by FPA called "Is This Love?" which can be obtained by contacting [www.fpa.org.uk](http://www.fpa.org.uk)

## Activity 7.4 Top tips for staying safe

**Aim** to encourage learners to think of ways they can keep themselves safe

- As a whole group create a Top Tips list for staying safe in relationships.
- Is it different for friends or sexual partners or an older person who may try to take advantage of someone younger?

## Activity 7.5 Relationship step by step

**Aim** to consider the stages in the development of a relationship

Remind the learners about Matt and Sabrina and their story. Ask how their developing relationship could fit into this activity.

- Pin a string, like a washing line, across the room as a time line (or put it across the floor). Decide which end represents the start of the relationship and label it.
- Display the cards with events on.

### A suggested list of events to be sequenced

**Have sex (make love together)**

**Kiss, hug and touch private parts of their bodies with their clothes on**

**Kiss, hug and touch private parts of their bodies with their clothes off**

**Move into their own flat**

**Hold hands**

**Be together in private**

**Go out on a date together**

**Talk together and find out about each other**

**Meet up a lot and spend time together**

**Stay over at weekends**

**Kiss**

**Split up**

**Introduce them to their family or friends**

**Get married**

- Ask a learner to choose a card and peg it up on the line to show whereabouts on the time line the activity would take place.
- Another learner chooses a card and places it on the line.
- This continues until all the cards have been placed.

- As more cards are placed on the line, it may be necessary to move earlier ones. There may be debate about sequence or timing.

Use the other characters, Jay and Ana and their stories created by the group to show a similar or different step by step line.

### **Discussion points**

- Do all events have to happen in every relationship?
- Do all relationships involve sex or end in marriage?
- Could there be different orders for activities?
- How do faith, culture, and lifestyle affect relationships and their event timelines?



## Session Eight



### Making choices about sex: resisting pressure

**Aim**

- to consider decision making about sex

**Outcomes**

By the end of the session learners will be able to:

- discuss issues around sexual decision making and consent
- identify strategies to resist pressure
- identify ways of expressing love without having sex

**Resources**

Factor cards (Activity 8.2)  
List of statements (Activity 8.4)  
List of statements (Activity 8.5)

**Beginning**

Welcome. Introduce the session. Display ground rules.

**Warm up**

8.1 Murder wink

**Main themes**

- 8.2 All the pieces of the jigsaw
- 8.3 Role-play: saying “no” when under pressure on a non sexual issue
- 8.4 Resisting pressure for sex – is this assertive?
- 8.5 Resisting pressure for sex – finding the answers
- 8.6 Top ten

**Assessment**

Round: “One thing I discovered today...”

**Close**

# The activities

## Activity 8.1 Murder wink

**Aim** to raise learners' energies for the session

- Everyone walks around inside the circle.
- A 'murderer' is chosen secretly by the facilitator.
- The murderer winks at individuals as they walk around. If they see the wink they must pretend to die and are then out of the game.
- Learners must try to discover who the 'murderer' is before everyone is 'killed'.
- As an alternative the group stays standing or sitting in a circle and the murderer must make eye contact across the circle to wink and 'kill'.

## Activity 8.2 All the pieces of the jigsaw

**Aim** to consider the factors that affect decisions about relationships

- Prepare cards each with a different factor.
- Each person or small group chooses a card and discusses how this could affect Matt and Sabrina in their decision to have sex.

### Factors cards

**Their age**

**How long they have known each other**

**How much they fancy each other**

**Are they committed to one another**

**Their families' opinions, their culture or faith**

**Where they live – area, housing.**

**Their priorities e.g. work, education.**

**Contraception and protection from sexually transmitted infections (STIs)**

- Will Matt and Sabrina or Ana or Jay decide to have sex?
- Small group discussion on why they may delay sexual activity or choose non-penetrative activity.

- Write up list of the things Sabrina and Matt must think about before they have sex.
- Do they trust each other?
- Do they feel ready?
- Have they asked each other and both agreed – consented?
- Have they thought about and discussed using contraception?
- Do they know about the importance of using condoms to prevent pregnancy and reduce sexually transmitted infections?
- Can they be in a safe, private place?

### Activity 8.3 Saying no when under pressure on a non sexual issue

- Aims**
- to practise resisting pressure from other people
  - to recognise manipulative behaviour

- Facilitators role play to demonstrate resisting pressure: e.g. a person is pressured by another person to lend them money.
- Discuss how pressure was applied: by word or physical threats, emotional blackmail etc.
- The learners can try role playing resisting lending the money and practise assertion skills to refuse (see rules for saying no, Activity 5.2).
- Other situations can be suggested.
- Pairs of learners can volunteer to role play one of the suggestions.
- Depending on the dynamics of the group it may be preferable to have facilitators play the pressuring role and learners practise resisting pressure rather than practising bullying behaviours.

### Activity 8.4 Resisting pressure to have sex – is this assertive?

- Aims**
- to practise resisting pressure from other people
  - to recognise manipulative behaviour

- The facilitator sets the scene: someone is being pressurised to have sex, they want to say “no”. How would you rate their answers?
- The facilitator reads out each answer (from the list below) in turn.
- Learners indicate their approval by thumbs up or down.

- Discuss each statement and ask learners to consider:

**Is it a clear statement. If not then what is the message?**

**Does it use the word “no”?**

**What might the person pressurising say to the statement?**

### Response statements

**I don't feel ready.**

**I'm not sure. I think I'm too shy.**

**I feel like you are pressurising me and I don't like it.**

**Why do you want to have sex with me?**

**I do, but what if I get pregnant?**

**I am worried about HIV.**

**Sex isn't everything. Why don't we do other things and get used to each other.**

**Get lost. There's no way I would do it with you.**

**No. I don't want to do it with you.**

**No. I'm worried people will find out.**

**I'm not sure about this. I don't know what I want to do.**

**I want to trust you first – give it time and don't pressurise me.**

**I've gone as far as I am going with you.**

**I don't do sex – that's my final word.**

## Activity 8.5

### Resisting pressure for sex – finding the answers

- Aims**
- to explore how people pressurise others
  - to practise assertive responses to pressure

- A statement is read out and the group discuss if the statement is true, fair or putting pressure.
- If it is a pressurising statement then the group discusses how the person hearing the statement might feel.
- The group think of assertive responses to the statements and correct factual inaccuracies.

### Suggested statements

**What's wrong? You know you are enjoying this.**

**We've been going out for ages and I'd really like to go a bit further. What do you think?**

There's nothing to worry about. We can use a condom.  
If you don't then I'll finish with you.  
My mum and dad are out – we'll never get another chance.  
If you were a real man you'd have sex with me.  
Do you want to go all the way? We could use a condom?  
You won't get pregnant the first time.  
Are you saving yourself? No-one waits till they are older these days.  
I'll tell everyone you did it anyway.  
You are too scared – you don't know what you are doing.  
Do you feel ready to have sex with me yet?  
Why not, do you think I've got a disease?  
I'll be careful, you won't get pregnant.  
You don't really mean "no". I know you want to do it really.

## Variation

This activity can be played as a competitive game where two teams compete to think of the best response to the above statements and say it in the most assertive way.

### Activity 8.6

#### Top Ten

**Aim** to encourage learners to recognise that loving relationships do not need to involve sex

- Learners work in small groups. Each group produces a list of ten ways to express love without having sex e.g. kissing, hugging, buying small gifts, sending a positive text, holding hands, dancing together etc.
- Ask each group to present their list to the others and see what the common factors are.



## Session Nine



### Condoms to prevent unplanned pregnancy and sexually transmitted infections

- Aims**
- to explain about condom use
  - to present information about sexually transmitted infection (STI)

- Outcomes** By the end of the session learners will be able to:
- understand about the nature of STIs and transmission
  - know how to use a condom
  - give assertive responses to excuses for not using condoms

- Resources**
- Flip chart and marker pens  
Condoms and model penis  
Photos or pictures of individuals (Activity 9.5)

**Beginning** Welcome. Introduce the session. Display ground rules

**Warm up** 9.1 Line ups

- Main theme**
- 9.2 Introducing STIs
  - 9.3 Pass the condom
  - 9.4 Blindfold condoms
  - 9.5 Transmission of STIs
  - 9.6 Making excuses

**Assessment** Round: “What I think about today’s session...”

**Close**

# The activities

## Activity 9.1 Line ups

**Aim** to work on communication skills and team work with other members of the group

- An imaginary line is drawn across the room.
- The facilitator gives the instruction for the line up, e.g.:  
tallest <————> shortest  
oldest <————> youngest  
highest house number <————> lowest house number  
longest hair <————> shortest hair
- The facilitator walks along the imaginary line, explaining “Down this end of the room is for the tallest people; down this end is for the shortest people”.
- Learners organise themselves in order, which involves observing and communicating with one another.

### What if...?

#### Learners cannot place themselves in line?

- The facilitator can place one learner and then ask e.g. “Who is taller/shorter than this person?”

#### Learners find this an easy activity

- Ask the learners to arrange themselves in order in silence.

## Activity 9.2 Introducing STIs – the facts

**Aim** to present the group with facts about STIs

- Remind the group that the course has been discussing relationships and the choices people make about having sex with a partner.
- Explain that today’s session will focus on the use of condoms to prevent pregnancy and also to prevent sexually transmitted infections (STIs).
- Explain that STIs are infections passed from one person to another during sex when body fluids are exchanged. There are 6 most important and common STIs: Chlamydia, genital warts, gonorrhoea, herpes, hepatitis and HIV (human immunodeficiency virus).

- These names are written on a flip chart. Explain that some, e.g. Chlamydia can be treated by antibiotics. HIV has no cure but there is treatment for its effects.
- Some STIs don't have any symptoms for a long time. This means someone might be infected without realizing it and passes the infection on to someone else.
- Using a condom means that body fluids are not exchanged between partners which means that a woman is unlikely to become pregnant or a partner is unlikely to get an STI.

### Activity 9.3 Pass the condom

**Aim** to introduce condoms

- Produce a condom in its sealed packet.
- Explain that that this is a condom.
- The group passes it round, each person saying a fact about it.
- Discourage opinions, personal comments or anecdotes.

#### Variation

If the group do not know or do not want to say, have a list and ask a group member to tick off the factors on the list as they are mentioned. This could include: the condom is inside this packet, condoms can be different colours, condoms are used to stop STI infection, a condom goes on a man's erect penis during sex, condoms can be used by straight and gay men, condoms are strong, condoms are available in different sizes, using a condom properly means a young woman is unlikely to get pregnant, young people can get condoms free from ..... (the name of your local clinic)

### Activity 9.4 Blindfold condoms

**Aims**

- to take the embarrassment out of handling condoms
- to practise correct technique for condom use
- to practise condom use without visual cues in case they are used in the dark

- Blindfold two learners.
- They compete to open a condom packet and put a condom on the demonstrator model while blindfold.
- Other learners can observe and award points for accuracy/following instructions.

- Discuss with the group what things might make people be unsafe when using condoms e.g. alcohol, embarrassment, lack of practice, being in the dark.

## Variation

This activity can be done without the blindfolds and without observing and awarding points for accuracy.

### Activity 9.5 Transmission

**Aim** to explain the nature of transmission of STIs

- Collect a series of pictures of individuals from magazines.
- Start with one on the floor and a name for the person e.g. Jack.
- Suggest that Jack has an STI.
- Surround him with a number of partners. If a condom is not placed between the pictures, this indicates that Jack could pass on his STI to his partners.
- Then place other pictures on the floor to suggest other sexual partners for Jack's girlfriends and show how the STI can then be transmitted to other people.
- Indicate that the transmission of the STI stops when a condom is placed on the floor between the partners to indicate that one is used during sex.
- You can demonstrate hetero and homosexual activity and remember that as some people are bisexual this can also affect the picture patterns.
- You may end up with the floor covered by people who could have a STI because condoms were not used.
- You can show the alternative pattern where condoms are used and Jack is treated for his STI so all the people engage in safer sex and are unlikely to get an STI.

### Activity 9.6 Making excuses

**Aim**

- to practise responding to common excuses for not using condoms
- to dispel myths about condoms and reinforce accurate messages about their use

- Divide the group into 2 or 3 smaller groups.
- Read out one of the excuses, discuss what it means and how it is inaccurate, manipulative or irresponsible.

- Each group must think of an assertive response to the excuse.
- Each group states their response and the facilitator decides which is the best one.

### Suggestions for excuses to use

**They smell horrible.**

**I don't know how to use one.**

**A condom never fits me. It's too small/too big/too short.**

**I won't be able to feel anything.**

**It takes all the fun out of it.**

**They're all slippery.**

**It's up to the woman to think about contraception. She's the one who would get pregnant.**

**I'm too shy.**

**Don't you trust me?**

**They don't really work, you know.**

**Don't bother. I'm on the pill.**

### What if...?

#### The group find it difficult to think of responses?

- Offer facilitator support in the small groups or the facilitator thinks up responses and learners practise saying them assertively.

### Variations

- Get the learners to think up excuses.
- The facilitator can also rate the assertiveness of the body language and tone of voice of the delivery of the responses.

### Additional work

A sexual health professional or college nurse could come in to support you to deliver this session. S/he could also explain other forms of contraception and give learners details of where their local clinics are to get condoms or a range of contraception.

If learners need to learn more about sex, condoms and contraception refer to:

*Talking Together ... about Sex and Relationships* and  
*Talking Together ... about Contraception* from [www.fpa.org.uk](http://www.fpa.org.uk)

*Picture Yourself* from [www.me-and-us.co.uk](http://www.me-and-us.co.uk)

*Living Your Life* from [www.brook.org.uk](http://www.brook.org.uk) and

*Exploring sexual and social understanding* from [www.bild.org.uk](http://www.bild.org.uk)



## Session Ten



### Accepting difference and addressing homosexual discrimination

**Aim** ● to examine discrimination particularly as it affects homosexual people

**Outcomes** By the end of the session learners will be able to:

- understand that everyone is unique and different and that this is normal and to be valued
- understand what stereotyping means
- learn about the legal position regarding homosexuality in the UK
- understand that a range of views can be held about this subject
- understand how homosexual discrimination and homophobia can affect individuals

**Resources** Characters and blutac  
Photos and pictures from magazines (Activity 10.2)  
Homosexuality factsheet (Activity 10.3)  
Statement cards (Activity 10.4)

**Beginning** Welcome. Introduce the session. Display ground rules.

**Warm up** 10.1 What's the difference

**Main theme** 10.2 What do labels mean?  
10.3 Homosexuality factsheet and discussion  
10.4 Debate the issues  
10.5 How does it feel to be gay or lesbian?  
10.6 It's normal to be different

**Assessment** Round: "What I've learned today..."

**Close**

# The activities

## Activity 10.1 What's the difference?

**Aim** to introduce the theme that everyone is different, special and unique

- Explain that this activity introduces the theme which is about difference and prejudice.

Every human being is a different individual, some things about people are the same and lots of things can be different. Some people are prejudiced against others simply because they are different from them. Let's look at similarities first.

- Ask the learners to get into groups according to obvious physical differences e.g. hair, eye, skin colour, and slightly less obvious categories such as shoe size.
- Now ask the learners to get into groups according to other categories we cannot see, finding similarities e.g. "who likes pizza?", "who watches X Factor?", "who likes football?", "who likes apples?".

A discussion can be had here about why some things are considered more acceptable than others.

- In the whole group ask learners to say something about themselves that may be different or the same to the others but is a bit more personal e.g. "I want to be a hairdresser", "I like to go with my brother to see Spurs play football".
- Using all four characters Matt, Sabrina, Ana and Jay explore personal facts about their sexuality which may be the same or different from others. Who would say "I am straight", "I am gay", "I am a lesbian"?
- Discuss when the characters might have known this about themselves and when/whether they would feel comfortable telling other people. Do straight people have to 'tell' others or is it assumed that someone is straight until he or she says otherwise?

## Activity 10.2 What do labels mean?

**Aim** to enable the group to understand stereotyping

- Show the learners a selection of pictures from magazines or the internet and ask them to attach labels to the pictures such as:

**Blond, male dancer, anorexic, mixed race, fancied his teacher, has a criminal record, glamour model, HIV+, black, learning disabled, teenage parent, mature student, took drugs, lesbian, straight**

- Ask the learners to sort the pictures into two piles: it's OK or not OK to discriminate against this person because of the labels we have attached to them.
- Explain that none of these people can be discriminated against because of the labels, though it may take time for groups to come to this conclusion. Learners may have feelings about particular labels but this does not mean that discrimination is acceptable.
- Ask the group to separate the facts from the behaviour e.g. blond, black, gay, lesbian, straight are facts, whereas fancied his teacher, took drugs, has a criminal record are to do with feelings and behaviour.

### Activity 10.3 Homosexuality, the facts

**Aim** to present some facts about homosexuality

- Facilitators give out this information to learners to discuss in small groups and then give some feedback to the whole group:

**Being gay or lesbian – what does this mean?** Some people who are homosexual are proud to be called gay or lesbian. However, gay is often used among young people as an insult meaning something is just naff or someone is not fitting in to a conventional idea of 'normal'. It can sometimes be used to suggest a person's sexual identity in a negative way.

**Growing up is a time of change – body changes, hormone changes, emotions, physical and social changes.** At this time young people are trying to work out who they are, what's important to them and their sexual identity, whether they are gay, lesbian, bisexual or straight. Young people can often develop important friendships with other teenagers and this is not about homosexuality. It is possible for young people to be physically or sexually attracted to others of the same gender at this time but it doesn't mean they are homosexual; it could be a 'crush', a passing thing. Others are very clear that they are either heterosexual or homosexual from the time they become aware of sexual feelings.

**Homosexuality means:**

- Having sexual feelings, being attracted to a person of the same gender, perhaps involving feelings of affection, romance and a wish for an intimate relationship with someone of the same gender.

*(continued)*

- This can lead to going out together – sharing time and interests together in a couple, not just ‘as friends’.
- Physical closeness – kissing, cuddling, feeling sexy together.
- Over 16, the age of consent, sexual activity in private.

Is this ok?

In the UK the law protects people from discrimination because of a range of things such as: race, age, religion, disability, gender and sexual orientation (being heterosexual, homosexual or bisexual). In the UK the law aims for everyone to be equal and respected.

In the UK homosexuality and homosexual relationships are legal and therefore acceptable within the same rules as for heterosexuality. Examples of equal rights: age of sexual consent is 16, civil partnerships give the same rights as marriage, adoption and parenting rights, pension and inheritance rights.

- Ask learners to fill in other words instead of ‘gay’. That T shirt is ..... , That way of dancing is ..... , His voice is .....

## Activity 10.4 Debate the issues

**Aim** to enable learners to discuss the issues from different perspectives

- Explain that people often have different views about sexual matters influenced by family, culture, religion, friends, the media, the internet such as:

**Some people believe that sex should only happen between a man and a woman.**

**Some people believe that sex is OK if both people consent, are over 16 and use condoms.**

**Some people think being gay or lesbian is fine and normal.**

**Some people think everyone has a right to live their lives as they wish even if it is not a way of life they would want for themselves.**

**Some people think being gay or lesbian is wrong and unacceptable.**

**Some people think that being different is difficult and are sympathetic.**

**Some people think that if they are friends with gay or lesbian people, people will think that they are gay or lesbian too.**

- Put these statements on cards face down on the floor.
- Ask learners to choose a card and then argue why someone might feel this way. Learners could work in pairs or small groups to work out their arguments first before the debate.
- Once the debate is over, discuss what it was like to argue a particular point of view.
- Remind the group that people have a right to their opinions but we need to know the facts (e.g. the legal framework) and think about how our opinions or comments may affect or hurt others before we make judgements.

## Activity 10.5 How does it feel to be gay or lesbian?

**Aim** to learn about how gay or lesbian people feel about their sexuality

- Use the pictures for the characters Ana and Jay.
- Stick each of them to a separate chair with blutac. Ask a member of staff to stand behind the chair and speak as the character.
- Learners can ask the characters questions about their sexuality. You can use the suggestions below or ask the group to put their suggestions into a hat anonymously. A member of staff can then pick one out to ask.
- Remind the group that every lesbian and gay man is an individual like everybody else so they have a range of relationships, feelings, views and reactions.



**How did you feel at school. Did you tell anyone?**

**Did you always know you were gay or lesbian?**

**Do your parents/family members think it is OK?**

**How does it feel when people call you names? What do you say?**

**Do you want lots of partners?**

**Do you fancy straight men/women?**

**If you want to ask someone out how do you know if they are gay or lesbian?**

**Are you afraid of becoming HIV+?**

## Activity 10.6 It's normal to be different

**Aim** to end on a positive note of accepting every individual

- Ask the learners to stand in a wide circle.
- In turn each learner steps into the circle and says “I stand out from the crowd because...”. They can then say something that makes them different from their peers about which they can or could feel proud. It does not have to be anything very personal.
- Ask the group to be supportive and encouraging as each person steps forward.





## Session Eleven



### Sexualisation, manipulation and pornography

#### Aims

- to define and examine the facts about pornography
- to explore a range of views about pornography
- to consider how to protect young people to make positive choices about their own behaviour and images

#### Outcomes

By the end of the session learners will be able to:

- consider a range of views about pornography including the negative impact
- be assertive about their rights to make informed and positive choices
- be reassured that pornography is a private matter that they do not have to engage with or be pressured by
- know how to protect their own images from exploitation

#### Resources

Ball

Small pieces of paper, with Lie written on them (Activity 11.1)

Photos and pictures

What is pornography? cards (Activity 11.2)

Individual photos from magazines of five young people, 3 male and 2 female.

Cards with opinions about pornography (Activity 11.3)

Rights and choices cards (Activity 11.4)

Case study cards (Activity 11.5)

#### Beginning

Welcome. Introduce the session. Display ground rules

#### Warm up

**11.1** Truth and Lies

#### Main theme

- 11.2** Defining pornography
- 11.3** Opinions about pornography
- 11.4** Rights and choices
- 11.5** Looking after yourself
- 11.6** Compliments

#### Assessment

Round: "What I've learned today..."

#### Close

# The activities

## Activity 11.1 Truth and Lies

**Aim** to show how difficult it can sometimes be to know when the truth is being told

- Explain that the game is about truth and lies.
- Pass round slips of paper. Explain that they might say 'truth' or 'lie' and ask everyone to follow the instructions. (In fact all the slips of paper say 'lie'.)
- Ask each learner to say what they are planning to do this weekend and either be truthful or lie according to what it says on their slip of paper.

**Staff should be included and briefed to make convincing but slightly daring lie.**

- Once everyone has said their plans ask learners to guess who was lying and who was telling the truth and then ask each person to show their paper. The learners realise that everyone will have been lying.
- Lead a discussion about how we don't always expect people to lie and yet they do, especially about sensitive topics such as sex. Will other teenagers all be telling the truth about sex? What lies might boys tell girls and vice versa? What lies might young people tell their parents and vice versa etc?
- Explain that it is sometimes difficult to tell what is truth or lies in other situations like pornography. What is pornography? Explain that it is about images of naked people and sex.
- Explain how commercial porn can be about lying or manipulation – it is not about real relationships; people are acting. They are paid to be filmed or photographed pretending to appear sexy, fancy, like or love another person.

## Activity 11.2 Defining pornography

**Aim** to support the learners to think about different types of imagery

- Show the learners some pictures of naked images from the past and current times that are not pornographic such as adverts, art showing naked images, photos of Greek statues.

**In Victorian times people thought women's ankles were suggestive of sex so you could have pictures of women's ankles and discuss how views of what is sexy or rude or pornographic or erotic has changed over the years.**

- Explain that some people find the ‘sexualisation’ of young people worrying, how so many images and expectations of young people now seem to be connected to adult sexuality.
- Point out that some faiths and cultures have ideas about what images are acceptable which is at variance to current popular culture.
- Prepare cards with the following statements written on them. Ask the learners to decide which should go into the pornography pile and which is not pornography.

(We would not advise bringing in the items, so this means that learners need to understand what is referred to on the cards).

## Statements

**Advert with semi naked people selling perfume.**

**Music video such as shown on daytime TV using semi naked dancers and movements suggesting sex.**

**Tabloid with pictures of a half naked woman on inside page.**

**Middle shelf men’s magazine with image of naked woman on front.**

**Woman’s magazine with tips about improving sexual intercourse with partner.**

**Top shelf men’s magazine with front cover not visible and 18 on it.**

**TV fictional soaps or stories showing sexual activity between consenting partners on BBC2 or Channel 4.**

**Internet sites showing explicit sexual intercourse.**

- Ask why people made the choices they did about which pile to put the card on, and shape a follow on discussion giving information about questions like:

## Pornography

### Is porn legal?

Many images showing sexualised pictures are legal for anyone to see e.g. all of the above except two (internet sites showing sexual intercourse and top shelf magazines, though parents are also expected to decide what is suitable for their children to see on mainstream television channels – explain the 9pm ‘watershed’ after which more adult programmes can be shown that may not be suitable for children).

Whether it is pleasant or appropriate to see sexualised images is a matter of choice or access.

*(continued)*

Pictures or films showing explicit and actual sexual intercourse that is not 'obscene' is legal pornography for anyone over 18 years old.

Accessing any porn involving children or extreme violence is illegal and criminal and people can go to prison for doing it.

### **Does porn reflect real life?**

People's bodies may have been altered but are presented as natural e.g. breast implants showing large breasts, drugs used to prolong a man's erection, no pubic hair, botox, cosmetic surgery.

People do not usually have sex with complete strangers.

Women are often portrayed as being willing to undertake any kind of sex act to please the man – this is not true to real life.

Some of the sexual acts that are shown do not happen between all real life couples e.g. oral or anal sex

### **Even if it's legal does everyone agree with seeing or using it?**

Some people think it is demeaning to people who participate in it; the porn actors and actresses can be exploited.

Some people think sexual activity is a private matter between two people who care about each other and that porn has no place in a loving relationship.

Some people think that using pornography is against their faith or culture.

It can be negative about women and show them as passive – their only purpose is to have sex with men.

Porn is mostly made for men but not all men or women find it exciting or sexy.

If young people look at it when under 18 or even older than that they may see things they don't like or don't understand. Porn can be scary and upsetting.

## Activity 11.3 Case studies: opinions about pornography

- Aims**
- to present different view and opinions about pornography
  - to encourage learners to challenge views about pornography

- Prepare pictures from magazines to represent five people called Jade, Tom, Darren, Amar and Mandy.
- Fix these pictures on the back of 5 chairs at the front of the group.
- Ask staff to read the story for each of the characters (below) and represent them in a question and answer session.
- Remind learners that these are not the opinions of the staff. A member of staff will say “Jade thinks this because...” and respond to questions from the audience with the same framework.
- Learners ask questions of the characters and challenge their views – staff try to stick to their position as advocate for the character.
- At the end of the activity, remind everyone that this was an acting game to explore a range of views and did not reflect the actual people who represented the views.

### The stories

**Jade** thinks Porn is OK to use in a private place but people should be over 18. She personally wouldn't use it as it's against her religion.

**Tom** thinks that porn is unreal and unhealthy to use. It takes people away from the good things about real relationships, but he sometimes can't help looking at it.

**Darren** thinks porn is like a movie, exciting and fun but not real. It helps people feel sexy and anybody should be able to see it. He thinks looking at porn is normal and that everyone does it.

**Mandy** thinks that people in porn have great bodies and sex lives. She feels jealous. She worries what her boyfriend will think about her body as it doesn't look like the porn women's bodies.

**Amar** has been told that people are made to produce and appear in porn and they have no choice. They are exploited and unhappy. He thinks something should be done to stop it.

## Activity 11.4 Rights and choices

- Aim
- to encourage learners to understand that each individual can have an opinion about pornography and has a right to make a personal decision about it

- Prepare a set of cards each with one of the statements below.
- Ask learners to put them in a pile to say if they are ok or not ok and why they have made that choice.

This activity can be done in small groups with staff support or led by the facilitator in the whole group.

- Ask how would the people feel in the stories?
- Reassure learners that it is OK not to want to see porn and it is always important to treat others with respect.
- Remind learners of all the previous work and that people have rights; that they are not forced to participate in anything they do not choose.

### Some suggested statements

**Ben asks Jake to watch a gay porn film with him when they've only been out a couple of times. Jake feels uncomfortable but thinks it would look uncool to refuse.**

**Jaz laughs at the size of David's penis and says it's really small and he's not as sexy as the men on the internet.**

**A group of boys push a page three picture at a girl and shout to her to get her top off.**

**Omar and Sonita decide to watch a porn film to get them in a sexy mood.**

**Jed likes to buy a top shelf magazine to masturbate with in his room.**

**James watches porn films on the TV in the living room. He doesn't worry too much if his younger brother comes in when they are on.**

**A group of mates are round a friend's house and they gather round a computer screen in his room to have a look at a porn site on the internet.**

## Activity 11.5 Looking after yourself, your image and valuing your own opinion

**Aim** ● to encourage learners to look after their own images and value their privacy

- Explain that every young adult has a right to consent to being touched, to having sex, to having pictures taken, to wear what he or she wants, to look at the things they like. But with all these things, young people need to understand the risks.
- Remind learners that it is so easy to take pictures of people and every kind of activity now and post them in a wide range of places with varying levels of privacy. Young people need to be careful that pictures don't end up in the wrong place. It is possible to get caught up in an action that is uncomfortable and young people need to know that they can be assertive and change what's happening to them.
- Divide the learners into small groups and give each group a different case study.
- Ask them to think where are the points when the young people could have stopped to think about their behaviour and change it. Ask them to think about both sides of the story. How could the stories be different – what would be the alternative positive endings?
- Encourage the groups to share their conclusions with the other learners.
- Acknowledge, value and support the learners as they make positive choices for the characters in the case studies.

### Case studies

**Cassie is going out with Dan.** He wants to take a picture of her on his phone as a sexy reminder of her and the fun they have together and asks her to pose for him in his bedroom with her top off. She feels a bit silly but after all it is in private so she does it. The following week she sees Dan and his mates all looking at his phone. They laugh when she goes up to them. She is worried Dan has shown them her 'sexy' picture.

**Jen, Aisha and Taz know each other.** Jen would like to be friends and keeps trying to join in their conversations. Sometimes the other girls let her in to their chats and activities but sometimes she really irritates them so they ignore her. Or they say she must think she's in love with them because she always wants to hang around with them. Jen finds out that they have posted a picture of her on the internet with offensive words calling her a lesbian. Lots of other learners at college see it and some of them bully her about it.

**Tahir hates porn.** It makes him feel really uncomfortable. His family have talked to him about it and he believes it not a good thing. His mates look at porn on their mobiles and show him. He tried to say he didn't like it but then they started teasing him that he wasn't a real man and also asking him if he was gay. He feels he has to look to keep in with his mates.

**Jasmine likes to go out clubbing.** She's a good dancer and enjoys the buzz of clubs. She notices that many of the women wear really revealing clothes and short skirts. The young men stare at the women and sometimes shout comments or touch them when they are at the bar. She feels under pressure to reveal more and more of her body. A man asks her why she is such a prude; he tells her she's got nice boobs so why not show them off. Her mates egg her on and she buys some low cut tops but she can't dance, relax or enjoy herself and she hates the way the men look at her and the comments they make.

## Activity 11.6 Compliments

**Aim** ● to end on a positive note that focuses on learners' personal skills and qualities not on what they look like

- Explain that the group is going to focus on positive personal qualities and actions, not about what people look like.
- In a circle, one person throws a ball to another and gives them a compliment e.g. "I like when you remind me about my homework", "I liked it when you brought in that CD to lend me", "You are a really good friend", "I like the way you help to clear up the classroom after our session, that's helpful".
- Staff can offer compliments to learners if they have not been chosen by their peers.



# Session Twelve



## Evaluation and ending the course

### Aims

- to recap course work and evaluate the course
- to assess what learners have learnt and understood

### Outcomes

By the end of the session learners will be able to:

- describe a range of options for long-term relationships
- recall and recognise their learning
- state what they liked about the course

### Resources

Ball  
Props and materials from previous sessions  
Paper, pens and box  
Characters  
Certificates

### Beginning

Welcome. Display ground rules.  
Reminder: this is the last session.

**12.1** Feelings about this last session

### Warm up

Learners choose one or two activities from previous sessions they have enjoyed and would like to repeat

### Main theme

**12.2** Our characters' futures

**12.3** Course reminders

**12.4** Questions in a box

**12.5** Hot seat – “My favourite part of the course...”

**12.6** Feedback sheet

### Assessment

Round: “What I will miss about this group...”

Round: “What I look forward to now the course has ended...”

### Close

Certificates and take a bow

# The activities

## Activity 12.1 Feelings about this last session

**Aim** to focus on the fact that the course is ending

- The facilitator throws a ball to each learner in turn.
- The learner says what s/he is feeling about the ending of the course.

## Activity 12.2 Our characters' futures

**Aims**

- to end our characters' story
- to consider the range of outcomes of relationships

- Explain that this will be the last time the group meet the characters.
- Discuss what might happen in the future, e.g. split up, move in together, get married or have a civil partnership, have a baby, drift apart, find other boy/girlfriends etc.
- Look at each option and work with the group to decide on realistic options i.e. not a fairytale or soap opera ending.

## Activity 12.3 Course reminders

**Aim** to use props and resources from the course to recap and assess learning

- Display props and materials from previous sessions, such as condoms, hygiene products, photos or pictures.
- In turn, learners choose an article and make a statement about how it was used or what they learned through using it.

## Activity 12.4 Questions in a box

**Aim** to reaffirm learning from the course

- Each learner writes a question about work on the course.
- The questions are placed in a box.
- The group is divided into two teams.

- Teams take it in turn to answer questions as they are taken from the box.

## Variations

Staff can write the questions and put them into the box for learners to pick out and answer.

Staff can take each prop from activity 12.3 and ask a question about it.

Return to the questions the learners asked anonymously in session one and see if the course has answered the questions.

## Activity 12.5 Hot seat: My favourite part of the course...

**Aim** to evaluate the course

- In a circle, one chair is identified as the 'hot seat' and left empty.
- The facilitator sits on the 'hot seat'
- S/he says "My favourite part of the course was..."
- S/he moves from the 'hot seat' by calling another name. The two people change places.
- The new person on the 'hot seat' says "My favourite part of the course was..." and moves off calling another name, and so on.

## What if...?

**Group members are not mobile or are unwilling to move about?**

- Use a cushion which is 'hot', thrown from person to person as they call out a name.

## Activity 12:6 Feedback sheet

**Aim** to evaluate the course

Give out sheet and ask learners to complete individually.

### Sex and Relationships Education Group

#### Learner Feedback

Name:

What I liked about the course was:

What I did not like about the course was:

It is important to learn about sex and relationships because:

I think young people should know about:

I would like to learn more about:

### Variation

Ask the pupils to interview each other about the course using some of the above questions. Other learners or staff can record the answers.

### Close

Give out certificates to each learner and make an observation of their contribution to the group. Others can applaud and the learner can take a bow if they wish.