



## Understanding Relationships

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Relationships are a hot topic but what exactly is a 'positive' relationship? This section is packed with ideas to explore all kinds of relationships – including friends, family, sexuality, community, PSNI, section 75 and everything in between – promoting assertiveness, self-respect and ways to support people and each other to make good choices.





## Session 1: Who Are You?



To learn about the individuals who appear in *Underage and Pregnant*



To consider why teenagers form relationships and how those relationships might develop in the future



- Teenager photo cards
- Pregnancy discussion map
- Flip chart and markers
- Sticky notes

### ACTIVITIES

#### 01 Introduction

- Establish ground rules.
- Tell the group they are going to explore why people form relationships.
- Briefly explain the *Underage and Pregnant* series.

#### 02 Opening activity introducing the teenagers

Give each member of the group a different photo card.

- Ask them to read through the profiles and reflect on the information given.
- Invite them to circulate and introduce themselves as the teenager on their photo card to as many people as possible. Tell them that the idea is to find out as much about the individuals on the others' cards as possible by asking questions.

For example:

How old are you?

Do you have a boyfriend / girlfriend?

- After ten minutes call time and ask them to sit down, choosing the nearest person to become their partner for the next part of the activity.
- Invite each pair to spend another minute or two discussing the information on their photo before introducing each other to the whole group and sticking their card on the wall.
- Now ask all the people to come to the wall and match up the photos of the teenagers who are in a relationship.
- Facilitate a short feedback session.



## Session 1: Who Are You?

03

**Development  
activity  
pregnancy  
discussion map**

Using the pregnancy discussion map, encourage the group to think about all the different issues the teenagers from the series might have faced when they first started a relationship/had sex/ found out that they were having a baby.

Areas to think about could include:

- What is a 'positive' relationship?
- What is the 'ideal partner'?
- Why do some people have sex? Is it different for couples and singles?

04

**Evaluating  
& Review**

- Ask the group to think about some of the things that need to be taken into consideration when having a baby.
- Record ideas on flip chart paper.
- Take another sheet of flip chart paper and draw a line down the middle. On one side write the heading 'Would be able to cope'. On the other side, write 'Would not be able to cope' and then stick it onto the wall.
- Hand out two sticky notes to each person. On the first they should write one reason why they would be able to cope with having a baby, and on the other a reason why they would not be able to cope.
- Ask them to place their sticky notes onto the flip chart sheet under the correct heading.
- Invite volunteers to give feedback. Summarise.
- Positive relationships are based on mutual trust, respect and consideration.
- Relationships are different for different people.
- The teenagers in the series have a great deal to think about and a number of choices to make when considering their relationships.



## Facilitator Guidance – It's the Law (Age of Sexual Consent)

Facilitator Guidance – it's the law

### 1. The age of consent is different for heterosexual and homosexual people.

**FALSE** – In the UK the age of consent – the age at which heterosexual and homosexual people can agree to have sexual intercourse – is 16.

### 2. Having sex with someone who is under the age of 13 could result in life imprisonment.

**TRUE** – It is illegal for anyone to have sex with someone under 16 even if both people are under 16. At any age, in the UK, it is illegal to have sex unless both people agree to it. The law also says people must have sex in private.

A boy (over the age of 10 in England, Wales and Northern Ireland and over the age of eight in Scotland) who has sex with a girl under 16 is breaking the law – even if she consented. If the girl is between 13 and 15, he could go to a Young Offenders Institution/Youth Detention Centre/prison for up to two years. If she is under 13 the boy could be sentenced to life imprisonment.

In Scottish law, sexual intercourse with a girl under 13 is classed as rape, even if it was consensual. This also applies to anyone having sex with a boy aged 13 and under.

### Sexual Touching

It is also an 'offence,' to sexually touch a young person aged between 13 and 15. 'Touching' covers all sexual physical contact and penetration, even if it's through clothing. If the offender is found guilty they could face:

- 14 years of imprisonment if they are over 18
- Five years of imprisonment if they are under 18

Sexual touching, not involving penetration, of someone under 13 could result in 14 years of imprisonment.

Sexual touching, involving penetration, of someone under 13 can result in life imprisonment.

### 3. If a person is prosecuted for having sex with someone underage, they can defend themselves by claiming they thought that person was 16.

**FALSE** – Across the UK, there is no defence of mistaken belief about the age of the child for those under 13 (12 in Scotland) but there is for those aged 13–15 years.

### 4. Doctors and nurses can provide contraceptive advice and treatment to under-16s.

**TRUE** – In England, Wales and Northern Ireland, Fraser Competence is used to assess if a person is capable of understanding the medical procedure and/or treatment. Therefore, an under-16 year old is entitled to confidential advice and treatment, provided that:

- he/she is mature enough to understand what is involved and the health professional has explained the importance of discussing this with her/his parents but s/he does not feel able to
- the individual is likely to begin or continue to have sexual intercourse
- without contraceptive advice or treatment, the individual's physical or mental health will suffer



**5. If someone you have had sex with before, forces you to have sex against your wishes another time, it isn't really rape because you know them.**

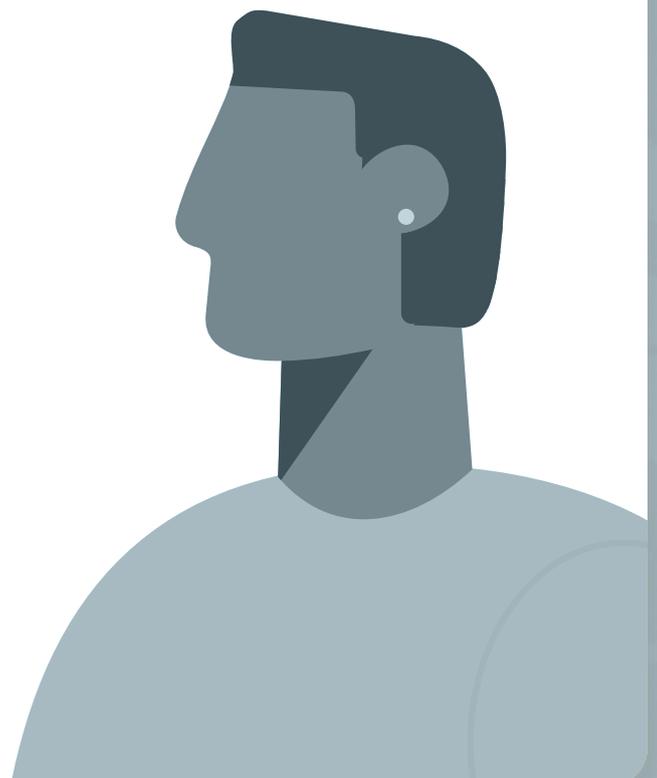
**FALSE** – Sex without consent is rape, regardless of how well you know the person. All sex should be consensual, with both partners agreeing and wanting it. Many people have sex and then decide that they would like to wait before they do it again.

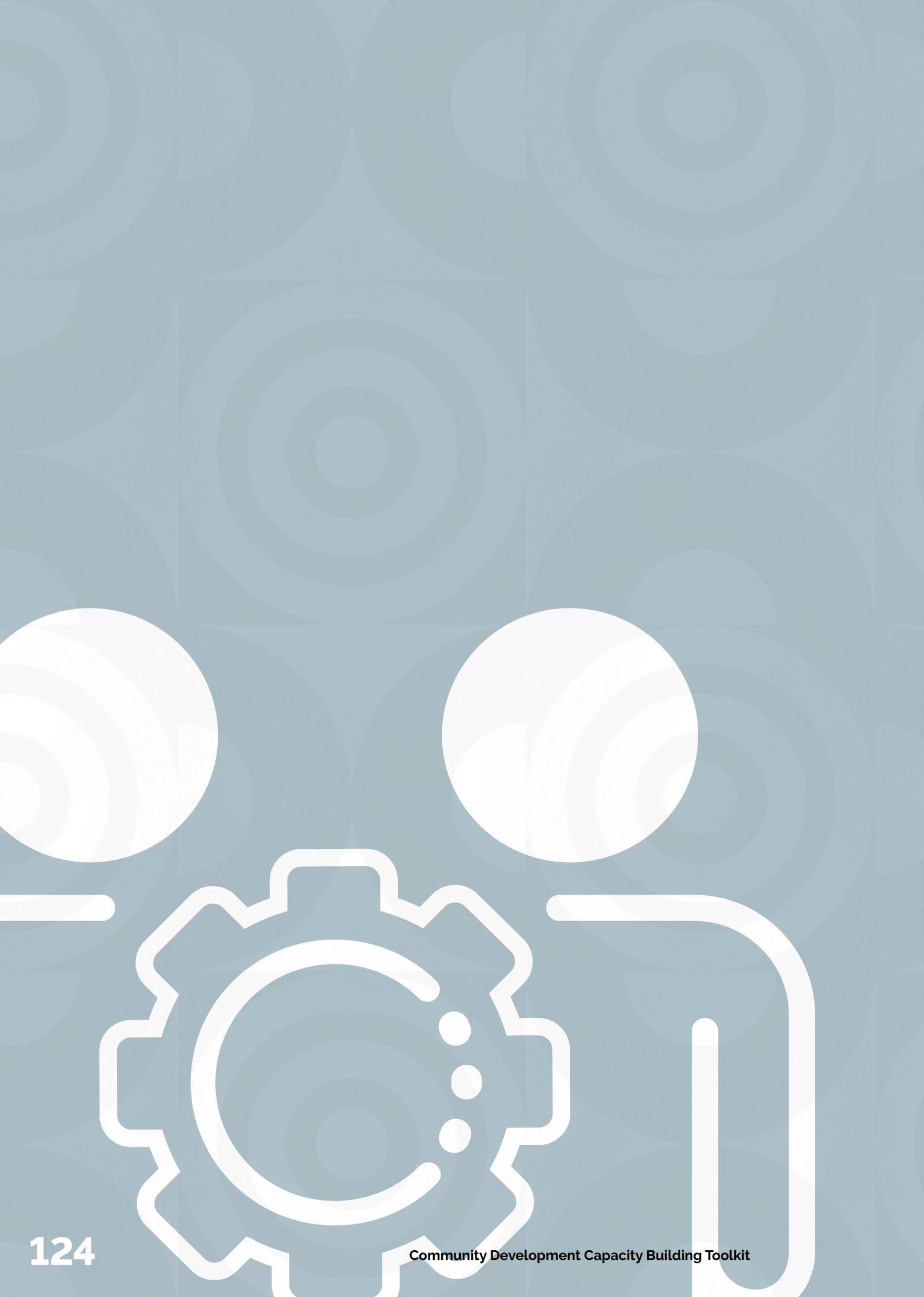
**6. A person has to be 16 or over to buy the emergency contraceptive pill from a pharmacy.**

**FALSE** – Anyone can buy emergency contraception in a pharmacy. In certain parts of the country, schemes operate to provide free emergency contraception to people.

**8. Having sex with a woman if she is too drunk or drugged to say 'yes' or 'no' is not considered rape.**

**FALSE** – All sex should be consensual, so it is rape. This means that both partners should be making the decision to go ahead. However, research shows that drinking too much alcohol or taking drugs can impair judgement and increases the likelihood of people engaging in risky behaviour or unsafe sex.

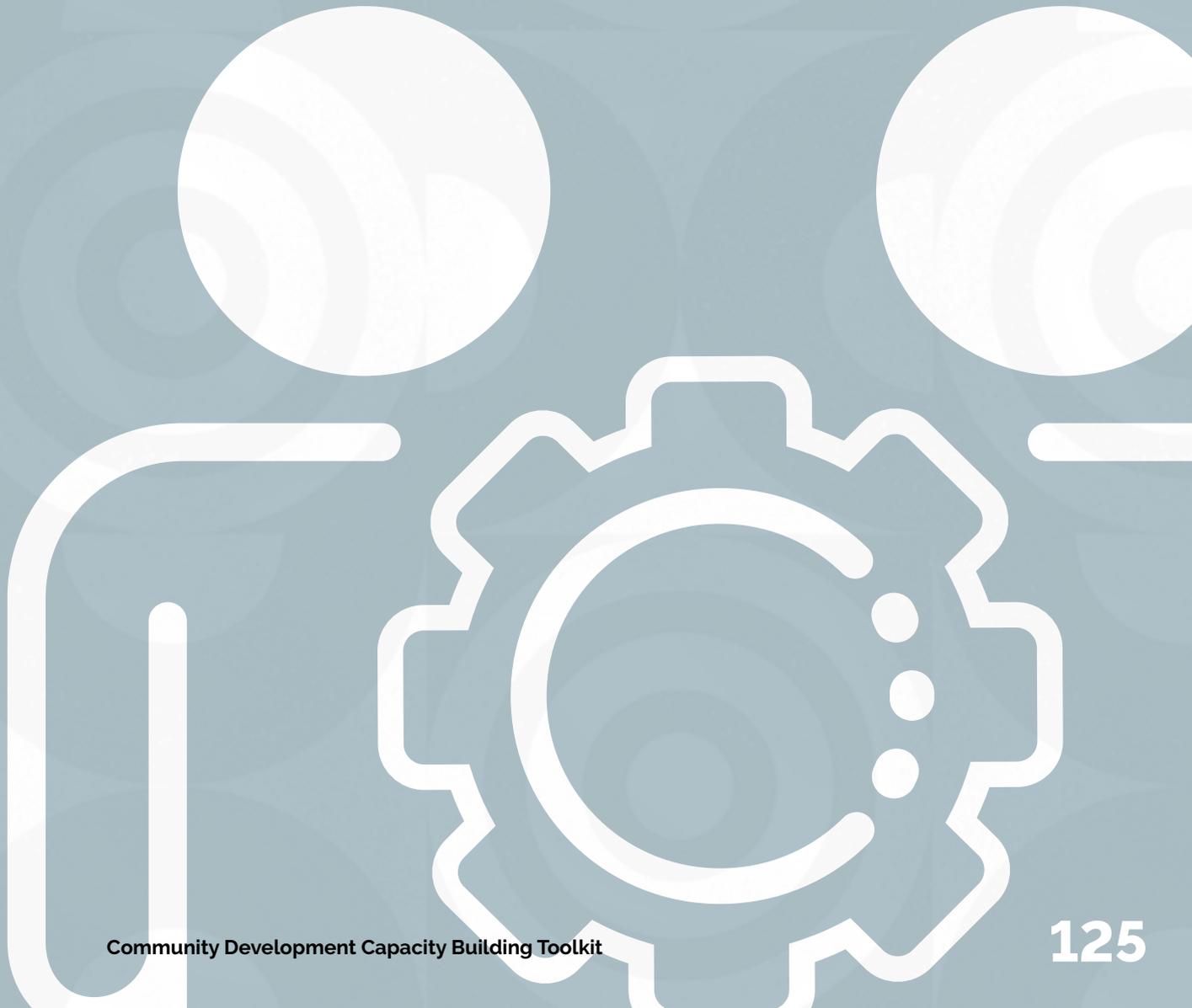






# Introduction to Relationships

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## Introduction to Relationships

### Session 1 – Assessing Relationships



The aim is to explore feelings about relationships



- Improved self-respect
- Greater understanding of relationships
- Ability to identify negative and positive relationships



- Newsprint and markers
- One copy for each participant of the handout 'Assessing Relationships'
- Pens & pencils

#### ACTIVITIES

#### 01 Introduction

- Establish ground rules.
- Agree group contract.

#### 02 Opening activity introducing participants

- Icebreaker (use your own or choose from pack).
- Draw a large ship on flip chart, with lines beneath it for water and waves. Label the drawing 'RelationSHIP'.

Title eight sheets of flip chart with one of the following:

- 1 Relationships with parent(s)
- 2 Relationships with step parents/guardians
- 3 Relationships with brothers and/or sisters
- 4 Relationships with grandparents
- 5 Relationships with best friends
- 6 Relationships with adult friends
- 7 Relationships with favourite people
- 8 Romantic relationships
- 9 Relationships with your children

- Briefly outline Discussion point no 7 (on the following page) on the board or flip chart.



## 03 Development activity

1) Write the five qualities below on flip chart and ask the group to define them. Use their words as much as possible to create a group definition.

- Respect
- Responsibility
- Understanding
- Effort
- Caring

Point out that the best relationships result from both people contributing all these qualities. Many relationships are far from perfect. The best are those relationships that participants work hard to develop.

Explain that participants will identify behaviours useful for showing respect, responsibility, understanding, effort, and caring for one another.

Divide participants into four groups and clarify the instructions for the activity.

Distribute the handout, 'Assessing Relationships' to each group and give them examples to get started. Remind them that these are just examples.

## 04 Evaluating & Review

- Group discussion using guidelines and write up.
- Facilitate a short reflective practice session.



## Facilitator Guidance – Introduction to Relationships

### Activity >> Teaching Notes

#### Activity 1:

Assign each small group with one of the five qualities necessary for a good relationship and distribute a handout that describes four different imaginary relationships — with parents, friends, or a romantic partner.

Your group will create two examples of what the individual on the handout could do to demonstrate the assigned quality.

When you have finished, each group will share its results.

#### Activity 2:

Distribute the handout, 'Assessing Relationships' to each group and give the following examples to get started. Remind them that these are just examples.

**Respect:** you can show respect for a parent or step parent by obeying the rules they set for you.

**Responsibility:** you can show your friend responsibility by showing up on time when you make plans to meet somewhere.

**Understanding:** you can show understanding for a friend who is having problems at home by being a good listener and spending time together.

**Effort:** you can show effort when you work hard to communicate honestly in a romantic relationship.

**Caring:** you can show caring by helping a family member who is sick, bringing books or music for them to enjoy, or sitting and listening to them.

**Allow 10 minutes and then ask for group reports.**

#### Discussion Points:

1. If you had to give up one quality in your relationship with a parent, brother, sister or another trusted adult, which of the five would you be most willing to give up? What about in a relationship with a friend? Romantic partner? Why?
2. Which of the five qualities would you be unwilling to ever give up? Why?
3. How do we put the five qualities into our relationships? (Answers may include but are not limited to: by observing and imitating others in their relationships with us; by listening to what others say about their good and bad relationships; by having a relationship without one or more of these qualities).
4. How would you feel about a friend who did not respect you? Who did not put enough work into the friendship? What could you do about it?
5. How would you feel if a parent didn't understand you? If you could not depend on that person? What could/would you do about the relationship?
6. Describe a relationship in your life that makes you feel very good. What makes that relationship work?
7. Describe a relationship in your life that you would like to improve. What makes that relationship difficult for you?



## Resources – Assessing Relationships – Activity 1

Circle the relationship quality that has been assigned to your group:

**RESPECT**



**RESPONSIBILITY**



**UNDERSTANDING**



**EFFORT**



**CARING**



For each of the relationships described below, write in two things individuals can do to demonstrate the quality you circled.

**RELATIONSHIP 1** Kayla lives with her mum and her stepfather, Dwayne. She and Dwayne don't always get along but she is trying to build a better relationship with him.

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**RELATIONSHIP 2** Rosa and Sharon have become better friends this year. They try to do things together on the weekends, but Rosa has been pretty busy lately with the track team.

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**RELATIONSHIP 3** Rodney and Malcolm had a fight they both regret. They both need to apologise before their friendship can get back on even ground.

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**RELATIONSHIP 4** Salisha and Tyrone have been going together for six months. Most of the time they get along really well. Sometimes, though, they argue about stupid stuff. They both want to try to communicate better and argue less often.

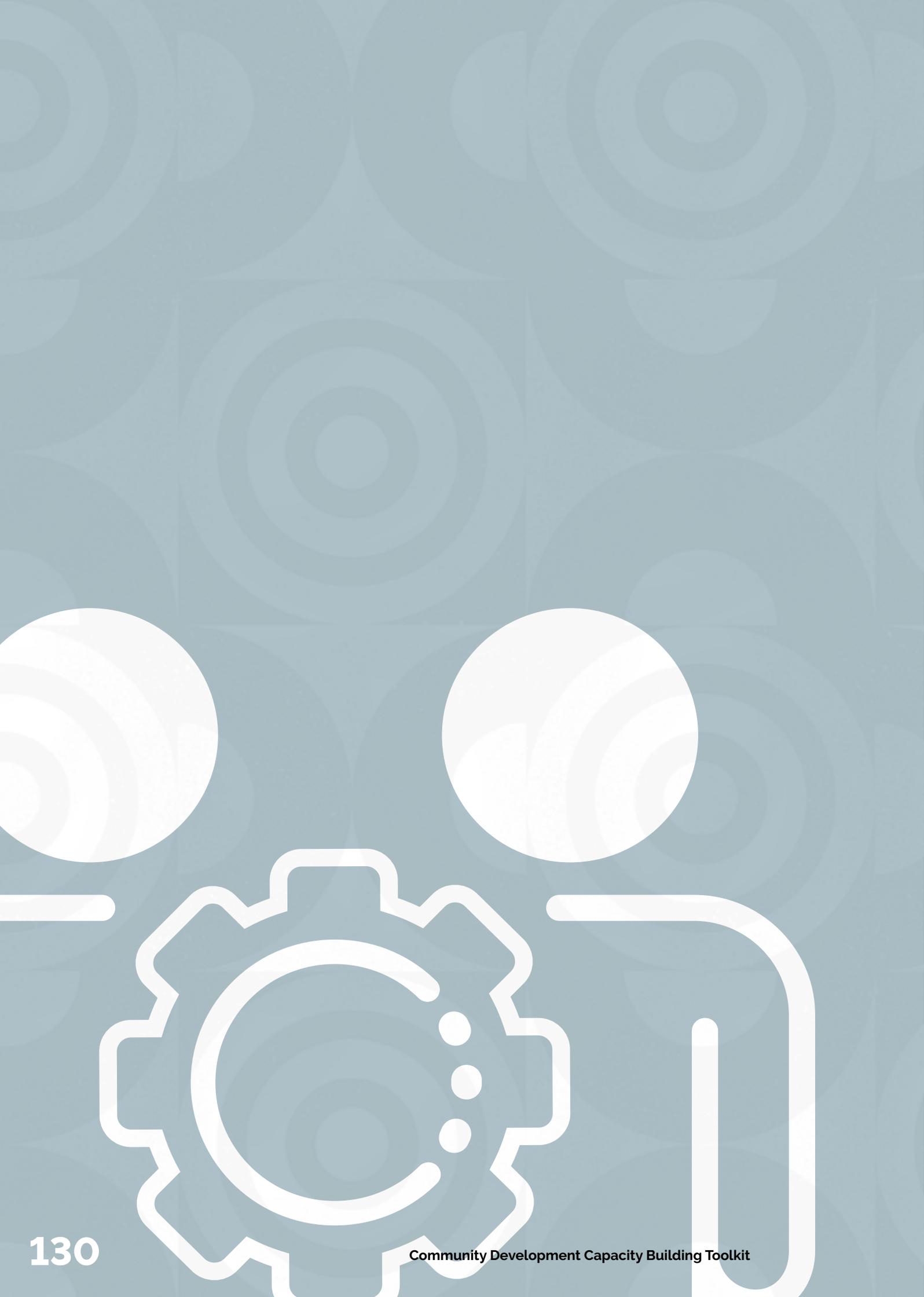
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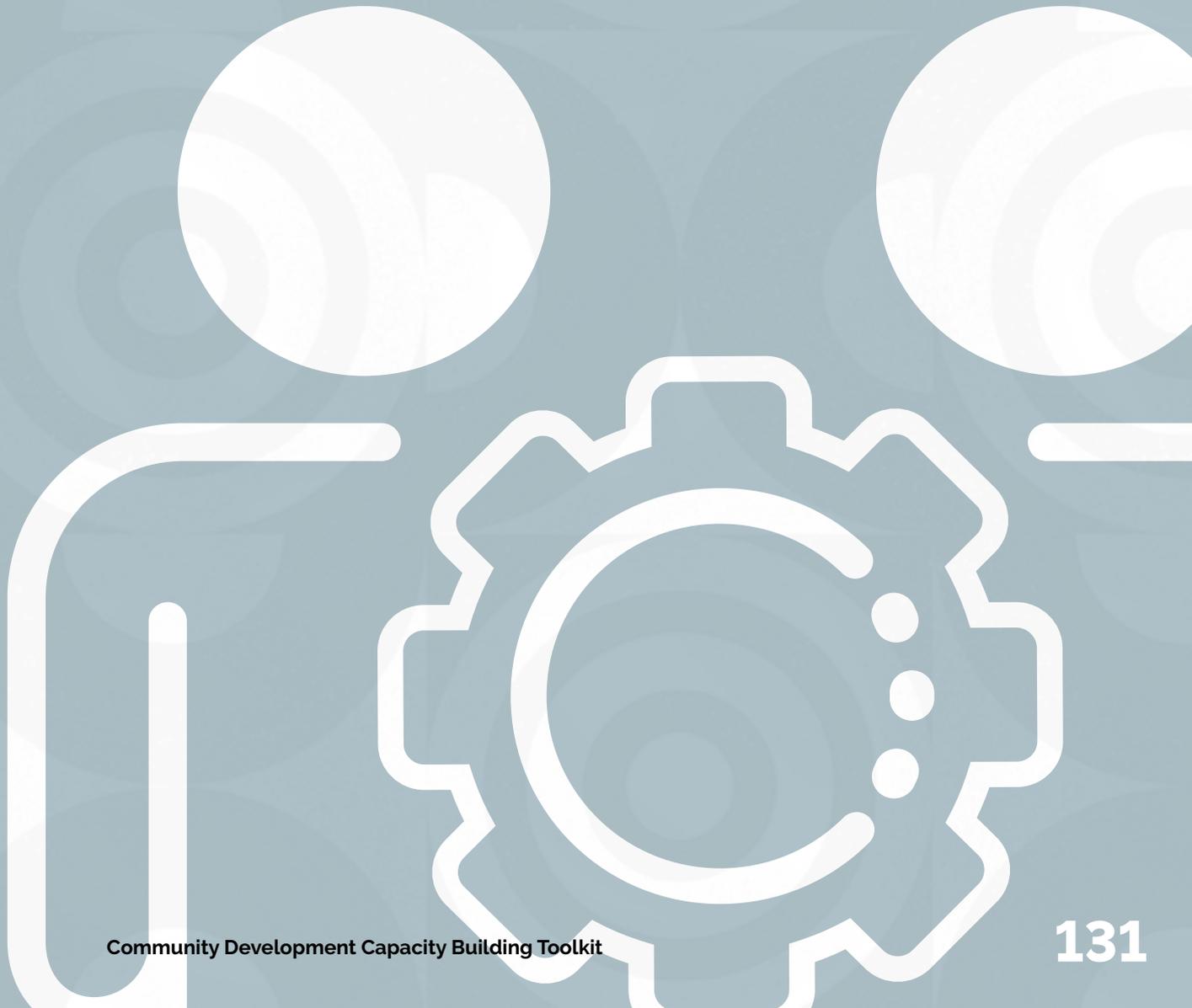


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# Relationship and Sexuality Education Programme





## Relationship and Sexuality Education Programme Session 1



The aim of this session is to introduce participants to the content of the programme and to explore their hopes and expectations. It also looks at what they want to achieve in life and how early pregnancy could affect that.



Time:  
**2 hours**

 Activity	 Time	 Resources / Materials
Welcome and introduction	5 minutes	Flip chart, colour pens, registration forms, consent forms
Icebreakers	30 minutes	Please see icebreakers section
Activity 1: Expectations	10 minutes	Flip chart, colour pens, post-its
Activity 2: Group Contract	10 minutes	Flip chart, colour pens, post-its
Comfort Break	10 minutes	
Activity 3: What do you really want?	25 minutes	<b>Worksheet 1.1</b>
Activity 4: Introduction to Baby Simulation Dolls	20 minutes	
Closing and Evaluation		

### Welcome & Introduction

Welcome everybody.

Explain briefly what you are going to do in this session.

### Icebreakers

Icebreakers are particularly important at this stage to help the group feel more comfortable together, and to create a safe and fun environment for discussion.

### Recommended icebreakers for first session:

- Group juggle/ beanbags
- All change-include questions about relationships, travel, etc., which will tap into a later worksheet.
- Three truths and a lie – encourages people to share about themselves, helps break down barriers, and get to know each other.



## Activity 1 - Expectations & Concerns

- Ask the group what they are expecting to get from the session/programme.
- Record these on a flip chart. Keep this as it can be reviewed at the end to see if expectations have been met.

Example:

- Expectations :
  - To learn about contraception
  - To have fun
  - To learn about relationships i.e. boyfriends/girlfriends



**Ensure parental consent forms are received before beginning the course.**

## Activity 2 - Group Contract

- Draw up a contract with the group. Ask them what rules they want to abide by. Write suggestions on a flip chart. It must be usable and agreed by the group. This is a 'living document' and can be added to. It should be on display at each session.

### Group Agreement

10 minutes, any number of people

Examples:

Expectations :

- Be on time
- Only one person talking at a time
- No put-downs
- Confidentiality





## Activity 3 - What I Want Out of Life

Group discussion:

- Give participants a copy of the worksheet 1.1: What I want out of life
- Ask them what they want out of life. Highlight the examples of the worksheet and then ask them to choose five things from the list that they want to achieve.
- When they have finished, ask for feedback and encourage discussion around the impact that having a child would have on each of these.



**This activity establishes the main aim of the programme. In the following sessions, participants will be encouraged to make a responsible and informed choice regarding sexual relationships.**

## Activity 4 - Introduce Baby Simulation Dolls

- Allow the participants to hold and try caring for the baby simulation dolls for a few minutes at the end of the session. Only do this if you plan to use the babies later in the programme, otherwise you may raise expectations which will not be met.
- Explain briefly the purpose of the baby simulation dolls and how to use them. There is an 11-minute explanatory video that you must show to participants before the residential.
- You can also use the pregnancy simulator which can be used in weekly sessions and/or the residential. If you are planning to use it, please ensure that all the participants have the opportunity to wear it.

## Closing and Evaluation

- Re-cap on the points that have been discussed during the session and mention briefly the topic for the following session.
- Ask participants for feedback on the session and record it on the flip chart.



## Worksheet 1.1 – What I Want Out of Life

STATEMENT	
To travel all over the world	
To have a great job	
To change things in the world for the better	
To have someone to love	
To have a happy family life	
To be really successful	
To have loads of money	
To have fun	
To do something useful for others	
To have happy children	
To be respected by other people	



## Session 2



The aim of this session is to explore different types of relationships, and what characteristics are associated with each.



Time:  
2 hours

 Activity	 Time	 Resources / Materials
Welcome and introduction	5 minutes	Flip chart, colour pens.
Icebreakers	30 minutes	Please see icebreakers section
Activity 1: Relationships	30 minutes	
Comfort Break	10 minutes	
Activity 2: Role Play	30 minutes	<b>Worksheet 2.1</b>

### Welcome & Introduction

Welcome everybody.

### Icebreaker

Choose 1 or 2 icebreakers from the Icebreaker section.



## Activity 1: Relationships

Word-storming exercise:

- Split participants into two groups
- Give them a flip chart sheet
- Ask participants to define the following questions:

### 1. What is a Relationship?

- Participants will start thinking about the relationships they are in and try to define them
- Ask participants to feedback to the whole group and follow up by discussion
- To encourage this, you could ask participants to list and describe types of relationships

### 2. What types of Relationships are there?

- The discussion will start to challenge people's values and beliefs. The facilitator must be confident in talking about all types of relationships. This creates the opportunity for participants to think about their own lives. Ask them to think about the types of relationships they are in. Ask participants to feedback to the group and encourage discussion
- Opposite-sex relationships, families – different type of families, lone parents, same-sex friendships, opposite-sex friendships, mixed relationships, same-sex relationships

### 3. What characteristics are associated with a relationship?

- This part of the session can be explored as a group and can lead to an open floor discussion with the facilitator documenting what the participants are saying. Participants will probably mention things such as friendship, sex, love, trust, etc. As a facilitator, this could also challenge your own values and beliefs

## Activity 2: Role Play

Divide participants into smaller groups and give them a role play scenario to look for solutions for the situation. See role plays in Worksheet 2.1

Materials

- Flip chart, colour markers
- Worksheet 2.1 Role play scenarios



**This activity aims to explore participants' perceptions about relationships and types of relationships. This activity is a good exercise to challenge stereotypes. You need to encourage as much discussion as possible.**





## Worksheet 2.1 – Relationships/Role Play Scenarios

### Discuss these scenarios and write down the main points

- John is a handsome and athletic football player in College. He is popular and likeable. John has a lot of energy but an impatient personality. He loves sport and finds college work boring. His sport commitments take up much of his time and he also likes hanging out with his mates after football. John is keen to play football professionally. John met Sarah at college and was quickly attracted to her sense of fun. They shared many interests and he appreciated her calm and patient manner. She dreams of studying medicine at university. Sarah's parents want her to do well and are worried about the amount of time she spends with John, while he is pressured by his coach to spend more time in training. They both enjoy each other's company and feel sure the relationship will work.
- Sally and David have been friends since primary school. They don't 'fancy each other,' but are the best of friends and confide in each other about nearly everything. They often visit each other's homes but recently David's widowed father has become unemployed due to a work accident. Sally's mother is concerned that his depressions and bouts of drinking will affect Sally. She often makes pointed remarks to David, who is increasingly protective of his father and is becoming critical of Sally's 'easy' lifestyle.
- Megan has fallen head over heels in love with Mark. He is so romantic! He phones her every night and makes Megan feel special. He constantly tells Megan how much he cares for her and would like to spend all their spare time together. Mark also likes Megan to watch him play football at the weekends. Megan sees a lot less of her friends than she used to, but Mark insists that their relationship is the most important. She has also stopped her swimming sessions as it clashes with Mark's football games and he gets grumpy if she doesn't come with him. He insists he plays better when she is there. Megan sometimes misses her friends and hobbies but she is flattered by Mark's attention. How often do you find a romance this special?
- Paul and Linda met while backpacking in Europe. They travelled together and fell madly in love. Paul is about to start a well-paying career in London so Linda is more than happy to quit her boring job at the bank to join him. She is sad, however, at the thought of leaving her family. They have always been close, especially Linda and her three sisters. Linda, however, comforts herself by promising to save up enough money to visit them for holidays. She hopes Paul will understand as he has never enjoyed a good relationship with his family and wants them to do more travelling on their holidays. Linda is tearful when she says farewell to her family and friends at the airport. She hopes she can find a job quickly and promises to ring her parents every week.
- Sarah and Ray are engaged. Their wedding plans are postponed, however, when Ray is badly injured in a car accident. Although he is recovering, Ray suffers from headaches that leave him depressed and moody. Ray has stopped seeing his friends and is no longer interested in many of the activities he once enjoyed. Sarah worries about the changes in Ray but is confident that her love and support can overcome this bad patch.
- Well, they say opposites attract! She is a Catholic and he is Chinese. She is messy and he is a neatness fanatic. He loves spicy food and she loves MacDonald's. He loves to read and she is addicted to television. Their relationship is never dull and they love the way their differences only seem to complement their relationship.



## Session 3



This session aims to encourage participants to explore their own values and attitudes towards sex and relationships.



Time:  
2 hours

 Activity	 Time	 Resources / Materials
Welcome and introduction	5 minutes	Flip chart, colour pens.
Icebreakers	30 minutes	Please see icebreakers section
Activity 1: Exploring Exercise	30 minutes	<b>Worksheet 3.1</b>
Comfort Break	10 minutes	
Activity 2: Agony Aunt	30 minutes	
Closing and Evaluation	10 minutes	

### Welcome & Introduction

Welcome everybody.

### Icebreaker

Icebreakers are useful to prepare participants for the session.

# Relationships



## Activity 1 - Exploring Exercise

Group discussion

- Get the group to stand up and mark one end of the room 'I agree' and the other 'I disagree'.
- Then read out a list of statements one by one. Worksheet 3.1
- Ask the group to stand at the point in the room that indicates how they feel about the statement. So if they totally agree they should stand at the agree end of the room. If they agree more than they disagree stand more towards the agree end. If they are undecided they would stand in the middle, etc.
- Once they have picked their positions ask some individuals why they chose to stand in that particular place – why do they agree or disagree, or why are they uncertain? Ask people standing in all different parts of the room for their opinion, and as discussion develops among the group, encourage them to keep debating the issue.



**The facilitator may have to play 'devil's advocate,' especially if all or most of the group seem to share the same opinion. If aspects of the discussion are not being drawn out, it can be helpful for the facilitator to introduce these ideas. Tell the group that they can move to show a change of opinion at any time in the discussion and do not have to remain fixed in their original position.**

## Activity 2: Agony Aunt/Uncle

Group discussion

- Break the group into small groups and give them two or three agony aunt letters to read. See Worksheet 3.2: Agony Aunt/Uncle.
- Tell them they are now agony aunts/uncles for a teen magazine. Ask them to discuss the letters and write a response for the person.
- Then get each group to read their responses to the wider group and discuss any similarities or differences in responses. Discuss how difficult/easy it might be to follow their advice. Ask the group if they would actually follow it?

## Closing & Evaluation

Re-cap on the points that have been discussed during the session and mention briefly the topic for the following one. Ask participants for feedback on the session and record it on the flip chart.

## Materials

- Flip chart, colour markers
- Worksheet 3.1 Exploring Exercise
- Worksheet 3.2 Agony Aunt/Uncle



**Sample letters are again included. However, the facilitator may wish to write different ones. Be aware that if the group advises them to do something which is contrary to the law (e.g. which goes against the age of consent) the facilitator must point this out. Also make sure the group recognises the need to challenge the assumptions in the letters (e.g. in letter 2, 'all my friends are also sleeping with their boyfriends.' Or in the third that 'he doesn't seem to have any STIs.')**



## Worksheet 3.1 – Exploring Exercise

Below are a list of possible discussion starter statements. These are not exhaustive and the facilitator may add his/her own, or change the wording according to the needs, or possibly gender of the group. It is also likely that only five or six statements may be covered in a session if discussion is plentiful.

### Statements

- Parents treat boys differently than girls
- Women are better at looking after kids than men
- After a woman has a baby, she should stay at home and look after it, not leave it with a babysitter while she goes to work
- It is OK for men to stay at home with the kids while the women go out to work
- Girls who sleep with lots of boys are sluts
- Boys who sleep with lots of girls are studs
- It is OK for a girl to sleep with more than one boy
- Girls who don't use contraception are stupid
- Wearing a condom spoils the fun
- It is a girl's responsibility to use contraception not a boys
- A person should wait until marriage before having sex
- A person should be in a stable, committed relationship before they have sex
- People often regret their first sexual experience
- Sex is a natural act – you should be able to do it whenever you want
- There is a lot of pressure on girls/boys to have sex before they are ready



## Worksheet 3.2 – Agony Aunt/Uncle

Imagine you are Agony Aunt/Uncle working for a teen magazine. You receive the following letter. Read the letter carefully and write a response.

### Letter 1

Dear Agony Aunt,

I'm a 14-year-old girl and really love my boyfriend. We have been going out for six months. He is 16 and wants to have sex. I don't feel ready, but I'm scared he'll dump me if I don't have sex. What should I do?

### Letter 2

Dear Agony Aunt,

I am a 15-year-old girl and have been going out with my boyfriend for two years. We have never had sex. He now wants to but says he loves me and will wait till I'm ready. I would rather wait until I'm older, maybe even married, but all my friends are sleeping with their boyfriends, and I don't want everyone thinking I'm boring or a prude or something. What should I do?

### Letter 3

Dear Agony Aunt,

I am 39 year old divorcee and have been going out with my 41 year old boyfriend for over a year. We want to have sex. He has had a lot of partners before, but refuses to wear a condom, as he says it spoils the fun. I really want to have sex with him. He doesn't seem to have any STIs, what should I do?

### Letter 4

Dear Agony Uncle,

I am a 17-year-old boy and all my friends are slagging me because I haven't had sex yet. I have had a few girlfriends but nothing serious. I just don't want to rush into anything until I really like the girl. Now my mates are calling me gay. I know I'm not, but the pressure is really getting to me. What can I do?

### Letter 5

Dear Agony Uncle,

I'm a 35 year old man, and I have slept with a number of different women over the years. I didn't use a condom every time, and now I'm worried I might have a sexually transmitted infection. What should I do?



## Role Play – Scene 1

### Male

<b>Mike</b>	At least do it for me!!
<b>Sarah</b>	If I wanted to have sex, I would be doing it for myself, not you.
<b>Mike</b>	If you want to be popular you'd do it.
<b>Sarah</b>	I don't have to depend on sex to be popular. I have more to offer than that. People like me because of the kind of person that I am, not because I'm having sex.
<b>Mike</b>	Don't you want to try it to see what it's like?
<b>Sarah</b>	That's not a good reason to have sex, pretending to care just so you can see what it's like. No thanks.
<b>Mike</b>	You've got me all excited. If you love me you'll prove it.
<b>Sarah</b>	Having sex doesn't prove you're in love. I have too much self-respect to be blackmailed into it. I've decided to wait.
<b>Mike</b>	You want it as much as I do!!
<b>Sarah</b>	No I really don't. I've got a lot of plans for my life and I don't want to mess it up by getting pregnant or catching something, especially AIDS.
<b>Mike</b>	I know you want to do it. You're just afraid of what people will say.
<b>Sarah</b>	If I wanted to do it, I wouldn't be arguing with you about it and I don't care what other people say. This is what I'm saying.



## Role Play – Scene 2

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### Male

**David** I want to marry you someday.

**Julie** Marriage is a long way off for me. There's lots that I want to do and see. I want to wait until I'm older to have sex.

**David** We have had sex before, so what's the problem now?

**Julie** I have a right to change my mind. I've decided to wait until I'm older.

**David** If you don't want to have sex with me, then I don't want to see you any more.

**Julie** Well if that's how you feel, I'm going to really miss seeing you, but it's your decision and that's how it's going to be.

**David** It's just part of growing up.

**Julie** Having sex doesn't mean you're grown up. Being grown up means deciding what I believe and then sticking to it.

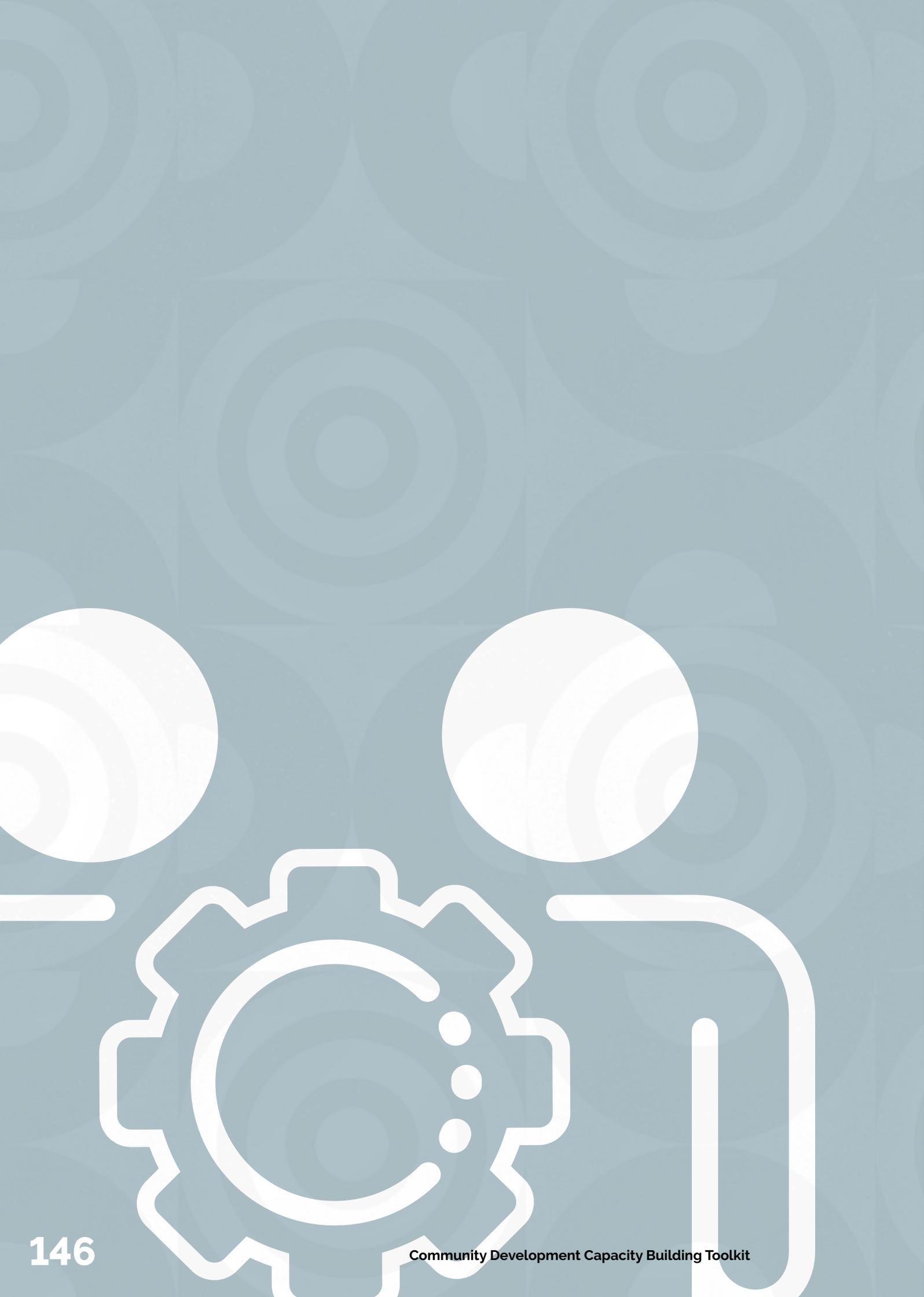
**David** It will bring us closer together.

**Julie** I think we're close enough now.



## Acceptable or Unacceptable

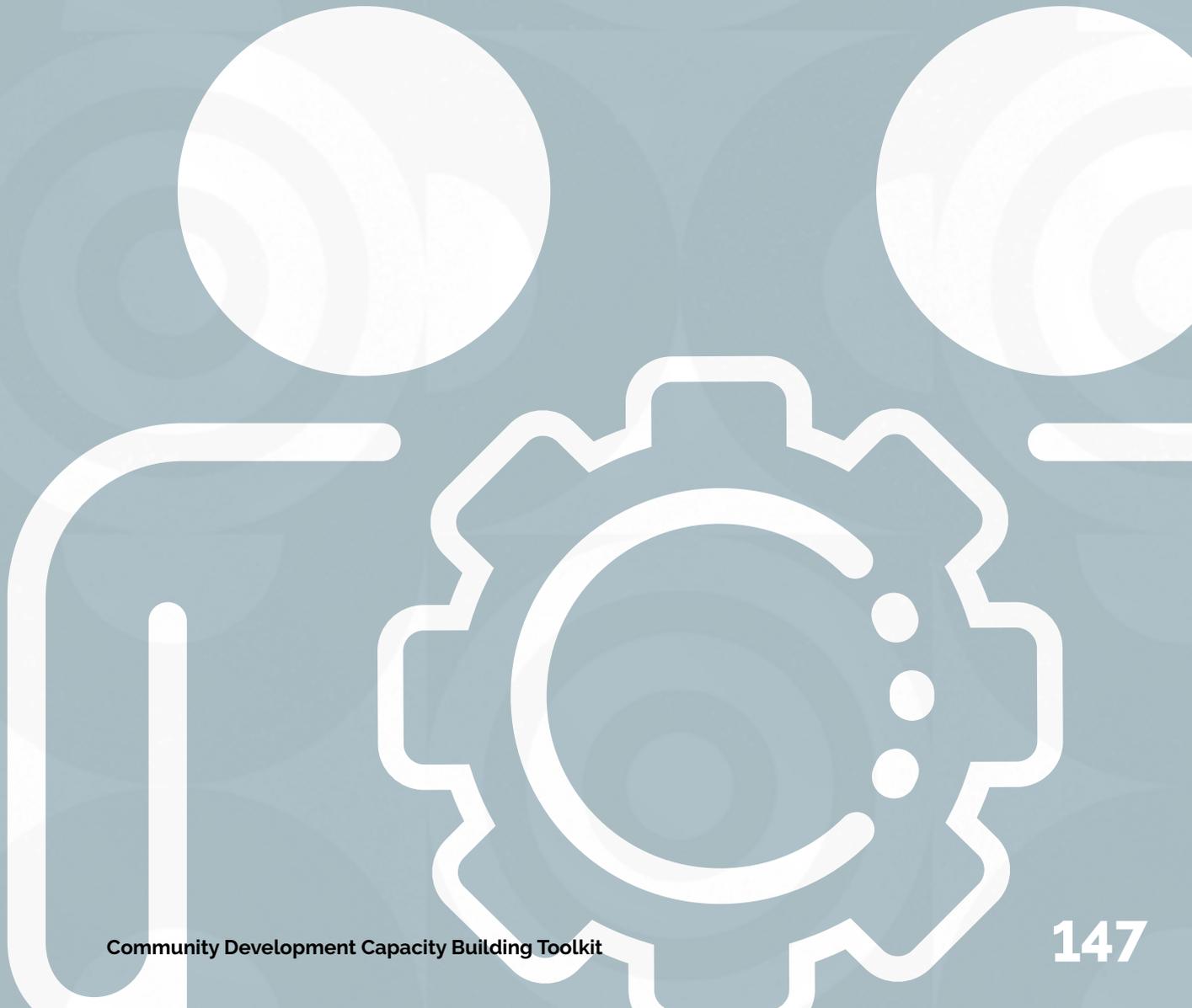
Statement	Yes	?	No
Parents discussing their sex life with their children			
Two people having sex the first time they meet			
An elderly couple holding hands as they walk along			
A young couple kissing in public			
A young man hitting his girlfriend because she has cheated on him			
A young man kissing his friend's girlfriend			
A man telling his friends that he has had sex with his girlfriend			
A woman slapping her boyfriend during a play fight			
A young man lying about losing his virginity			
A man crying at a party because he has been dumped			
A lesbian couple holding hands in the cinema			
A couple having sex in a car after dark in a public place			
A young couple having sex at a party while drunk			
A gay couple cuddling at a party			
A young woman fighting with another female who is going out with her ex			





# **Relationships, Behaviour and Practice in the Workplace**

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## Relationships, Behaviour and Practice in the Workplace



The aim is to explore the rights and responsibilities of employers and employees



- Better understanding of the different roles in the workplace
- Equal opportunities, health & safety in the workplace
- Know about the role of trade unions



- Flip chart
- Worksheets
- Fact sheets
- Pens & pencils

### ACTIVITIES

#### 01 Introduction

- Establish ground rules.
- Explain the programme and purpose of project.

#### 02 Opening Activity

- Icebreaker (use your own or choose from pack).
- Agree group contract.

#### 03 Development Activity

- Ask participants about their experience of work and get them to discuss a range of workplaces and job roles. Write up on flip chart
- Ask participants to write on post-it notes two major responsibilities of an employee and employer. Discuss
- Case study: equal opportunities at work and critique
- Distribute handout on trade unions, hold short discussion and ask participants to complete a quiz and worksheets
- Ask people to identify health and safety hazards
- Distribute health and safety handouts
- Complete health and safety activity and worksheet
- Meet with your local health and safety officer to find out the organisation's health and safety procedures
- Choose an area and complete an H&S check
- Complete risk assessment form

#### 04 Evaluating & Monitoring

- Group discussion on all the themes discussed.
- Create a writing wall for each of the themed areas and ask participants to write on post-it notes what they have learned about.
- Facilitate a short reflective practice session.



## Resources – Relationships, Behaviour and Practice in the Workplace

Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 1.1:** Identify three job roles in a given workplace, e.g. a hotel, a supermarket.

**Outcome 1.2:** State the relationship between two of these jobs.

1.1 Identify **three** job roles in a given workplace, e.g. a hotel, a supermarket.

**Workplace:**

Job Role 1:

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Job Role 2:

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Job Role 3:

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1.2 State the relationship between two of these jobs:

1.

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2.

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Feedback

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# Relationships



Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 1.3: Identify the roles of three different departments in an organisation.**

**Outcome 1.4: Outline two major rights and two major responsibilities of (a) an employee (b) an employer.**

1.3 Identify the roles of **three** different departments in an organisation.

1:

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2:

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3:

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1.4 Outline **two** major rights and **two** major responsibilities of (a) an employee (b) an employer.

	Right 1	Right 2	Responsibility 1	Responsibility 2
A. Employee				
B. Employer				

Feedback

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## Fact Sheet – Rights and Responsibilities in the Workplace

The Health and Safety at Work Acts set out responsibilities and rights for both employees and employers.

Employees are expected to carry out their work in a way that has regard to the safety of others. Employers are expected to abide by a range of requirements governing such aspects as providing safe machinery and equipment, carrying out regular health and safety checks, ensuring the training of employees in health and safety issues, and carrying out a risk assessment to assess the dangers of particular work activities. There are also specific regulations about the way in which potentially harmful substances should be used and stored. There are a number of requirements about the minimum temperature at work, and other aspects of working conditions.

Employees are expected to receive the terms and conditions of their work, setting out when their work commences, what their main duties are, who they are accountable to, rates of pay, and other entitlements.

Equal Opportunities legislation sets out that all employees should receive the same pay and conditions for carrying out the same or broadly similar work. There are also laws against sexual, racial and disability discrimination.

The minimum wage Act sets out the minimum wage that workers can expect to receive which today is just under than £9.00 an hour. The minimum wage is regularly reviewed and will increase over time. There are also government requirements which covers the maximum number of hours that workers will be expected to work in a typical week, which is currently set at 48 hours.

Employers and employees are expected to meet minimum legal requirements for such areas as Health and Safety at Work, and minimum standards and conditions related to hours, and the treatment of people in the workplace. Along with rights for employees, there are corresponding responsibilities such as the expectation to work in a safe way and to have regard for the safety of work colleagues.



# Relationships



Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 2.1: List three areas of equal opportunities to be taken into account in the workplace.**

2.1 List **three** areas of equal opportunities to be taken into account in the workplace.

**1:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Feedback**

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## Fact Sheet – Trade Unions

### Trade unions

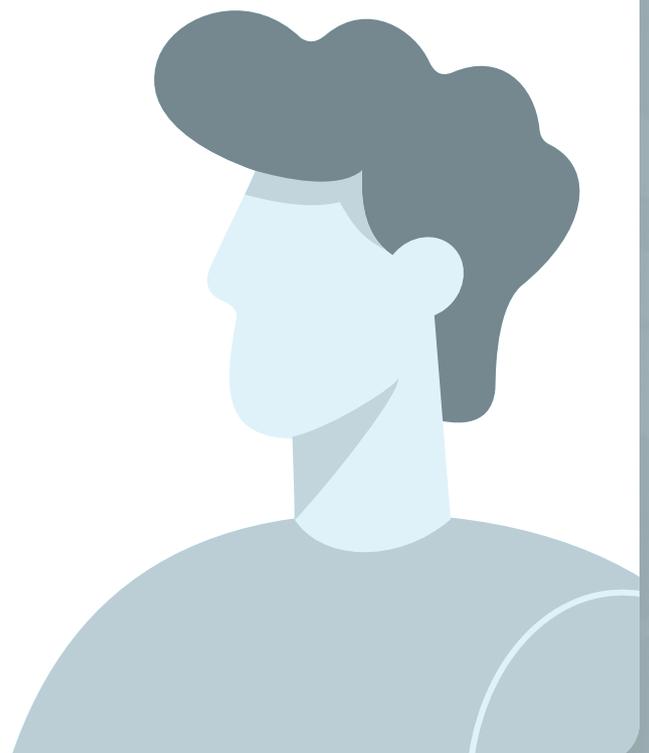
Trade unions are organisations that represent workers and give individuals a way of communicating with their employers, even in large organisations. Around 30% of workers in the UK belong to a trade union.

Trade unions often make the news headlines when they are involved in strikes or threats of strike action, but their role in the workplace is much wider than this. They work with employers on a range of ongoing issues, such as health and safety, or childcare provision. Many issues are agreed in discussions between the union and the employer. Strike action is a last resort if a disagreement cannot be settled.

### Participation in a trade union

To participate in trade union activities, workers need to join a union and pay a membership subscription. They can then:

- attend union meetings in the workplace and discuss issues like pay and conditions
- vote in ballots held by the union. Sometimes these ballots will be to decide whether or not the union should take industrial action. At other times the ballot may be to elect a new representative within the union such as a shop steward
- stand as a candidate in an election to become a shop steward
- take part in a form of industrial action such as a work-to-rule or a strike



# Relationships



## The role of the shop steward

The shop steward has one of the most important jobs in the trade union, as they provide a link between the workplace and the union. Shop stewards are members of the workforce who also work for the union, so they are directly connected to the other workers and share their experiences. This is important because many people who work for the union itself do this full time and are NOT part of the workforce they represent.

The shop steward is the first person a member will go to in order to seek help or advice about a problem at work.

A shop steward has three main responsibilities:

### 1. Representing members in dealings with their employer

- Dealing with worker disciplinary hearings
- Accompanying workers during management interviews
- Negotiating with employers over worker concerns such as pay, overtime, holidays and health and safety
- Raising issues with management formally or informally

### 2. Recruiting new members

- Actively persuading people to join the union
- Distributing leaflets, putting up posters and encouraging membership

### 3. Communicating with members

- Passing on information from headquarters to members, such as changes in pay
- Distributing leaflets, putting up posters and encouraging membership
- Distributing union magazine and distributing newsletters
- Maintaining the union notice board and organising meetings for members
- A shop steward may also attend the annual conference as a delegate

## Rights and responsibilities of trade unions

Trade unions have rights that they are entitled to but they also have responsibilities which they must adhere to

### Right

To take industrial action in order to in order to protect the rights of the workers

### Responsibility

To hold a secret ballot in order to see if the majority of members are in favour of taking the action. To ensure that all forms of industrial action are peaceful and within the law

### Right

To try to attract new trade union members

### Responsibility

Not to pressure anyone into joining a trade union

### Right

Trade unions can ask members about changes in the workplace

### Responsibility

Trade unions have a responsibility to make reasonable demands

# Relationships



Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 3.1: Identify three major roles of trade unions.**

3.1 Identify **three** major roles of trade unions.

**1:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feedback



## Activity – Health & Safety

There can be all kinds of hazards in the general working environment.

This could be at home or in an office.

There are just a few things you can do to help minimise the risk:

- Arrange your work space properly
- Make sure your equipment is checked regularly
- Ensure you have the right fire extinguisher

### Activity

Have a look at this picture and circle anything you think might be a potential safety hazard.



# Relationships



Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 4.1: State the main health and safety requirements relating to work in a given area.**

4.1 State the main health and safety requirements relating in a given area.

Given Area: \_\_\_\_\_

Main health and safety requirement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Feedback**

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# Relationships



Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Outcome

4.2: Carry out a risk assessment to find and report on **three** health and safety issues in a known environment

Known Environment:

Health and Safety Issues	
Risk Assessment 1	
Risk Assessment 2	
Risk Assessment 3	

Who did you report this to, and what was the outcome of this report?

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Feedback

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## Facilitator Guidance – Behaviour and Practice in the Workplace

### Section of Unit >> Teaching Notes and Possible Answers

#### 1.1 Identify three job roles in a given workplace.

A hotel: receptionist, cook, waitress/waiters, cleaners, night staff, porters, managers – all for customers' services. A supermarket: shelf packers, till people, managers, providing customer services and providing for the public.

#### 1.2 State the relationship between two of these jobs.

Both are providing a service to the public to meet their needs.

#### 1.3 Identify the roles of three different departments in an organisation.

Select one known to the people. If possible, arrange for guest speakers.

#### 1.4 Outline two major rights and two major responsibilities of a) an employee, and b) an employer.

Employers and employees have responsibilities to each other, they should also expect their rights to be upheld. These rights and responsibilities relate to areas such as health and safety, the provision of terms and conditions of employment, equal opportunities and the right to be paid a minimum wage. See fact sheet.

#### 2.1 List three areas of equal opportunities to be taken into account in the workplace.

Workers in the United Kingdom are entitled to certain health and safety protections, a workplace free of discrimination and harassment, protection of basic human rights and representation such as in a union or by a rights watchdog agency. See fact sheet.

#### 3.1 Identify three major roles of trade unions.

See fact sheet.

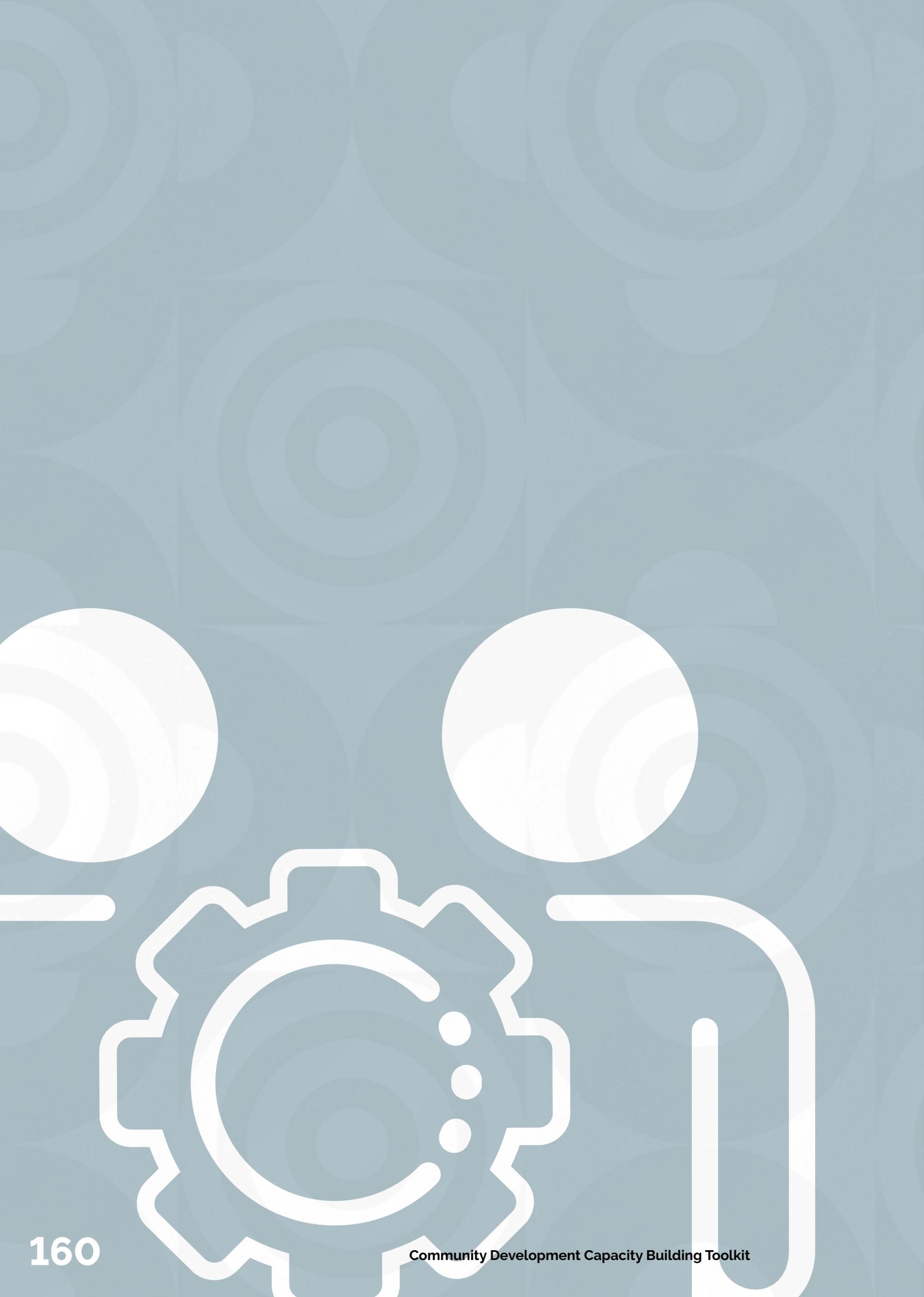
#### 4.1 State the main health and safety requirement relating to work in a given area.

Use sample H&S policy which will outline the legislation requirements, the role and responsibility of employee and employer and training. See [www.hse.gov.uk](http://www.hse.gov.uk) for advice and guidance.

Employment rights. Find out more about your employment rights at: [www.direct.gov.uk](http://www.direct.gov.uk)

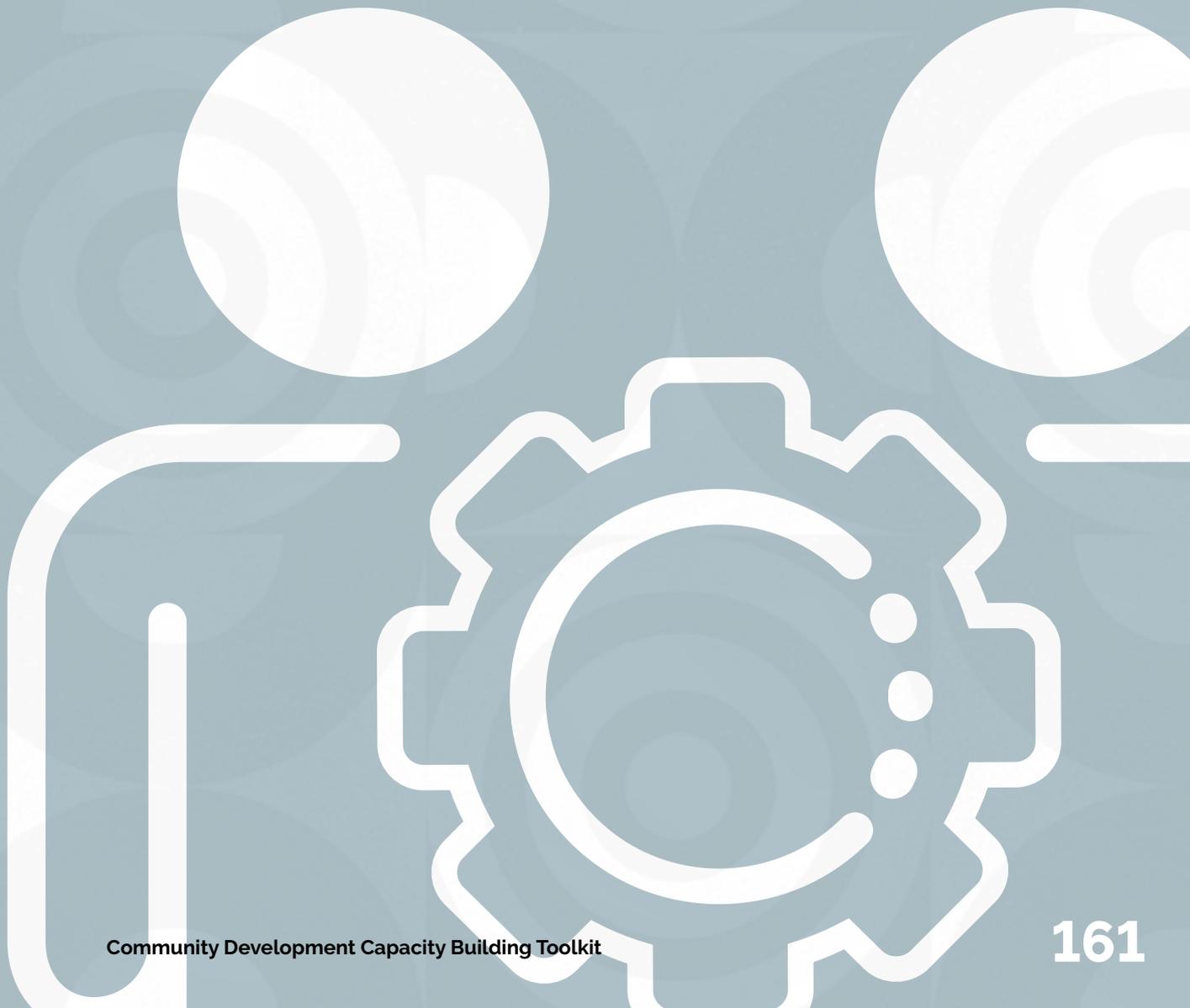
#### 4.2 Carry out a risk assessment of environment.

Participants to carry out a risk assessment of the centre, each group given a different room then discuss the matter.





# Personal Safety





## Session 1 – Personal Safety



The aim is to develop the learner's ability to recognise threats to personal safety in a range of contexts



- Be able to identify dangers found in the home and garden
- Know how to cross a road safely
- Know about the safe use of social network sites



- Worksheets
- Flip chart and markers
- Sticky notes

### ACTIVITIES

#### 01 Introduction

- Establish ground rules.
- Tell the group that they are going to explore threats to personal safety, in a range of contexts, and how to avoid them.

#### 02 Opening activity introducing the teenagers

- Icebreaker (use your own or choose from pack).
- Ask participants to discuss potential dangers in three contexts and record on flip chart.
- Invite them to rank the top three, using post-it notes, and discuss why they are a threat.
- Discuss ways each threat could be avoided.
- Facilitate a short feedback session.
- Now ask all the participants to complete worksheets using discussed dangers or other examples.

#### 03 Development activity

- Produce a plan to evacuate your own household in case of a fire.
- Using their own home layout, encourage participants to think about the quickest safest route: meeting point, going straight out, different techniques which will help you reach safety.
- Complete worksheet.

#### 04 Evaluating & review

- Ask the participants to think about some of the things that need to be taken into consideration to improve their personal safety.
- Record ideas on flip chart paper.
- Hand out sticky notes to each person. Invite them to write one thing they would do differently as a result of the session, or if they wouldn't change anything, explain why.
- Facilitate a short reflective practice session.



## Facilitator Guidance – Personal Safety

### Section of Unit >> Teaching Notes and Possible Answers

**1.** Identify three possible dangers in each: a home, a workplace and a learning environment.

Encourage participants to be more aware of possible dangers around them.

A home might include: carpets, kettle, electrics, bleach, fire, etc.

A workplace: boxes, wires, items stacked too high, lifting too much weight, etc.

A learning place: broken equipment, books, objects hung incorrectly etc.

**2.** Indicate why each of the identified dangers is a threat.

Participants understand that these are a threat, possibly endangering their own lives. Look at effects of being taken to hospital, losing eyesight, poisoned, being badly injured, etc.

**3.** Outline one way some of these threats could be avoided.

Get the participants to understand how to avoid these situations and to look after, not only their personal safety, but others around them. Put things away, have electrics tested, etc.

**4.** Produce a plan to evacuate own house in case of a fire.

This has to be the participant's own home layout. Understand how to get out, meeting points, look at short routes out of their own home, importance of testing doors with the back of the hand, leaving items in the home, not going back for anyone, and crawling on hands and knees as the air is much cooler at the bottom.

**5.** Identify a situation where a participant is responsible for his/her own safety.

This will encourage participants to be more responsible for their own safety, e.g. not standing on chairs, or how to get home safely from a night out etc.

**6.** Identify one area where the state imposes safety on the individual, e.g. wearing a seatbelt.

Ask the participants to consider why the state intervenes in safety – such as the wearing of seatbelts which is the law, or when social services have to step in and why this happens. Is it just because they are interfering or are they trying to ensure people's safety?

**7.** Identify two social networking sites and their age restrictions.

Consider WhatsApp, Snapchat, Facebook, Twitter and other networking sites, understand why there is an age restriction on them.

**8.** Outline two potential dangers of social networking sites.

Look at the negative issues associated with social networking sites, such as grooming, the assumption of false identities for negative reasons, bullying and possible suicide.

**9.** Identify one threat to an individual if personal information is disclosed when using modern technology.

Discuss how personal information can be misused when e.g. sharing credit card details, or how your personal information could be used to create false accounts.

**10.** Describe briefly the support available from an organisation that gives advice on personal safety, other than in the area of modern technology.

Let the participants know that there are organisations that can help them with their personal safety, from education by choice itself, to the police and alternatives. Discuss other organisations and add these to their portfolios.



## Resources for Personal Safety Training

### Session 1 – Personal Safety

Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

#### **Outcome 1.1: Identify three potential dangers in each: a home, a workplace and a learning environment.**

1.1 Identify **three** potential dangers in each: a home, a workplace and a learning environment.

	A Home	A Workplace	A Learning Environment
Potential Dangers <b>1</b>			
Potential Dangers <b>2</b>			
Potential Dangers <b>3</b>			



## Session 1 – Personal Safety

Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

### Outcome 1.2: Indicate why each of the identified dangers is a threat.

1.2 Indicate (in the box below) why each of the identified dangers is a threat.

	A Home	A Workplace	A Learning Environment
Why is this danger a threat? <b>1</b>			
Why is this danger a threat? <b>2</b>			
Why is this danger a threat? <b>3</b>			

### Feedback

# Relationships



## Session 1 – Personal Safety

Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

### Outcome 1.3: Outline one way by which each threat could be avoided.

1.3 Outline (in the box below) **one** way by each threat could be avoided.

	A Home	A Workplace	A Learning Environment
How can this threat be avoided? <b>1</b>			
How can this threat be avoided? <b>2</b>			
How can this threat be avoided? <b>3</b>			

### Feedback



## Session 1 – Personal Safety

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Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

### **Outcome 1.4: Produce a plan to evacuate own household in case of a fire.**

1.4 Produce a plan to evacuate your **own household** in case of a fire, in the box below.

Feedback



## Session 2 – Personal Safety

Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 2.1: Identify a situation where a person is responsible for his/her own safety.**

**Outcome 2.2: Identify one area where the state imposes on the individual e.g. wearing a seat belt.**

2.1 Identify a situation where a person is **responsible** for his/her **own** safety.

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2.2 Identify **one** area where the state imposes on the individual e.g. wearing a seat belt.

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Feedback

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## Session 3 – Personal Safety

Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**Outcome 3.1: Identify two social networking sites and their age restrictions.**

**Outcome 3.2: Outline two potential dangers of social networking sites.**

3.1 Identify **two** social network sites and their age restrictions.

	Social networking site	Age restrictions
Site 1		
Site 2		

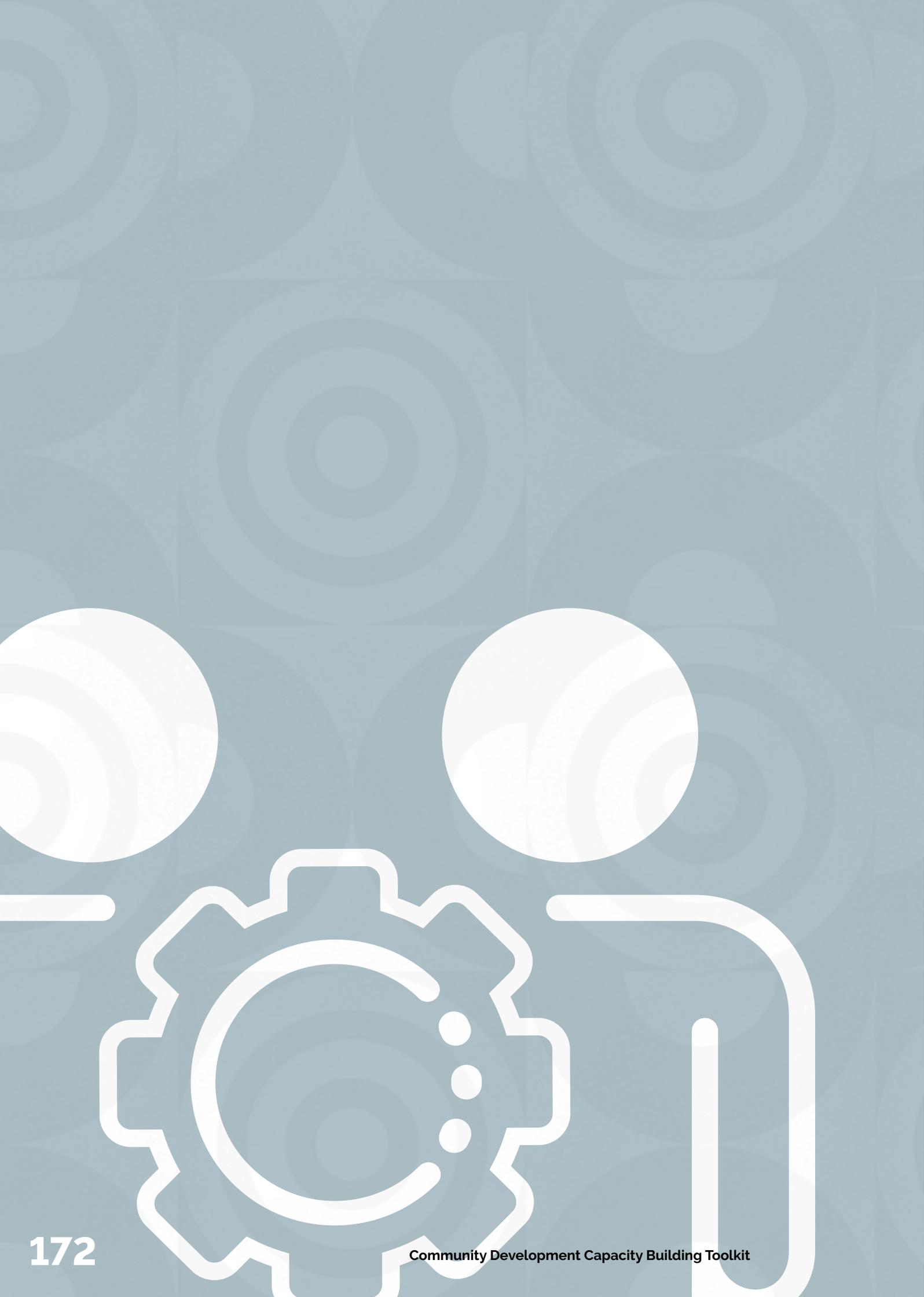
3.2 Outline **two** potential dangers of social networking sites.

Potential dangers of a networking site	
Danger 1	
Danger 2	

Feedback



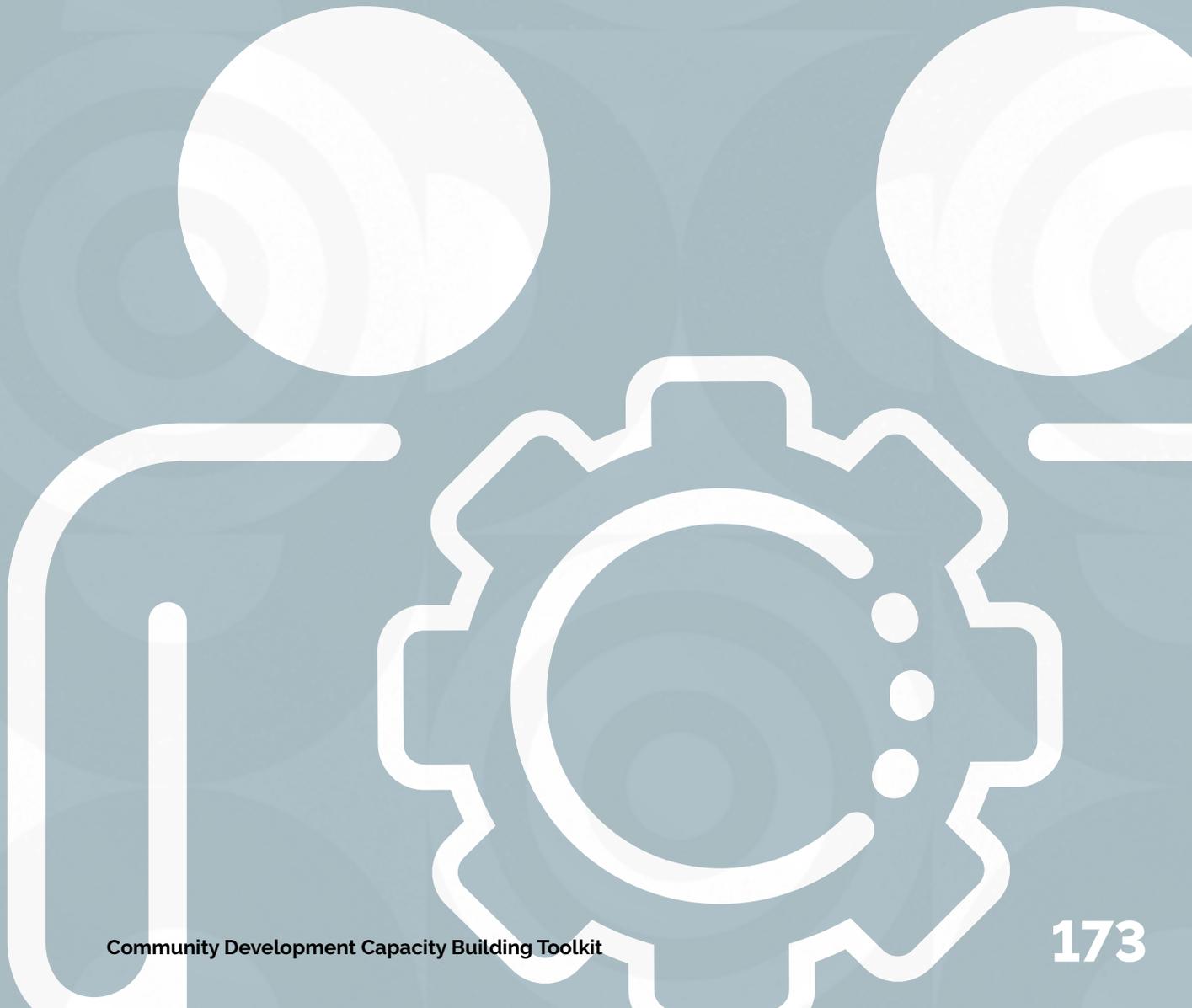






# Spirituality

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## Session 1 – Personal Safety



The aim is to explore spirituality with young people



Individuals will have wider understanding about the meaning of 'spirituality'



- Film (see Y1)
- Spirituality ppt
- IT equipment: projector, sound system
- Cards

### ACTIVITIES

#### 01 Introduction

- Establish ground rules.
- Explain the programme and purpose of project.

#### 03 Opening activity

- Chill & chat.
- Agree group contract.

#### 03 Development activity

- Talk through Spirituality PowerPoint presentation asking participants to contribute to discussion and ask questions.
- Ask participants to watch a short film to show spiritual awakening and self-reflect. Facilitate a short feedback session.
- Organise participants into smaller groups to discuss personal spirituality.

#### 04 Evaluating & review

- Group discussion
- Evaluation sheets
- Facilitate a short reflective practice session with volunteers and staff

### Facilitator Guidance – Spirituality

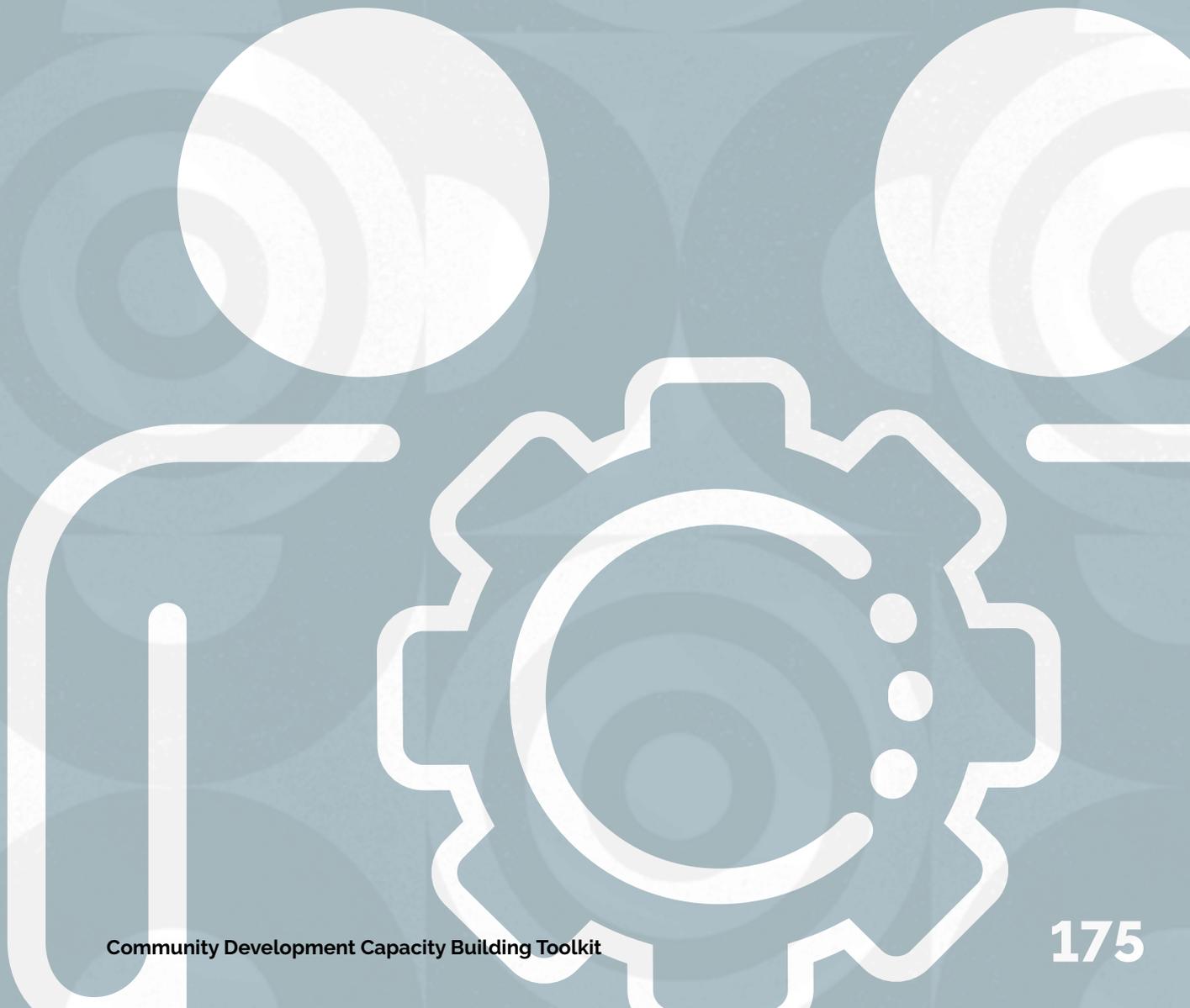
Your job is to direct the group through the material, clarify the concepts, answer questions, and redirect questions you can't answer back to your co-worker to explore together.

So here's how to start:

1. Make sure you have read the PowerPoint slides before the session and understand the content. Get some external support if necessary.
2. Watch the short film and make notes to help you facilitate the lesson.
3. Before delivery, mark those questions and discussion items that are the most appropriate and relevant to your team. Be selective, reword — do whatever it takes to convey the essential principles of spirituality.



# **Mental Health (A Beautiful Mind)**





## Mental Health (A Beautiful Mind)



The aim is to raise awareness of mental health & wellbeing issues



- Individuals are able to recognise signs and symptoms of common mental health problems.
- Will know how to respond and where to get help



- Refreshments
- Mental Health Cards
- DVD & IT equipment
- Flip chart, paper, pen

### ACTIVITIES

#### 01 Introduction

- Establish ground rules.
- Explain the programme and purpose of project.

#### 02 Opening activity

- Icebreaker (use your own or choose from pack).
- Agree group contract.

#### 03 Development activity

- Using the slides, display images of different experiences and ask students to describe how they make them feel. Some adjectives are provided. As a class, categorise the images as 'happy' or 'stressed'.
- In a speed-dating style activity, students describe things that stress them out to the person opposite. Then with a new partner, they describe things that help to keep them happy. This can be completed in a range of ways:
  - Line participants up in two rows. They talk to the person opposite, then they swap partners by taking a step down the row, moving to the opposite end.
  - Stand participants in two circles, one inside the other, with the inner circle facing the outer circle. They talk to the person opposite. Then the inner or outer circle moves along to the next partner.
  - Keep participants seated and get them to alternate with their partners either side.

#### 04 Evaluating and review

- Highlight the common issues that people have identified as stressful during the speed dating discussions.
- Worksheet 1 contains five factors that are important in maintaining mental health. Cut these out so students can organise them in order of importance. They should complete this exercise independently, in pairs and then as a group.
- Activity 4 asks students to research mental health problems further and examines careers in this field.
- Evidence will be gathered throughout the activity by noting discussion points.
- Tutor observations sheets.
- Summarise and write up results of workshop 1.
- Facilitate a short reflective practice session.



## Worksheet 1 – Maintaining Mental Health

### FIVE FACTORS FOR MAINTAINING MENTAL HEALTH

Feeling safe and looked after

Being able to voice your opinions and have people listen to you

Giving positive attention to others (it could be a person or a pet)

Getting respect for things you are good at

Having help with money and finances



## Worksheet 2 – Maintaining Mental Health

What do we know?

What do you think of when you hear mental health?

What affects our mental health?

What do you look out for if you think someone's mental health is affected?

How many people on average are affected by mental health issues? Answer out of 10

What sort of things can you do to help your mental health?