

# EXERCISE 1 "Ground Rules – Why?" 20 mins

 Using the Five Os

 Outcome

 Organise

 On-task

 Out-loud

 Overview

## – TEACHER GUIDELINES

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

 Outcome

Takes: 1 min; 19 left

" This exercise is designed to explore some of the consequences of fear. The particular kind of fear we are going to be considering is the fear that comes when you don't have enough knowledge or understanding about something that you know is important to you. It does not make any difference who you are, we all find ourselves in situations when we discover that we need a lot more information. In these situations it is often helpful to use some rules to make it easier to exchange sensitive information.

 Organise

Takes: 1 min; 18 left

" Get yourselves into pairs and have a pen or pencil ready so that one of you can do a little bit of writing. I will hand out these worksheets, one between two, make sure you can both see the pictures. *(Distribute the laminated Cartoon Worksheets **E1S** one between two with an A5 sheet of paper)*

" We are going to build up this story together and you are going to need to write your ideas on your piece of paper.

 Organise

Picture 1: takes: 2 mins; 16 left

*(Read to the class the part of the story that is about Picture 1)*

" A primary school teacher has a class of five year olds and she notices one little boy seems very upset. He's normally very chatty but today he won't talk to any of his friends. He seems tearful and worried. On your sheet of A5 paper write 'Picture 1' and make a short list of the kinds of things that might upset a child who is in their first year of primary school. You have half a minute.

 On-task

*Students write ideas*

 Out-loud

*(After about a minute ask one of the groups/pairs to read out-loud their ideas.)*

☞ Bullying ☞ trouble at home ☞ parents split up

*(Repeat and praise their suggestions then move on to picture two)*  Repeat and Praise



## Organise

**Picture 2: takes: 2 mins; 14 left**

- " The teacher asks the little boy if he's OK and he says, 'I went to the doctor with mum and the doctor said I've got to go to the big hospital for an operation.'
- " On your paper write 'Picture 2' and make a list of the operations a five year old might need.
- " You have just under a minute.



## On-task

*Students write ideas*



## Out-loud

*(After about a minute ask one of the groups/pairs to read out-loud their ideas.*

☹ Grommets, ☹ appendix ☹ broken leg ☹ heart operation ☹ tonsils ☹ circumcision *Repeat and praise their suggestions then move on to picture three)* Repeat and Praise



## Organise

**Picture 3: takes: 2 mins; 12 left**

- " The operation he is going to have is called 'circumcision', but what does the little boy believe is going to happen to him? Have a look at picture 3.



## On-task

*(Class interprets the picture – give the class time to guess)*



## Out-loud

- " Actually he thought he was going to have his whole penis chopped off.
- " Can you guess who told him?

*(Class interprets same picture – give the class time to guess)* Repeat and Praise

☹ His older brother told him.

*(Do not try to explain circumcision at this stage, we recommend you continue with the story– this is because we are using the story to examine what it feels like **not** to have all the information. The explanation will come later.)*



## Organise

**Picture 4: takes: 3 mins; 9 left**

- " When the mother comes in to pick up her son at the end of school, the teacher asks her if she'd talked to the little boy about the operation. It seems the mother had taken the little boy to see the doctor, but the mother herself didn't really understand exactly what circumcision meant when the doctor talked about it. What is happening in picture 4? ☹ **Mother and boy are at the doctors**

" How do you think the mother is feeling? On your paper write 'Picture 4' and write down reasons the mother did not ask the doctor exactly what circumcision meant.



**On-task**

*Students write ideas*



**Out-loud**

*(After about a minute ask one of the groups/pairs to read out loud their ideas.)*

☑ Embarrassed ☑ Ashamed to admit she didn't know ☑ felt stupid

Repeat and Praise

" Who should have explained to the mother and the boy?

☑ The doctor

" How understandable is it that a mother would not know for certain what circumcision is?

☑ Quite understandable



**Organise**

**Picture 5: Takes: 3 mins; 6 left**

" Look at picture 5. Someone has just explained to the boy about his foreskin and circumcision. His sleeve is pulled over his fist.

" What sort of thing has he just been told?



**Out-loud**

☑ The foreskin is a tube of skin covering the head of the penis. ☑ It usually fits loosely like pulling your sleeve over your fist. ☑ Sometimes it gets tight and can cause infection ☑ and make weeing difficult.

☑ If this happens the extra tube of skin is surgically removed. ☑ This is why the little boy in the story needed the operation. Repeat and Praise

" What other information about circumcision did the little boy need to know?

*(use the information below to fill-in on any gaps the class leave in their explanation).*

☑ Removing the foreskin is a very simple and harmless operation.

☑ He will have a general anaesthetic, ☑ it wont hurt, ☑ his mum will be there, ☑ it will be easier to have a wee. Repeat and Praise

☑ Circumcision is normal practice in many religions. *(Islam and Judaism being most widely known)*



**Organise**

**Picture 6: Takes: 2 mins; 4 left**

" The teacher spoke with the parent about the little boy's worries and discussed some ways they could get extra information. If a young person in this school needed to get extra health information where could they get it round here?

 **Out-loud**

" Do you know places where you could get information if you needed it in the future?  
*(Through class discussion, use the students' ideas and your own knowledge to ensure they build up a good understanding of who they could get helpful information and advice from)*  Repeat and Praise

e.g.  the school nurse  councillor  local drop-in services  a tutor or teacher  
*(NB try to establish differences of confidentiality rules for health professionals and teachers.)*  school councillor  the internet  TV programmes.)

If you want to take more time over this exercise, this is the place to do it.

At the end allow an extra 4 mins for Overview and building Ground Rules

**Optional expansions**

+3-5 mins **Teacher led focus:** "Let's go back to picture 3, can anybody suggest why the little boy didn't know that his brother was lying or joking? *(Give the class time to offer suggestions)*

+5-8 mins **Group work focus A:** *(Same question as above but they write ideas in space on picture 3) but add "On your paper write 'Picture 3' and write your ideas.*

 **On-task**

*(Students write in the space in picture 3 ideas like:*  Looked up to him  trusted him  didn't know what circumcision meant.

 **Out-loud**

*(After about a minute ask one of the groups/pairs to read out-loud their ideas. Repeat and praise their suggestions)* "Is it common to believe things which are not true simply because of who said it? Can you think of other examples of situations when people might be influenced into believing something that is not true?"

+5-8mins **Group work focus B:** *(Same as group work focus A but referring to picture 6.)* "On your paper write 'Picture 6' and write who or where you could get good health information from round here.

*(Use "On-task" and "Out-loud" conventions to maximise inclusion of individuals in class discussion.)*

 **Overview**

**Takes: 4 mins; 0 left**

" OK, so what would you say is the main idea or theme behind the little boy's story? *(Give the class time to share their ideas)* Would you agree that the story is partly about sharing ideas and information? All of these exercises are going to be about sharing ideas and information - both in small group work and as a whole class.

**Building up some class Ground Rules**

" None of us knows all the answers, so we want some Ground Rules to make it OK to talk about relationships and sexual health. We don't want embarrassment and other people's behaviour to stop us from talking and finding out about things we need to know.

" What kinds of classroom behaviour would stop a person from wanting to share ideas?

 Repeat and Praise

*(Repeat and praise the students' ideas and write them up on the board)*



- ☞ Taking the mick      ☞ Personal remarks      ☞ Shouting out      ☞ Not listening
- ☞ Calling someone stupid      ☞ Sexism      ☞ Swearing      ☞ Using offensive words

 Repeat and Praise

(Use the students' own ideas to generate some class Ground Rules, or use/adapt Ground Rules that are already established with the class)

*(Point out (if true) that it is possible to group them generically under the three Apause Ground Rules headings and you would like to use these headings for our work.)*

## Apause Ground Rules

- No put downs
- No personal comments
- LISTEN

" It seems that nobody thinks it's OK to use put downs. What is the problem if we have a lot of put downs in a lesson?

- ☞ Nobody will want to talk ☞ bad feelings

" Can we agree that we'll have "No Put Downs" as our first rule?

" " What could be the problem if people start talking about themselves or others in a personal way?

- ☞ Embarrassment ☞ spreading personal information around the school ☞ nobody will want to talk

" Secondly, can we agree that we'll have the groundrule "No Personal Comments"?

" "Thirdly, if people are shouting out and not listening, what's the problem with that?

- ☞ There's no respect and ☞ nobody can hear other people's ideas

" This work is all about communicating information, so can we all agree to "Listen" when someone else is sharing an idea or opinion?

" Are there any other Ground Rules you think we should have?

*(Be happy to settle for none)*

" I would like us all to agree that we will police the Ground Rules and challenge the behaviour if people break them!

**Just before we go (or 'move on', if doing another exercise) 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).*

**For students:**

" How might this exercise affect the way I think and talk about personal problems?

**For professional(s):** Although the Ground Rules were not established until the end of the exercise, what proportion of the class were able to share their ideas?

" Well done for your work. The next exercise we will be doing is about sharing ideas, information and opinions. Talking and listening will be very important and so will the Ground Rules. Have your worksheet ready to hand back to me so that we can move on quickly.

# EXERCISE 1 “Ground Rules – Why?”

## Using the Five Os – PLAN

|  |  | Mins  |      |
|--|--|-------|------|
|  |  | Takes | Left |
|   | <b>Outcome</b><br>(Briefly explain intended learning outcomes) <ul style="list-style-type: none"> <li>We find out how bad it can feel when you don't have all the information you need.</li> <li>How feeling bad about yourself can cause you to behave in unhelpful ways.</li> <li>How we can share ideas and information safely using the Ground Rules we make.</li> </ul> | 1     | 19   |
|   | <b>Organise</b><br>(Set up and run) <ul style="list-style-type: none"> <li>Work in pairs. Distribute 15 laminated Cartoon Worksheets (E1 S) of circumcision story and a piece of A5 plain paper as a worksheet.</li> </ul>   | 1     | 18   |
|   | <b>On-task</b><br>Picture 1: (Active learning processes)<br>Story – Teacher notices little boy is upset –reasons? Write these on worksheet   | 1     | 17   |
|   | <b>Out-loud</b><br>Picture 1: (Feedback to class) <ul style="list-style-type: none"> <li>Groups feedback answers from worksheet.  Repeat and Praise</li> </ul>  | 1     | 16   |
|   | <b>On-task</b><br>Picture 2: (Active learning processes) <ul style="list-style-type: none"> <li>Story – Boy is having an operation. List on worksheet possible operations for boy.</li> </ul>  | 1     | 15   |
|   | <b>Out-loud</b><br>Picture 2: (Feedback to class) <ul style="list-style-type: none"> <li>Groups feedback answers from worksheet.  Repeat and Praise</li> </ul>  | 1     | 14   |
|   | <b>On-task</b>   |       |      |
|   | <b>Out-loud</b>  |       |      |
|  |  | 10    | 4    |
| <p>'On-task, Out-loud' cycle is repeated for remaining pictures<br/>           Maintain interest by varying tempo, task and form of questions.</p> |  |       |      |

- **Story** – Boy is actually going to be circumcised, but what does he believe is going to happen to him? (picture 3) Who misled him into believing this?
- **Story** – His older brother told him he is going to have whole penis chopped off!
- **Story** – Teacher asks mother if she had told the boy what the operation meant.
- **Story** – Mother didn't really understand when doctor told her. (picture 4)
  - How is mother feeling?
  - Someone has just explained circumcision by showing sleeve pulled over fist. (picture 5)
  - What sort of explanation might have he been given?
- **Story** – Who should have explained this to the mother and the little boy?
- **Story** – Teacher discusses with parent sources of information. (picture 6)



## Overview

(Review,

### Reflection and Evaluation)

- Review story and significance of being able to talk;
- **Conclusion:** good communication all round was needed to avoid distress.
- Identify key people in students' lives who can give valuable information and support.
- Link message of the story to the process of building class  
GROUND RULES



## Apause Ground Rules

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

4 0

Total time without Optional Expansion 20 minutes

**Other Equipment:** Sheet of A5, Pens or pencils – one between two.

**Resource Includes:** Teacher's Guidelines (E1 T)

An A4 pocket with 15 x A4 laminated Cartoon Worksheets (E1S) also available on the DVD for whiteboard use

**Teacher needs:** Board & marker pen / chalk

Up to date information on LOCAL health services appropriate for young people

# EXERCISE 1 "Ground Rules – Why?"

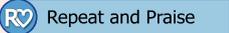
## RATIONALE

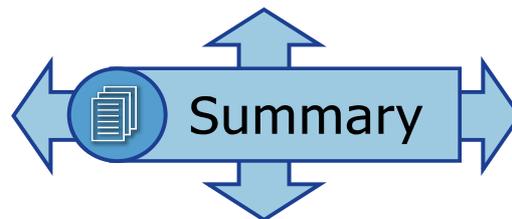
- Apause has been designed according to best available behavioural theory.
- It's ethos is based on building a consensus that sexual and relational health is achieved by having relevant knowledge and good communication within respectful relationships.
- This exercise is a 'threshold' experience and continual point of reference reminding both the teacher and the class that everyone has something in common with the small boy.
- Like him, we can only gain relevant information through good communication, and this can best be achieved by having some rules of engagement.
- As an adult and professional, the teacher is obligated to assist the class in building the behavioural habit of working within the Ground Rules.
- This is the framework within which the Apause ethos may be both encountered and exercised.

## EXPECTATIONS

- Through identifying with the vulnerability of the small boy in the story, the students learn the value of relevant information.
- Information is acquired through credible informants, good communication and respectful relationships.
- Achieve consensus that in the Apause classroom, Ground Rules are the best way to ensure appropriate communication and learning.

## METHODS

- This is a consensus building exercise.
- The story is deliberately 'easy' for the students to construct. The 'knack' is for the teacher to routinely repeat and praise the students' contributions.
-  Repeat and Praise
- The students expect to have responses validated irrespective of 'correctness'.
- The teacher manages class discussion such that when a student contributes it is addressed to the whole class and not just a personalised response from that student to the teacher.
- Maintaining a brisk tempo and interest is more important than lots of writing and detailed explanations. In effect the teacher should already be running the exercise within the Ground Rules, so that when it comes to building the Ground Rules the process is already drawing on and confirming an established experience.



## SYNOPSIS

- Using a cartoon strip as a group focus, each group contributes to the construction of a short story about a small boy who suffers trauma over misunderstandings about his imminent circumcision.
- Conclusion: everyone at times is disadvantaged through lack of information. Good communication and controlling feelings of embarrassment is the best solution.
- Building and adherence to Ground Rules emerge as a logical development of the underlying theme of the story.
- This exercise sets the ethos for the whole of Apause. Extension emphasises sources of misinformation & health services.

 **Apause Ground Rules**

-  No put downs
-  No personal comments
-  LISTEN