

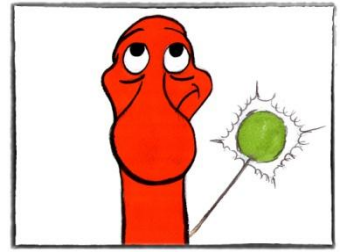


JOHNNY CONDOM

Guidance Notes

DVD and Online

JOHNNY CONDOM



INTRODUCTION

The Johnny Condom online resource has been produced with the intention of providing an opportunity to address sexual health education through:

- Film
- Experience
- Participation
- Knowledge

As you progress through the site considering some of the themes and experimenting with some of the exercises, it will become apparent that simply delivering facts and information is not our main priority. We believe that if the learners are having fun and enjoying themselves, then they are more motivated to participate fully in the learning experience, which will ensure that information is more easily retained.

We aim to provide young people with enough information to make informed choices, generate confidence and self respect valuing themselves and relationships, and enabled to negotiate safer sex in order to protect each other. However, it is also important to acknowledge that simply informing does not mean that someone will adopt or change their behaviour towards more healthy lifestyles.

The exercises aim to provide young people with a safe setting for discussing issues and consequences around varying aspects of sexual beliefs, attitudes and behaviours, as well as simulating real life situations in order to utilise and explore a range of choices available to them as an individual with respect for others.

NOTES AND SUGGESTIONS

The way in which you choose to use this resource will obviously vary depending on a number of factors: the time you have available and your own style of teaching to the age of your students or the particular emphasis you want each session to have.

Whichever way you choose to use this resource we suggest you set 'Ground Rules' and use 'Picasso' before you begin using the exercises, so that the participants have familiarised themselves with the 'rules' of the session before the exercises entered into.

These exercises create a foundation and framework from which the group will work within. This agreement between the group and facilitator provides a more secure environment needed to get the best out of your sessions, rather than disruption which is detrimental to the learning process.

Aside from the initial setting of 'Ground Rules' everything else is flexible and alteration to the order is a choice for you to make according to your preference and need. The order in which you present the materials will make no difference to the success of your sessions, but always re-visit ground rules at the start of each session.

A brown button within the teacher's notes alerts you to a teachers' guidance video available within the training section on the 'Teachers Dashboard'

Training

Do you need help with
your lessons?

THE JOHNNY CONDOM APPROACH

Despite its comic title, Johnny Condom draws upon existing practice which is felt to be effective for the implementation of education and health promotion practices.

At the core of the Johnny Condom approach are the essential ingredients of participation and experiential learning. By allowing the young people the freedom to express ideas, beliefs, knowledge and experiences, the learning process becomes live, motivational, interesting and particularly relevant. This is why we fully encourage young people to contribute their work and send us their ideas for presentation on the site; **they can influence** and take an active role in how the site develops through their positive participation and contribution.

Dale's 'Cone of Experience' suggests that the more a person invests in a learning process, the more he or she will remember- **see Fig1**. This model was designed to illustrate the benefits of '*Theatre in Education*'. Johnny Condom recommends the use of drama and role play as an option. The construct of storytelling is described in Mischler's 'Model of Narrative Analysis'. However, most importantly, storytelling is central to the whole philosophy behind the Johnny Condom Resource.

Telling stories allows individuals to practise expression of emotions, creative thinking and the rehearsal of the management of difficult situations and problems in a safe environment and none threatening way.

Whilst this method provides the environment, exercises like '*Dear Johnny*' and '*Consequences*' provide the vehicles where a young person can introduce a real life situation that they are experiencing difficulty with, through a fictional event or character.

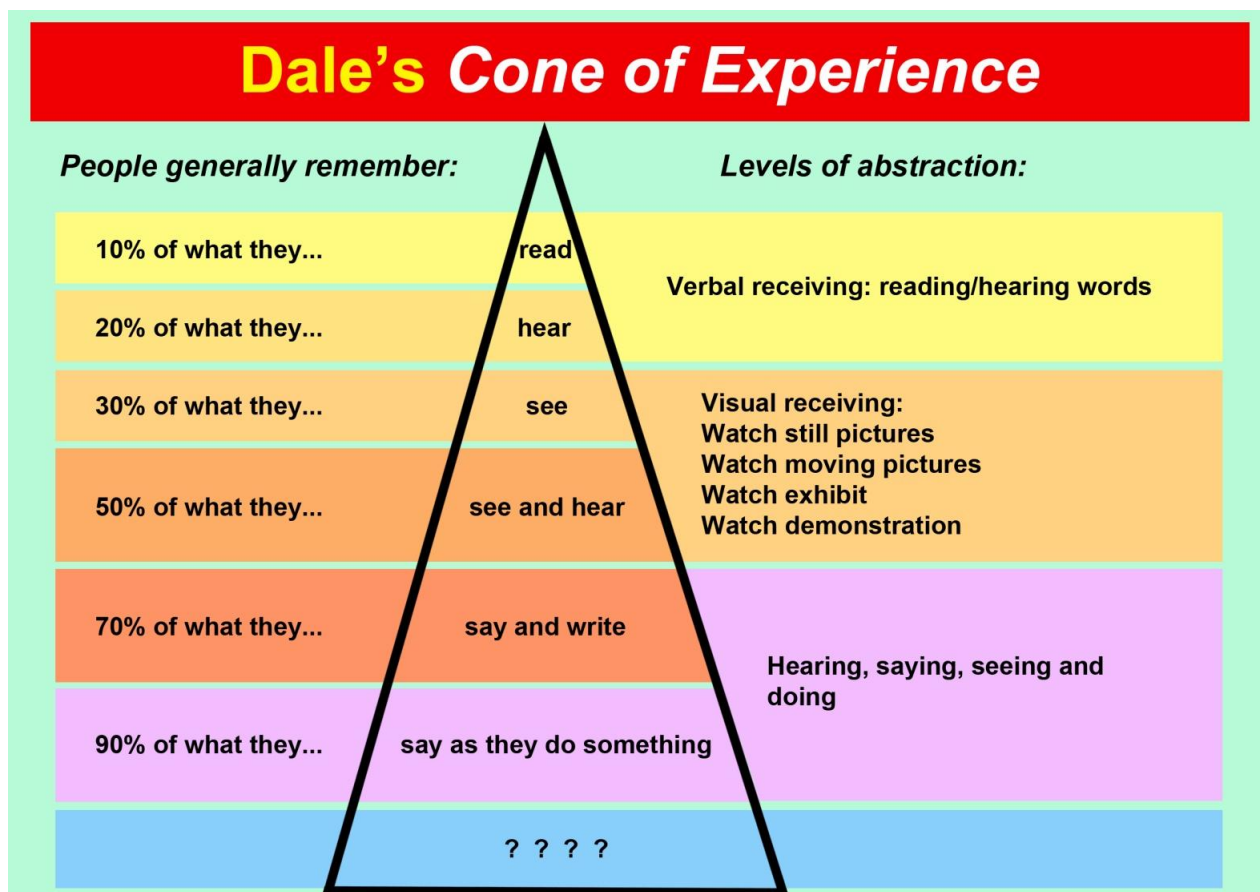


Fig. 1 (Dunne N. 1992)

A Full Term's Strategy

You can now choose from any of the resources on the site and print off the training notes and exercises for each section. The resource can be used in any order dependent on your needs. The exercises are designed so that they can be used individually, however, if you wish to develop these into a full term's strategy we suggest progressing as follows.

Lesson 1- A Safe Environment

Ground Rules



Play Full Johnny Condom Video



Picasso



Value Continuum (1)



Agree Disagree Don't Know

Lesson 2- Booze Control

Re-visit Ground Rules



Play Bess Behind the Bar



Tim's Drinks Exercise

Lesson 3- Communication

Re-visit Ground Rules

Story Telling

Play Father Figure

Creating a Dilemma

Consequences



Lesson 4- Assertiveness

Re-visit Ground Rules

Assertiveness

Value Continuum (2)

Play Bother Brothers

I'm Not Using One of Those

Creating a Safer Sex Campaign



Lesson 5- Sexed Message

Re-visit Ground Rules

Problem Solving

Play Johnny Condom Song

Dear Johnny

Missing Verse

Hand out user names and passwords for access to 'The Pupil Zone' (online version only)



Instruction: Visit the website and look at the story of Molly and Sam for next lesson.

Lesson 6- Return to Gender

Do Boys and Girls communicate differently?

The Word Game

Gender Perception

Film Script

Molly and Sam (online version only)

Double Glazing Salesperson



Lesson 7- Positive Relationships (online version only)

Re-visit Ground Rules

Relationships

Play Jumping off at Paisley

The value of relationships

Value Continuum (3)



For any pupil wishing to send their ideas to Johnny Condom, time allowing and dependant on interest, a final project can be set for the group to create their own ideas whether that is images, posters, video or even poetry.

Participation

We wish you every success in using the Johnny Condom resource and are always open to comments and suggestions on how to improve it, or developing any particular topics that you feel should be included in future resources.

Thank you

JOHNNY CONDOM



Ground Rules

Before continuing with the Johnny Condom resource we recommend generating 'Ground Rules' and using 'Picasso'

Aim

To negotiate an agreed set of rules that will guide the participants throughout your session/s.

Objectives

Discuss and negotiate appropriate and inappropriate expressions/ statements/ actions and behaviours which will be acknowledged and acted upon throughout your session/s.

Agree a list of rules that summarise the discussion.

Resources

Ground Rules

Flip chart and pens.

It is very useful to begin your session with ground rules, an approach that is now embedded in effective group work. Collective agreements about the rules set the scene and prepare participants for the way the group is going to work. For our purposes, these ground rules send out a message that the group aims to be totally participatory decision making related to this particular educational experience.

The success of this session can quite often rely on the effective setting of ground rules which help to provide a secure learning environment. It is assumed that the adult leading the sessions will play an active role in the group by guiding, facilitating and providing necessary information when required rather than dictating the outcome.

Suggested Ground Rules

- 1) **Confidentiality:** Ensuring that information released within the session stays within the group and is not shared openly without prior consent. Advice to choose carefully what is said about personal issues, or to discuss other peoples information of experiences.
- 2) **Tolerance:** To accept that the views of others maybe different according to life experience, gender, ethnicity, religious or other beliefs and to respect and try to understand others beliefs at all times even though they may differ from your own.
- 3) **I:** That any group member only refers to their own experiences and beliefs i.e. I believe this, I did this' not 'we' and, again to ensure members of the group are deterred from talking on behalf of someone else or sharing someone else's experience.
- 4) **Language:** You may feel that acceptable language within this session can be 'freer' than in other lessons, and you may choose generate a debate about appropriate of agreeable forms

of expression. (*Teachers and group leaders can have very different opinions about appropriate expression in all aspects of the ground rules and this is one area, in particular, that needs sensitivity and clarity*). Some people may not have another word to describe what they want to say... with no intent to offend, to include or not to include that is the question...? Understanding your own tolerance and ability to facilitate this expression without excluding participation is vital.

- 5) **Challenge:** The participants should always be encouraged to respectfully challenge any views and information given at any time within the session.

Step 1: Present the Ground Rules to the group, including others that you may feel appropriate, please do take time to explain the implications of each. It is always much more effective if you encourage and engage the group to think of their own list of ground rules. This always works best with you providing the facilitation role.

Step 2: Encourage the group to debate the advantages and disadvantages of ground rules.

Step 3: List all agreed ground rules on the flip chart for reference throughout the session. Ground rules should be referred to at the beginning of each session. Invite members during the review of ground rules to suggest additions, or removals... always with a rationale and an invitation to debate leading to agreements. Ground rules are there to provide a safe environment for everyone involved, ownership of the rules are key. The facilitator should ensure that everyone takes responsibility for adhering to the agreed 'Ground Rules' on behalf of the group.

Beginning your lesson

Now that the Ground Rules have been established, play the full version of the Johnny Condom video, this gives a flavour of the lessons to come and should relax the group with the humour of its content.



VALUE CONTINUUM

AIM To encourage participants to explore and debate their own values, attitudes and beliefs in a safe environment.

To map a process of potential change and development over a period of time.

OBJECTIVES

'Express' and debate opinions. To 'Explore' opinion that is different from your own, and then 'Clarify' your own standpoint.

RESOURCES

Value Continuum

Value Continuum hand out sheets

Hand out a worksheet to each member of the group and ask them to follow the instructions on the sheet.

The value Continuum sheets are handed out at three points within the term to measure at what pace, (if any) the groups attitudes, opinions and values change. This exercise can be also mapped out over a much longer period i.e. at the beginning and at the end of the year.

A more extended version of this exercise is revisited in Lesson Four, but at this point members of the group should record their views without being influenced by their peers.

The worksheets should be then handed in and collated over the term. Once filled in the pupil should not be shown it again until all three worksheets are completed over the timescale.

PICASSO

AIM

To relax the group, encourage laughter and participants to critically analyse information.

Objectives

Draw the partners face.

Introduce partners to each other and to the group.

Explore how information is interpreted.



Resources

Picasso

A4 sheet of paper and marker pens

This exercise is very effective at breaking down barriers within a group. You can use this exercise to draw attention to the importance of how we interpret information.

Step 1: Divide the groups into pairs giving each person a piece of paper.

Step 2: Ask the participants to draw their partner's face without looking down at the paper.

Step 3: Once completed, write their partners name at the top of the paper and find out one funny thing that has happened to them. This funny thing can be written on the reverse side of the portrait.

Step 4: Organise a round where each person introduces their partner to the group, showing their portrait and telling the story of the one funny thing.

Step 5: Summarising, you can use this opportunity to discuss the different ways of interpreting information.

When delivering messages about sexuality, sexual health, contraception or sexually transmitted infections such as HIV, the delivery and interpretation of information can be distorted or merely presented differently according to peoples bias about what is striking or important.

Although each individual is given full and accurate information (i.e. can clearly see the face of the person they are drawing) they do not possess the full tools to be able to record an accurate representation (i.e. 'sight' cannot view the drawing as it is being drawn) Therefore, when they present the picture, the information will be distorted.

Similarly, when someone is given information, their previously assumed knowledge will affect how they access the information, and in so doing, how they choose to incorporate it into their lives.

So many myths are created about sexual health and untruths believed, due to an information deficit or misrepresentation, these myths are then perpetuated on replication. Only with all the tools necessary to interpret all the information, can the true picture and true understanding emerge.

This exercise can go some way to helping the development of critical thinking regarding what family, peers and educators tell young people is the truth. Even with all of the skills available, we may think we have painted a perfect portrait, but there will always be another person who has a different perspective, view or opinion about how things really are. What are the values and benefits of opening our minds to explore, or, closing or dismissing that choice?

Booze Control



Aim

To explore the impact alcohol has on individuals, groups and culture.

Objectives

Consider the changes in people's behaviour due to consumption of alcohol.

Blast ideas into your bulls-eye that describes what people say, or do in the course of an alcohol drinking session 0 – 5+

Describe various changes that happen to people as their alcohol intake increases in that session. (You may reference real events, but you must not name the people involved that you are discussing).

Generate two lists, one will describe the positive aspects of drinking alcohol, the other will describe the negative aspects of drinking alcohol.

Compare the worst case scenario from drinking alcohol and the physical, social and emotional impact of other drugs available.

Resources

Booze Control

Flip- chart paper and pens.

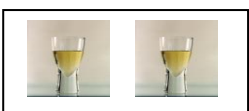
Step 1: Watch the animation Bess Behind the Bar

Step 2: On flipchart paper reproduce diagram 1 if you would like to do this exercise as a group, alternatively you can split the group into smaller groups and get them to reproduce diagram 1 on their own flip-chart paper.

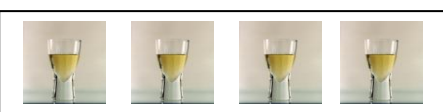
Step 3: Ask the group to consider the following and write their responses in the relevant circles.



How many words can you generate to describe people when they have had no alcohol to drink?



Describe how people change after one or two drinks of alcohol .



Describe how people change after three or four drinks of alcohol?



Describe how people change after five plus (no limit on this) drinks of alcohol?

As a facilitator you create an image like the one below, or simply draw a bulls-eye on flipchart paper asking the group to follow the instructions above. They do not have to admit to drinking, or draw on their own personal experience. Most children and young people have witnessed adults under the influence of alcohol. However, it is important not to name names, or embarrass parents, uncles, aunties etc, needlessly.

The key here is to generate a range of their own words that describe people under the influence of alcohol- Physically, Socially and Emotionally.

Using the words and descriptions that have been generated by the group, use those words to explore the impact, or potential impact alcohol can have upon relationships with family, friends, partners or both.

What affect does alcohol have on people and what people say and how they say it?

What affect does alcohol have on what people do?

What affect does alcohol have on decisions people make?

What affects does alcoholic drinks impose which removes choice from a person?

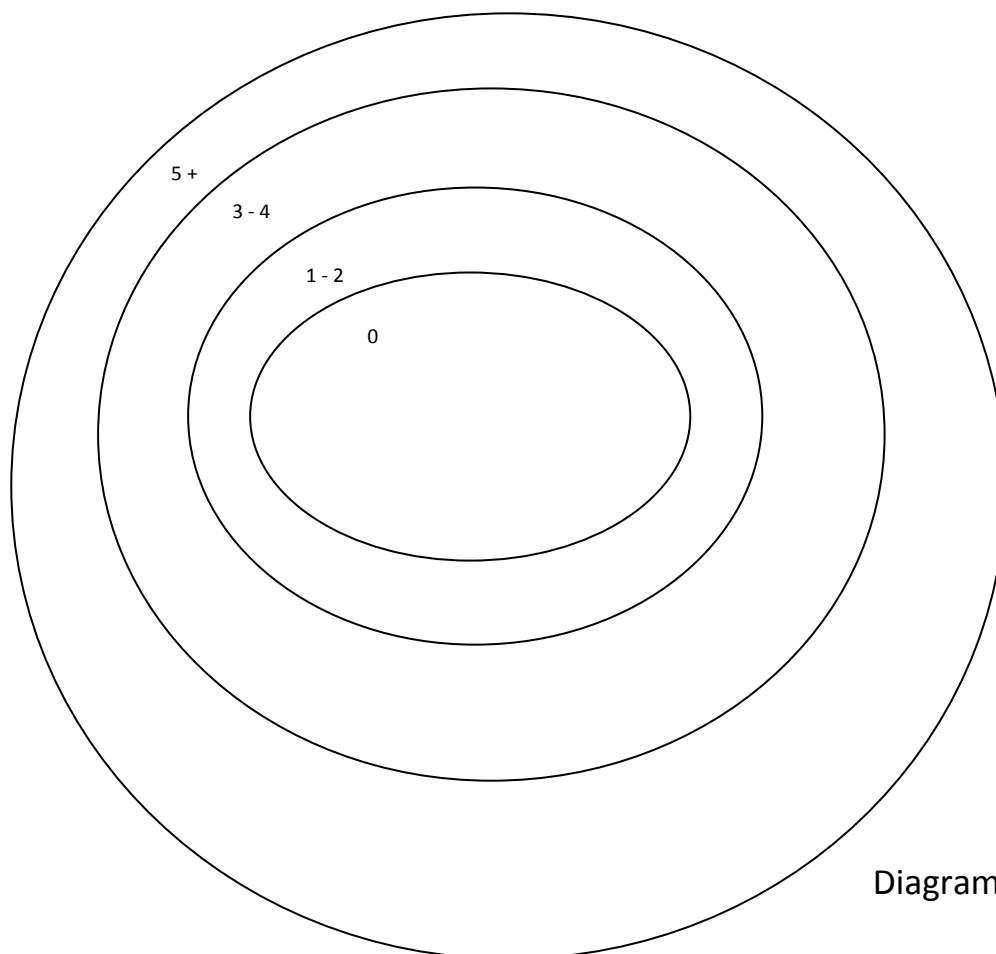


Diagram 1

FATHER FIGURE- CREATING A DILEMMA



AIM

To explore communication through the process of storytelling.

OBJECTIVES

- Creating a story or a dilemma
- Assess the event leading to that dilemma
- Explore a range of different ways to manage this moment.

RESOURCES

Story Telling

- Flipchart paper and marker pens

Step 1: Watch the film Father Figure.

Step 2: Divide the participants into groups with flipchart pen and paper.

Step 3: Ask each group to decide what the son's dilemma might be. Remind the group they are free to create according to their own preference. The dilemma can be anything that they want, provided that it is in context with the lesson and the film.

Step 4: Ask the group to write the dilemma down on the flip chart paper beginning the story with "My names is Aaron", or, "I'm Aaron's Dad" They will be describing the story from the point of view of the character they choose from the film. (*You can choose to allocate this choice across groups*)

Step 5: Once the group have completed this stage, they must decide what happened in the past to cause the situation. The past event could have occurred five minutes, a week, one year or even ten years ago, but it must be the critical event that leads to the moment they have just witnessed.

Step 7: Each group must now present the dilemma, the past event and their suggestions as to how the event could have been dealt with differently.

Step 8: We now transform each group from problem, or, dilemma creators into problem solving genius... each group passes their flipchart onto the group next to them. Each group are charged with the responsibility to read carefully, identify the important issues and suggest their top three suggestions that will help Aaron or Dad to communicate and resolve the issue they have.

CONSEQUENCES

AIMS

To encourage young people to consider difficult moral and ethical issues relating to sexual health and relationships.

OBJECTIVES

- Analyse a scenario.
- Debate issues related to the scenario.
- Explore values, attitudes and beliefs
- Discover new ways of resolving problems.

RESOURCES

Activity cards, flipchart paper and marker pens. The activity cards can be created using the scenarios provided below- one on each card, or the whole group could produce their own scenarios using fictitious situations and names, this would be productive in two ways:

- In terms of relationships and young people the scenario is likely to be more relevant to the individual.
- Real life situations personal to the young person can be checked out using the safety of the 'third person' and a fictitious situation.

Step 1: Divide everyone into small groups. Hand out a scenario and flip chart paper to each group.

Step 2: Ask the group:

To write their immediate and first thoughts

To write how they would feel, and, what they think the right thing to do is?

Once participants have written down their responses, pass the scenario and responses to the next group. Each group should now have a scenario, with a response to it.

Step 3: Ask the group:

What do you think the consequences of the suggested action might be?

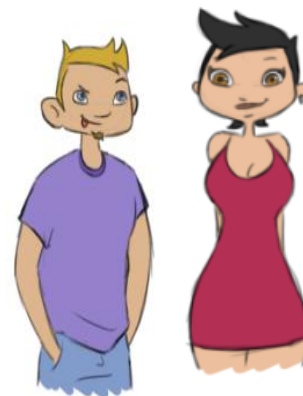
Do you think that there might be a better way of dealing with the issue?

Do they agree or disagree with the previous groups response and why?

Step 4: This process continues until all groups have had an opportunity to respond to all of the scenarios.

Step 5: The facilitator can now encourage the group as a whole to arrive at a consensus of agreement for each scenario, although this should not necessarily be expected and provides opportunity for debate.

There is now an opportunity for students to observe that not everyone reacts in the same way or believes the same things. You can choose not to agree with someone's beliefs, but students can be



encouraged to begin to empathise with difference and the range of life experiences that influence those beliefs. The facilitator can anticipate and create range of strong devil's advocate responses to encourage a robust debate about the issues at hand.

Students should be encouraged to identify the critical issues for themselves and evaluate their own learning through reflection.

CONSEQUENCES ACTIVITY CARDS

You over-hear a conversation. A lad is bragging with his mate about taking a girl home who was really drunk.

He had sex with her and says:

"She kept saying no, well... I knew she was begging for it, she was all over me all night, you know what they're like!"

It turns out this girl is a friend of yours.

What do you do?



You've been going out with your partner for 3 months, and you feel everything is going well.

A mutual friend tells you that they saw your partner coming out of the G.U.M. clinic with someone of the same sex.

What do you do?



You know your friend has a sexually transmitted infection.

You find out that last night they slept with a close friend of yours.

Both friends have asked for your advice but you promised to both friends you wouldn't tell anyone.

What do you do?



Your friend is still at school.

You keep seeing them with an older person. They seem to be together all the time and are always sending each other text messages.

You're starting to get worried.

What do you do?





VALUE CONTINUUM

AIM

To encourage participants to explore and debate their own values, attitudes and beliefs in a safe environment.

To map a process of change and development over a period of time.

OBJECTIVES

'Express' and debate their opinions, 'Explore' opinions that are different from their own, and then 'Clarify' their own standpoint.

RESOURCES

Value Continuum

'Young People's Film

Strongly Agree and Strongly Disagree statement cards

Value Continuum hand out sheets

Step 1: Play the 'Young people' section of the film

Step 2: Place the strongly agree and strongly disagree cards on the wall at each end of the room.

Step 3: Read one of the statements out, asking the participants to place themselves along a line in the room between the cards according to how strongly they feel.

Step 4: Encourage people with different standpoints to debate the issue. Invite movement if pinions change.

Step 5: Ask people to share the reason they have felt it necessary to move, what was said? What were they thinking? Was it difficult to move and why?

Note: *If there is no movement, then the facilitator's role is that of 'Devil's advocate'. It's important to challenge the group's stance and provide individuals **within** the group an opportunity to explore their own opinions. However, we must be careful not make people feel as though they are isolated or pushed into a position they would not necessarily have chosen themselves.*

***At the end of the session hand out the value Continuum worksheet and ask the group to fill it in. This will be the second worksheet they will have completed.**

JOHNNY CONDOM

Place your name in the relevant box and write today's date beneath it. Then answer each question by marking the number of the question on the line as shown in the example, relating to how much you agree or disagree with the statement.

Name: _____ Date: _____

- 1) GIRLS DON'T TALK ABOUT SEX AS MUCH AS BOYS.
- 2) MUMS AND FAMILIES ARE TALKED ABOUT IN THE SAME WAY IF THEY CARRY CONDOMS.
- 3) BOYS ARE JUST A BIT NEARER.
- 4) WHEN YOU'RE THINKING AND YOU DON'T KNOW WHAT YOU'RE DOING, JUST TAKE ADVANTAGE.
- 5) FOR BOYS, SEX IS LIKE A COMPETITION FOR THEM.
- 6) YOU CAN GET CONDOMS AT ANY AGE.
- 7) IF YOU'VE HAD A FINE FRIEND, IT'S EASIER TO DO IT WITHOUT A CONDOM.
- 8) WHEN GIRLS IT'S MORE ABOUT LOVE, GIRLS WANT SEX TO MEAN SOMETHING.
- 9) BOYS JUST WANT TO DO IT.
- 10) I WOULD RATHER BE IN A RELATIONSHIP THEN HAVING ONE NIGHT STANDS.

Example:

Strongly Agree	1	2	3	4	5	6	7	8	9	10	Strongly Disagree
----------------	---	---	---	---	---	---	---	---	---	----	-------------------

What do you think?

0 1 2 3 4 5 6 7 8 9 10

**Strongly
Agree**

**Strongly
Disagree**

“I’M NOT USING ONE OF THOSE!”



AIM

To provide a series of realistic responses to the statement “I’m not using one of those.” And dispel myths surrounding the use of condoms.

OBJECTIVES

- List all the reasons why people choose not to use condoms
- Develop the ability to validate condom use

RESOURCES

Assertiveness

- Flipchart paper and marker pens
-

Step 1: Play Bother Brothers

Step 2: Split the class into male and female groups. (You can do this with mixed groups although using same sex groups can provide an opportunity to highlight any gender differences around the issue) Then ask each group to write down all the excuses that people give, not to use a condom.

Step 3: Once completed, swap the lists so that the females group has a male group list and vice versa. Ask each group to provide a positive reason to reject each statement. If they cannot respond to any particular statement, you as a facilitator must be prepared to provide a positive response for them to consider.

Example:

Problem: Many males complain about the lack of sensitivity when using a condom.

Response: Place a small drop of water based lubricant onto the end of the penis before putting on the condom, then lubricate the condom on the outside before having intercourse.

CREATING A SAFER SEX CAMPAIGN



AIM

To devise a safer sex campaign

To determine the effect the media has on people's attitudes, values and beliefs.

OBJECTIVES

- To design a television advert, radio or newspaper 'safer sex' campaign.
- To organise and agree the aims and objectives of the campaign
- Justify the methods used in the campaign
- Discuss 'real/ actual' campaigns or media responses to sexual health.
- Evaluate the effects of the media regarding sexual health messages

Note: this may be something a school may want to take very seriously by creating actual campaigns targeted at a school or community utilising various media tools available. Our guidance provides for a classroom workshop.

RESOURCES

Flipchart paper and pen, newspaper clippings, safer sex posters etc.

Step 1: The Bother Brothers had their own way of conveying a safer sex message.

Discuss with the group:

- a) How successful did they think their approach was?
- b) How could their approach be improved?

Step 2: Divide the participants into three groups and allocate a 'type' of campaign to each group i.e. radio, newspaper, TV commercial, poster etc.

Step 3: Ask the groups to create a campaign around safer sex in the medium they have been given. They need to be clear about what it is they are attempting to achieve within the campaign, to be prepared to feedback and justify their approaches.

Step 4: Take feedback from each group, they must:

- State clearly what they set out to achieve
- Describe or perform the campaign to the group
- Justify the methods used to achieve the aims
- Invite the whole of the group to ask questions or challenge the approaches used.

Step 5: Once everyone has had the opportunity to deliver and discuss their campaign, list and review the aims and objectives for each group and discuss whether they think the campaign would actually be successful.

Step 6: With reference to their own campaigns as well as actual campaigns and headlines, hold a discussion on how sexual health is represented within the media.

PORNOGRAPHY



Creating a safer sex campaign provides an excellent introduction for young people to think critically about the growth of media, and in particular social media- a media that provides access to a range of information in the form of text, sound and imagery.

The importance of open debate about the subject of pornography cannot be underestimated, an industry that has actors who participate voluntarily, and actors who are engaged through a process of exploitation and abuse.

How much do young people understand about this industry? What impacts upon their understanding, knowledge, values and beliefs?

Political PARTY TIME

Ask the class to:

- Research news articles that discuss pornography
- Read papers that talk about children and young people's rights in the UK and globally
- Find charity websites that talk about children and young people they support who have been exploited and the impact of that exploitation.

With this information you can follow up with an activity that engages young people into a political debate.

Split the group into parties (two or three) each group needs to elect a leader of their political party and debate what their policy will be in relation to pornography in the U.K. Each group will take up a different stance on this issue. One group will be pro-pornography and arguing the positives, and vice versa, the other group would argue the negatives. If we are looking for a more Liberal Party, we can charge a third group with finding the middle ground.

It can be very productive for you to give the groups a political stance which they need to build their policies around, and how this would work practically and what levels the law would intervene if at all. Each political party need to:

- Define what they believe is acceptable
- Define what they believe is unacceptable

CAMPAIGN TRAIL

This can be generated as a follow – up to OPTION 1, however, it can also be delivered as a stand-alone activity, or as a response to some of the other activities and prompts you have chosen to work with.

The young people are required to create a campaign, however, if they are not delivering the campaign specifically related to PARTY TIME, then you must generate a focus on the knowledge, attitudes, values and beliefs you want your 'target audience' to believe.

Suggestions could be from a campaign for 'rights' perspective:

- Women's rights
- Men's rights
- Children and young people's rights
- Religious or cultural rights
- Rights around sexuality
- Parental rights
- Broadcaster's rights



DEAR JOHNNY

AIM

To develop participant's ability to critically analyse, identify and manage problems.

OBJECTIVES

- Consider problems relating to sexuality, sexual health and positive relationships.
- Produce a letter for an 'Agony Aunt' problem page.
- Demonstrate skills appropriate for problem solving.

RESOURCES

Problem Solving

Flipchart and marker pen.

Step 1: Divide the group into smaller equal groups. Ideally each group should have four members (male and female).

Step 2: Ask each group to think of problem that is common to teenagers around sexuality, sex, safe sex or relationships. Invite them to invent this problem rather than discussing personal stuff. They need to write the problem on a flip chart beginning with 'Dear Johnny...'

To ensure difference in the letters, you may want to construct the core basis of the letter, teenage pregnancy, sti's, parents, friends, embarrassment, body shape, parts of the body, talking about sex, sexual health lessons etc. If you write them on cards they can be picked at random by each group.

Step 3: Once the letters are written, pass them on to the next group. They are rotated to ensure that the participants are not working on a problem page that they have helped to write.

Step 4: Each group must then respond to the letter. Again, this response should be in the form of a letter beginning with 'Dear'. When this part of the exercise is complete, take each letter and response and place them next to each other on the wall.

Step 5: In turn, encourage the group to give feedback on how they set about advising on the problem.

Step 6: Once this is completed, invite the whole group to discuss each problem. Would they have advised a different course of action in order to resolve the problem?

At the end of the feedback the facilitator should make time to round up and summarise the session, highlighting the positive aspects of the group work e.g. good humour, working to ground rules, listening skills and general approach to problem solving.

Try to identify common approaches to the groups problem solving, for example three out of the four groups may suggest finding someone to talk to.

One of the main advantages of this exercise is that the individuals can check out their own personal issues, whilst having the safety of being able to claim that it is a fictitious scenario.

THE MISSING VERSE

AIM



To conclude a session on a humorous note where the participants can convey some of the information they have learnt or have been discussing and incorporate this within their own style of humour, creating a new verse for the Johnny Condom Song.

RESOURCES

Step 1: Play the Johnny Condom Song as a reminder of Johnny's style of humour.

Step 2: Split the participants into smaller groups and using the beat from the song, create a version of eight lines beginning with, "My name is Johnny Condom..." an up tempo version of the song can be found on the 'Video's' section of the site created in Karaoke style.

It may be useful to play part of this musical section to the group now as the arrangement is slightly different.

Step 3: Play the karaoke song where a countdown will appear along with the first line of the song allowing each group to continue on and perform their own version. This section of the video allows for two consecutive verses to be sung.

THE PUPIL ZONE

From your Dashboard click on the 'Pupil Zone' and print off invites for the class, everyone is now able to access the site confidentially. (Online version only)

AIM

To practice talking about sex in simple terms



OBJECTIVES

To explore and consider the use of words we use when talking about sex and the impact this has.

RESOURCE

Young People

Topic Cards

The facilitator can prepare a number of cards or written on folded paper, before the lesson with the biological, scientific or formal words used to describe sexual parts, sexual acts or phrases used to describe people with different sexual orientation.

Examples could include the following:

Breasts	Testicles	Scrotum	Penis	Vagina	Prostate
Ejaculation	Orgasm	Sperm	Pubic hair	Foreskin	Smegma
Labia	Clitoris	Ovary	Fallopian	Condom	Oestrogen
Testosterone	Intercourse	Masturbation	Kiss	Nipples	Love
Heterosexual	Lesbian	Gay	Transsexual	Transgender	Abstinence

Ask the group to separate themselves into pairs, or groups depending on how many people you want to involve. We would always suggest pairs as it encourages both to be involved in using language to explain or describe what the term is. They must do so only using words not expressions or gestures.

There is usually quite a bit of laughter and giggling, but support for the group is essential as it is most likely fuelled by embarrassment. So, breaking down the barriers related to talking about sex is important and can be supported. (It is a very good idea for teachers to try this game in a staff session in order that they have an opportunity to effectively contribute through empathy to ensure the session remains positive and informative).

So without sight of the card, the rest of the group must tell the pair, who are describing, what they think the word is. It is possible to introduce prizes for winners, but the game does create some fun naturally and more often than not, prizes are usually unnecessary.

The importance of this exercise is for the facilitator to be alert to the appropriate terms and use of language by those attempting to describe the word on the card, the audience are prompted to

identify the formal terms. Feedback and debate about the impact of words, the things we say and the choices we make about saying things is key to this exercise.

It is vital that we do not ignore how people are affected by this exercise emotionally, it is worth asking pupils how they felt when they were in the role of describing words. It may be obvious through observation, but important that they do tell us so we can explore why they feel the way they do.

Breasts

Testicles

Scrotum

Penis

Vagina

Prostate

Ejaculation

Orgasm

Sperm

Pubic Hair

Foreskin

Smegma

Labia

Clitoris

Fallopian

Condom

Oestrogen

Testosterone

Intercourse

Masturbation

Kiss



DOUBLE GLAZING SALESPERSON

AIM

To identify the sources of pressure and to handle that pressure in an assertive way.

OBJECTIVES

- List the things that people can say to persuade someone to have sex with them.
- Identify what assertiveness is.
- Experience saying 'No' assertively.

RESOURCES

Flip chart paper and marker pens.

'The Closing Question'

A closing question is a method used by salesperson in an attempt to secure a sale;

Salesperson: "Now that you have seen the beautiful windows that my company can provide, is there any reason why you should not sign the contract tonight?"

Householder: "Well...err...mmh, actually, we're not sure that we can really afford them."

Salesperson: So if I can provide the windows at a price you can afford, then is there any reason why you should not sign the contract tonight?"

Householder: Oh...well, we would need some time to think about it."

Salesperson: So if I can provide the windows at a price you can afford and give you time to think, then there is no reason why you shouldn't sign the contract tonight?"

Step 1: Role-play this with a co-worker facilitator or volunteer.

Step 2: Ask the group to divide into pairs and follow the role-play, only this time negotiating sex. One partner has to try to persuade the other to have sex with them. The other partner's role is to reject these advances/suggestions by saying 'No' but giving a different reason each time a suggestion is made.

Step 3: Ask the pair to swap roles so that the passive partner becomes the aggressive and vice versa. At the end of the role play ask some questions for feedback:

- 1) How did it make you feel?
- 2) Did you find it difficult? If so why?

During the feedback you are trying to identify three possible responses;

Passive: Householder loses/ Salesperson wins

Aggressive: Householder wins/ salesperson loses

Assertive: Householder wins/ salesperson wins

The idea of this exercise is to try and identify a way of dealing with a situation where both parties can benefit and finish the 'sales pitch' happy.

Step 4: Provide the group with an explanation about what assertiveness is;

ASSERTIVENESS

- What is it you really want from this situation? **Make a decision.**
- When you tell someone what you want or what you don't want, **be very specific.** You may have to repeat this several times (broken record)
- Don't just rely on words to communicate, i.e. if you are smiling when you are saying something serious the other person will be confused. **Think about your body language.**
- **Do not let the person side track you,** if necessary, go back to the broken record and repeat the important point.
- **Assertiveness is about listening as well-** you both have a point of view and both of you are important.
- **Can you negotiate a situation that makes you both happy?**

Using the above information, repeat the role-play and see if the partner in the passive role can achieve a positive outcome.

It is important that you are both happy with the outcome of the negotiation.

If you have time it can be a useful exercise to ask males to play a female role and vice versa. If a female is role-playing a male, would her approach be any different?

It is important to make time at the end of the session to allow for a good summary that underlines the fact that you have the right to choose and the right to say no, and that there are effective ways of resisting pressure. You do not have to continue finding new 'excuses' for wanting to say no- saying 'no' is enough in itself!

***At the end of the term get the class to complete their third 'Value Continuum Worksheet', you will now have three completed worksheets and will be able to map over a period of time the changes in perception and development of your group.**

No matter what the result, this is an excellent measure of the impact and outcomes of your lessons.

