

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 10 LESSON 3 TITLE Diversity

KEY CONCEPTS

- ◆ Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation
 - ◆ Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives
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KEY PROCESSES

- ◆ Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour – acting positively on them whenever possible
 - ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
 - ◆ Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so
 - ◆ Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help when necessary
 - ◆ Use social skills to build and maintain a range of positive relationships – also reflecting upon what makes these relationships successful and recognising how to apply this to new situations
 - ◆ Use the social skill of negotiation within relationships – recognising their rights and responsibilities and that their actions have consequences
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CONTENT

- ◆ The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders
 - ◆ The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse
 - ◆ The benefits and risks of health and lifestyle choices – including choices relating to sexual activity and substance use and misuse and their short and long-term consequences for the health and mental well-being of individuals, families and communities
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LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Understand how to recognise feelings in others
- ◆ Understand how to read body language
- ◆ Understand more about the similarities and differences between men and women which surround sexual relationships

RESOURCES

- 'Faces' sheet (on CD-ROM);
- 'Body Language' sheet (on CD-ROM
- Flipchart/paper/pens

LESSON PLAN

Activity 1 – Recognising Feelings

Timing

20 mins. approx

Resources

'Faces' sheet (on CD-ROM)

Divide the class into small groups, and give each group a copy of the 'Faces' sheet or show it on the white board. Ask the students to look at the pictures and write down which emotions they think are represented. When all the groups have finished, discuss their answers and how they made their decisions with the class.

Ask if there are any faces which look sexually interested (or like they're 'flirting'). The answer should be 'none', as you can't tell if someone's really sexually interested unless they say that they are. Stress how easy it can be to confuse one emotion for another. To further this point, ask if there are any other faces which could be showing more than one emotion. What implications does this have for relationships?

Activity 2 – Reading Body Language

Timing

20 mins. approx

Resources

'Body Language' sheet (on CD-ROM)

Divide the class into small groups, and give each group a copy of the 'Body Language' sheet or show it on the white board. Ask the students to look at the pictures and write down which emotions they think are represented in the body language. When all the groups have finished, discuss their answers and how they made their decisions with the class.

Ask if there are any people in positions which look sexually interested (or like they're 'flirting'). The answer isn't always clear cut, as you can't tell if someone's really sexually interested unless they say that they are. Stress how easy it can be to confuse one emotion for another. To further this point, ask if there are any other pictures which could be showing more than one emotion. What implications does this have for relationships?

To summarise the discussion, consider the following questions as a class:

- ❖ How easy is it to tell what someone is feeling?
- ❖ Do men and women express themselves differently?
- ❖ How often do we ignore another person's signals because they differs from what we are feeling?
- ❖ Is it easier to understand people that we know well?
- ❖ Can you read friends' and family's signals well? Ask for examples.

Activity 3 – Empathy and Respect – Men and Women

Timing

30 mins. approx

Resources

Flipchart/paper/pens

Divide the class into all-male and all-female groups. Next, ask both groups to make a list of all the things that the other gender should know about their gender and how they see sex and relationships. Get the students to consider the following questions (you may have to refer to the 'Ground Rules' to keep things respectful!):

- ❖ What is most important to women about sexual relationships?
- ❖ What is most important to men about sexual relationships?
- ❖ What does the other gender often get wrong or misunderstand?

When all the groups have finished, get them to share their findings with the whole class. You may need to insist on a 'listen first, then talk' rule, as the aim is to get both genders listening to the other side. Also get the class to consider whether men understand other men and women understand other women better than when they mix. Would this make same-sex relationships easier?







