

**YEAR 10      LESSON    4      TITLE    Relationships**

### KEY CONCEPTS

- ◆ Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised
- ◆ Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important
- ◆ Understanding that relationships can cause strong feelings and emotions

### KEY PROCESSES

- ◆ Reflect critically on their own and others' values and change their behaviour accordingly
- ◆ Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them
- ◆ 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
- ◆ Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

### CONTENT

- ◆ Characteristics of positive relationships, awareness of exploitation in relationships and knowledge of statutory and voluntary organisations that support relationships in crisis
- ◆ 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

### LEARNING OUTCOMES

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

- ◆ Understand the concept of 'readiness' for sexual relationships
- ◆ Understand the effects of peer pressure
- ◆ Understand some of the elements that make up a positive sexual relationship

## RESOURCES

- 'Am I Ready? – Questions'
- PPT – 'Sexual Health Statistics'
- 'Peer Pressure' Statements
- 'Good Sex/Bad Sex' cards
- 'Interpersonal' and 'Negotiating Sex' DVDs (available from Working With Men)
- 'Welcome to our World' DVD (available from Meriton)

## LESSON PLAN

### Activity 1 – Am I Ready?

#### Timing

25 mins. approx

#### Resources

'Am I Ready? – Questions'; PPT – 'Sexual Health Statistics'

Ask students to suggest questions someone should ask themselves to see if they're ready to have sex. Write these up on the white board. Use the 'Am I Ready? – Questions' resource to cover any which the class doesn't think of.

Next, divide the class into small groups and ask students to select the five most important of the questions. When all the groups have decided, have a class discussion about the topic. Particularly focus on the following questions:

- ❖ How easy is it to make your own decision about readiness for sex?
- ❖ What helps someone to make their own decisions?
- ❖ What pressures might someone come under when making their choice?
- ❖ Are friends more likely to support having sex or to encourage someone to wait until they're ready? Why?
- ❖ What would happen if you or your partner became pregnant?

### Activity 2 – Peer Pressure Practice

#### Timing

20 mins. approx

#### Resources

'Peer Pressure' Statements

Divide the class into small groups and give each group a copy of the "Peer Pressure" statements resource. Ask them to write down short, snappy answers to each of statements which could be used to help the person involved. Discuss the best answers as a class, and focus on the following questions:

- ❖ What might someone be feeling like in this kind of situation?
- ❖ Apart from having a good snappy answer, what else does a person need to be assertive in this kind of situation?
- ❖ Are there differences for boys and girls in the situation?
- ❖ Is it always boys who pressure girls?

### Activity 3 – Good Sex/Bad Sex

#### Timing

15 mins. approx

#### Resources

'Good Sex/Bad Sex' cards

Divide the class into small groups and give them each copies of the 'Good Sex/Bad Sex' cards. From these cards, ask them to select the five essential elements of a good sexual experience and five which they think might make for a bad experience. Discuss the selections as a class, and focus on the following questions:

- ❖ Did everybody agree on what should be included?
- ❖ Is what is 'good' or 'bad' sex the same for everyone?
- ❖ Are there common elements for everyone?
- ❖ Might this change with age or life experience e/g teenagers young adults parents older people?
- ❖ Might it be different in different cultures or those with strong religious beliefs?
- ❖ What else might make for good or bad sexual experiences?

### **Extension Activity – Interpersonal / Negotiating Sex DVDs**

Use these DVDs and exercises (available from Working With Men) to explore in more depth the verbal and body language of assertiveness and negotiation which exists between men and women and how this affects relationships.

### **Extension Activity – Welcome to our World DVD**

Use extracts from this local DVD (available from Meriton) to highlight issues faced by young women on becoming young mothers.

## Am I Ready? Questions

- ❖ Is this what I **want** to do or what I think I **should** do?
- ❖ Does it fit with what I believe is right and wrong?
- ❖ Am I doing this to get it 'out of the way', and anyone who wants me will do?
- ❖ Is this person someone I **really** want to have sex with?
- ❖ Is the other person ready too? How do I know? Have we talked about it?
- ❖ Is either of us feeling pressure?
- ❖ Would it be OK if they changed their mind at the last minute?
- ❖ Is it legal?
- ❖ Do I know what they like and don't like?
- ❖ Do I know how to protect myself and the other person?
- ❖ Do I know how to use a condom?
- ❖ Do I know where to go if something went wrong (e.g. pregnancy or an STI)?
- ❖ What will other people (family, friends) say if they find out? How would this affect me?



## Peer Pressure Statements

- ❖ 'If you really loved me, you'd have sex with me'
- ❖ 'Everyone else is having sex, why not us?'
- ❖ 'I promise I'll be gentle'
- ❖ 'I've got a condom in my bag'
- ❖ 'Come on, you know you want to'
- ❖ 'Why are you wearing those clothes if you don't want to have sex?'
- ❖ 'I'll tell everyone we did it so you might as well'
- ❖ 'Come on, it'll be our special secret'
- ❖ 'Don't you want to make our relationship stronger?'
- ❖ 'I'm really good at this. You'll love it'
- ❖ 'What kind of man are you. Boys always want it, don't they?'
- ❖ 'Please help me, I'm still a virgin.'
- ❖ 'Hurry up, will you? I've got to go out tonight'





**Love**

**Passion**

**Lust**

**Trust**

**Confidence**

**Honesty**

**Humour**

**Safety**

**Spirituality**

**Gentleness**

**Athleticism**

**Playfulness**

**Friendship**

**Respect**

**Thoughtfulness**

**Empathy**

**Understanding**

**Knowledge of  
'positions'**

**Fit body**

**Flexibility**

**Condoms**

**Contraception**

**Health**

**A bed**

**Privacy**

**Talking**

**Good at kissing**

**Foreplay**

**Penetration**

**Taking it slowly**



**Going quickly**

**Guilt**

**Fear**

**Violence**

**Persuasion**

**Seduction**

**Anxiety**

**Music**

**Sexy clothes**

**Perfume**

**‘Mood lighting’**

**Alcohol**

**Drugs**

**Marriage**

**Listening**

**Being a virgin**

**Being  
experienced**

**Being calm**

**Being relaxed**

**Excitement**

**Hygiene**

**Selfishness**

**Vanity**

**Embarrassment**

**Shyness**

**Shame**

**Tiredness**

**Stress**

**Noise**

**Orgasms**

