

EXERCISE 6 "Festival Friendly" Min: 20 mins



Using the Five Os

TEACHER GUIDELINES

(Timings based on a minimum 20 minute session but can be more leisurely/expanded)



Outcome

Takes: 1 min; 19 left

- " In a moment you are going to get some short scenes. They are all part of a story about a girl called Sal and a boy called Mads. They have agreed to go to a music festival for the weekend where they will be camping. Each scene tells us a little bit more about their situation. They are faced with a very important decision and each scene shows how different kinds of people and relationships might provide different sources of help and advice.
- " This exercise is designed help you to recognise that often big decisions are simpler to understand and easier to make if you talk to other people. Also, no matter what you choose, the consequences will affect not just yourself, but others around you.



Organise

Takes: 2 mins; 17 left



Apause Ground Rules

- No put downs
- No personal comments
- LISTEN

- " Get yourselves into groups, twos and threes is best, but a four is also OK. There are ten scripts here in pairs; usually each script is for either a mainly boys or mainly girls group. I will give them out, match the scripts to the kind of group you are in and tell you which is your scene. If you are in a mixed group, that is great, you will need to be creative and make sure all the characters are read. Sometimes you can share the lines between more than two characters. *(Hand out the scripts E6 S1 so that they match the gender of the group and allocate ONE scene to each group [i.e. Front or back labelled F or B in bottom right].)*
- " It doesn't matter if you are in a group of three or four, even if you are not personally involved in reading the scene back to the class you can help out with answering the questions.



On-task

Takes: 4 mins; 13 left

- " Rehearse the scene a few times so you can read it clearly without any mistakes. Then work as a group to write your answers to the questions. Make tsure you are confident enough in your reading to perform the scene back to the class. You have about four minutes. Write down your answers to the questions, so you can read those out-loud to the class as well.




Out-loud

Takes: 9 mins; 4 left (*Go round the groups reminding them of the two parts to their tasks*)

- " Make sure you can read the scene reasonably well, because I will be asking you to read your scene out-loud to the class (*It is possible two groups have worked on the same scene – perhaps the group that doesn't read it back can answer the questions*). Then I will ask you to read back the answers your group gave to the questions.
- " Ok, Time's up. Well done for your work. Now, Group One, will you please start off by reading the first scene.

NB If you intend to complete this exercise in 20 minutes, only ask the first two questions. If you wish to expand the exercise ask the questions which are highlighted in boxes with dashed borders/pink shade.

(Really keep the tempo high so that there is time left at the end for a class discussion.)

1. Best friend (Girls or mixed) (Lead the class in applauding all the readings and congratulate them and  Repeat and Praise for their responses).

- " At this stage in the story, how much pressure is being put on Sal to have sex? ☐ not much really
- " How much is her friend adding to the pressure? ☐ she seems to expect sex
- ☐ Later she takes the pressure off

- " Is her suggestion to come along as well, likely to improve the weekend? ☐ Yes
- ☐ make it more social and less sexual

" Great. Thank you for your work – Group 2, can we hear about Mad's Friends.

2. Friend(s) (Boys or mixed)

- " What was Mads worried about? ☐ That Sal expects sex
- " "What useful advice did his friend give him? ☐ Seperate tents ☐ Talk about it

- " If Mads was worried about what was going to happen, who should he be talking to?
- ☐ His Girlfirend ☐ Sal

" Great. Thanks for you work – Group 3, What about the Teacher?

3. Teacher (Boys or mixed)

- " What is the effect of alcohol when it comes to controlling your behaviour? ☐ Losing control
- " What useful advice did the teacher give? ☐ Drink Water ☐ Stay in control

- " How would you describe the character of the teacher? ☐ Cool ☐ Switched on
- " Sal is sixteen and Mads is seventeen, what advice would you give them about going to a music festival? ☐ Enjoy the music ☐ Careful with the booze ☐ Sex will spoil it

" Great. Thanks for you work – Group 4, can we hear about Sal's Wise Aunt.

4. Wise Aunt (Girls or mixed)

- " Which bits of advice that the aunt gave to Sal were the most useful? ☐ Baby wipes ☐ Avoid sex
- " Do you think Sal would find it easier to say 'No' to Mads now she has talked with her aunt?
- " ☐ Yes


- " How would you describe the character of the aunt? ☐ Honest ☐ Fun
- " Why did Sal talk to her aunt about the festival? ☐ Helpful ☐ Reliable

"  Great. Thanks for you work – Group 5, can we hear **Another friend**.

5. Another friend (Girls or mixed)

- " How is Sal feeling now about going away with Mads? ☐ More relaxed ☐ Less pressured
- " Does Mads sound like the kind of guy who is going to put Sal under pressure to have sex? ☐ No

" Why does F2 seem to know so much about Mads? ☐ F2s brother is mates with Mads

"  Great. Thanks for you work – Group 6, can we hear Mads' Another Friend.

6. Another friend (F2) (Boys or mixed)

- " What does Mads' friend mean when he says, 'Give yourselves a bit of time?' ☐ No need to rush
☐ Take it slow
- " Is this friend putting Mads under any pressure? ☐ No

" How would you describe the relationship between Mads and Sal? ☐ Respectful
☐ They don't talk enough

" How long is Mads hoping to keep Sal as his girlfriend? ☐ Long term

"  Great. Thanks for you work – Group 7, can we hear School Nurse.

7. School Nurse (Mixed or Boys)

- " Where could you get advice and free condoms around here? (*Teacher needs info*)
- " If Mads wasn't expecting to get condoms from the nurse why did he go to see her?
☐ Trusted her for good advice

" What was the nurse's advice? ☐ Don't do it ☐ Talk to Sal ☐ Don't take condoms

" Why did the nurse not advise taking condoms?' ☐ gives wrong message
☐ Creates pressure on them both

" What would you advise Mads about taking condoms? ☐ Talk ☐ Don't take them if you're not planning sex

"  Great. Thanks for you work – Group 8, can we hear the School counsellor.

8. School counsellor (Mixed or Girls)

- " Where would a young person get free and confidential services around here? (*Teacher needs info*)
- " Why did the counsellor suggest Sal should drop in on Monday? ☐ Support ☐ Help


- " How helpful is the counsellor to Sal? ☐ Very
- " How would you describe the character of the counsellor? ☐ In touch
☐ Sympathetic ☐ Reliable

"  Great. Thanks for your work – Group 9, can we hear Mum


9. Mum (Girls or mixed)

- " How would you describe the relationship between Sal and her mum? ☐ Honest
☐ Open
- " How much does her mum care about Sal? ☐ A lot

- " Why do you think the mum suggested borrowing dad's sleeping bag? ☐ So Mads does not have to keep her warm
- " What sort of thing do you think Sal might phone her mum about? ☐ Reassurance

"  Great. Thanks for your work – Group 10, can we hear Dad.

10. Dad (Boys or mixed)

- " How would you describe the relationship between Mads and his father? ☐ Frank
☐ Blokey
- " What is the dad worried about? ☐ Them having sex ☐ His reputation as a father
- " What reasons has his dad got for not trusting Mads? ☐ He's got the wrong idea about boys!
- " Why did the dad want to tell Sal's father what was going on and get him to pick them up? ☐ To make sure her dad is in the picture
- "  That's great. Thank you for all your work everybody.

If you want to take more time over this exercise do it here.

NB Leave 4 minutes for the Overview.

Optional expansions

+ 5-10 mins Teacher led focus

Build up discussion around the questions that weren't dealt with first time – 3rd, 4th & 5th questions.

+ 5-10 mins Group work focus

Give groups more time to try out scenes they didn't have time to look at first time round; they are on the reverse side to the first scene they looked at.

Build up discussion around the questions that weren't dealt with first time – 3rd, 4th & 5th questions. Include comments from the groups who had answered the questions but not read back the scene – see description at beginning.



On-task

(Students should be reading and writing their answers.)



Out-loud

(Students respond to teacher's questions – include as many students as possible in discussion.)



Overview

Takes: 4 mins; 0 left

- " Thank you for reading the scenes back and giving such thoughtful answers.
- " Overall, what was the most puzzling thing about all the answers they both got?
 - ☛ **Everyone they spoke to presumed they were wanting to have sex, itself a sort of pressure ('Normative pressure'), and gave advice as to how to avoid being pressured.**
- " How useful were their friends in this situation? ☛ **mostly useful**
- " Did the friends create pressure, or did they help Sal and Mads deal with it?
 - ☛ ☛ **Both, because their expectations are a form of 'normative' pressure.**
- " How do you feel about the kinds of friends who create pressure in this situation?
 - ☛ **Unhelpful**
- " What did you think of the parents? ☛ **More streetwise and helpful than the young people expected.**
- " What about the advice the nurse and counsellor gave – did you feel they were helpful? ☛ **Yes**
- " What are the nurse's qualities that makes it likely or unlikely they will see her again? ☛ **Openness, ☛ supportive, ☛ un-shockable, ☛ streetwise.**
- " Overall, do you think the couple were in a better or worse position because they had different people to talk to? ☛ **Better**
- " Although Sal and Mads talked to quite a few other people, how much had they talked to each other? ☛ **Not enough**
- " What advice would you give them? ☛ **talk more** ☛ **Continue to get advice** ☛ **take it slow**
- " This is the last of this series of exercises. I hope you have enjoyed it and feel more able to sort out your own ideas and beliefs about what is right for you.
- " Remember we are all different, and going through the teenage years is an exciting, as well as a challenging time. If you have problems, you should not feel you are alone, nobody has all the answers, and it is very important that you are able to talk to the right people about it.
- " Teachers can be very helpful but they can not always be confidential and they can't give students personal sexual health advice. A school nurse or counsellor is confidential and can give advice. So if you have a problem, get it sorted!
- " If you think there is more this school can do to help you with relationship problems, I would like to hear any suggestions.

Just before we go, how was it for you? (15-30 secs)

(Both students and professional(s) work in silence. They may either write down or simply consider what their response is to the following assessment texts.)

Students:

- " These exercises are designed to make sure everybody has a chance to read or say something. Is this a good thing? How well did you and the rest of the class participate?

Professional(s): These exercises are designed to encourage learning through peer-to-peer interactions and 'performative' activities. How do you rate this approach and your own facilitation skills?

EXERCISE 6 "Festival Friendly"



Using the Five Os

— *PLAN*

Mins
Takes Left



Outcome

1 19

(Briefly explain intended learning outcomes)

- By reading out-loud short scenes and through class discussion a story is explored in which a young couple find a range of relationships useful. They are going away on a camping weekend, and are positively influenced by these relationships as they decide about what is best for the sexual side of their relationship.



Organise

(Set up and run)

2 17

- Ground Rules.
- Work in groups of 2s and 3s.
- Distribute scripts A5 paper and laminate **E6 S1** according to gender .



Apause Ground Rules

- ✗ No put downs
- ✗ No personal comments
- 👂 LISTEN



On-task

(Active learning processes)

4 13

- Groups practise reading aloud scenes.
- Complete questions.
- Early finishers work with nearby group to cross reference answers.



Out-loud

(Feedback to class)

9 4

- Each group reads back their scene in chronological order (scenes 1 – 10).
- After each scene, depending on time, teacher asks two or more of preset questions.
- Individuals contribute to class discussion around points raised.

👍 Repeat and Praise

4 0



Overview

(Review, Reflection and Evaluation)

- Discuss the importance of sharing ideas and problems with other people – especially adults and professionals.
- Establish the importance of being able to talk problems over with your partner.
- Identify how young people come to take more control over and responsibility for their behaviour and how family, society and services can help them.

Total time without Optional Expansion 20 minutes

Other Equipment: A5 Paper, pens or pencils – one between two.

Resource includes : Teacher's Booklet (E6 T)

A4 pocket contains 2 pockets each with a set of 5 double sided A5 Scripts

Consisting of 10 scenes paired by gender (E6 S1)

Teacher needs: White board & marker pen **AND information about local services.**

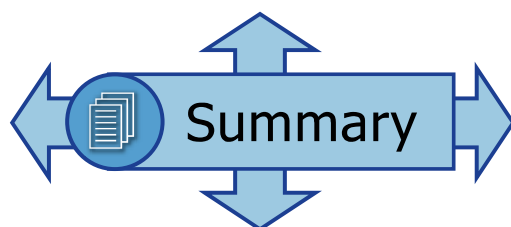
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RATIONALE

- What people believe to be ‘normal’ is a very powerful influence on behaviour.
- It is no coincidence that our research shows that those young people who agree with the statement “Most teenagers have had sex by sixteen” are themselves much more likely to be sexually active.
- This exercise shows that a young couple consider themselves to be experiencing pressure from a generally held normative belief that they ought to be having sex, when in fact no individual is actually applying it.
- Just as significantly, this couple both think the other person has the expectation that they will have sex.
- The series of scenarios all examine different perspectives of this same phenomenon – how it appears to friends, teacher, health professional and family. Each dialogue contains evidence of sound advice and strategies for coping with unwanted pressure and risk.
- The class should reconsider their own normative expectations and strategies.

EXPECTATIONS

- Awareness of the pressures perceived by young people to progress their sexual relationships towards intercourse.
- Many of these pressures may be perceived rather than overtly applied.
- By exploring ones own thoughts, feelings and beliefs and engaging in dialogue with others (friends, family and professionals), it is possible to gain new insights and strategies for dealing with pressures.
- Dialogue with your partner enables personal clarification and provides a mutual solution.




SYNOPSIS

- Small groups work on scenes from a couple’s discussions with various friends and adults.
- They find, to their surprise that most people are not pressuring them as much as they expected.
- They find it really helpful to talk, especially to their partner.
- The extension allows groups to look at different scenes and participate in discussion on other scenes more fully.

METHODS

- Self-select groups – 2s, 3s, 4s.
- Match scripts to gender mix – distribute.
- These are episodes of dialogue showing how two young people explore with friends, professionals, and family their perceived pressure to have sex when they go camping at a music festival.
- Scripts are prepared for presentation back to whole class.
- Preset questions are written down.
- Reading out-loud is achieved by building on the established routine and by explaining that the episodes need to be read in sequence to create a story.
- Encouragement and praise is essential.
- A teacher may need to read part of a script or another (more confident) group may volunteer.
- Question and answers with discussion should be brief in order to complete all the scenes.
- Conclusions become clearer as more scenes are read.

 Repeat and Praise