

EXERCISE 2 "Talking Points"

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

- " This exercise is designed to give you an opportunity to explore and share your own ideas about puberty and being a teenager. We will be considering some of the physical changes of puberty and how they go on to affect teenagers' thoughts and feelings about themselves and others. Just as important is the way the people in the world around them think, feel and behave towards young people who are growing up.



Organise




Takes: 1 min; 18 left

- " Talking within your group and to the whole class is an important part of this exercise and so the usual Ground Rules apply.

(Write up on the board your usual Ground Rules or the three from Apause)



Apause Ground Rules

-  No put downs
-  No personal comments
-  LISTEN

- " Get yourselves into pairs and have paper and a pen or pencil ready so that one of you can do a little bit of writing. I will be handing out these **Questionnaire E2 S1**, one between two, make sure you can both see the writing. *(Distribute the questionnaires one between two and a piece of A5 paper.)*
- " Once you get the questionnaire, read each statement aloud and discuss with your partner whether you agree, disagree or just can't decide. Put your paper beside the questionnaire and make a list of numbers spaced like the questions on the sheet so you will be able to read the question and write your joint decision (agree / disagree /can't decide.) beside the number on your sheet. You have about four minutes.



On-task

Takes: 4 mins; 14 left

(Move around the pairs/groups. Students should be talking amongst themselves as pairs and referencing their ideas against others. Use the responses on their worksheets and what you pick up from discussion to build up a general picture of the students' levels of understanding, attitudes and tolerance.)

" I am expecting some of you to read out-loud a statement from the worksheet. Could you be prepared to read out one of the statements."



Out-loud

Takes: 12 mins; 2 left

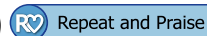
(NB to get through the exercise in 20 minutes you will need to average ONE minute per statement.

Questions labelled (* focus) can be used for more discussion in the optional extension)

(It is likely that Ground Rules will be broken and the aim is to get the class to identify occasions and invoke the rules, so learning and experiencing the value of the rules)

" OK Who is going to read out-loud statement number one?

(Make sure everyone is listening and point out the LISTEN ground rule)



" Well done.

" Put your hand up if your group agreed with that statement. OK, hands up if your group disagreed, and hands up if you couldn't decide.

(Use the vote to facilitate a brief exchange of ideas Repeat and Praise – around 30 to 40 seconds maximum. The information with the feedback icon and comic sans font like this, indicates info you hope to get from students but may not; it might be used by you to help bring the discussion to a conclusion.

Questions identified with (*focus) are used in the extension exercise with focus cards.)

1. Boys usually start to think 'romantically' (in terms of being physically attracted to someone) at a younger age than girls. (* focus)

- ☹ Probably false because generally girls begin puberty earlier than boys and are more mature.
- ☹ It is normal for the hormones which cause puberty to also cause feelings of inquisitiveness and attraction towards members of your own sex and the opposite sex.
- ☹ Everybody experiences these hormones in a different way.

(Repeat the routine until all eleven statements have been covered – time availability will determine how long you take over each statement. If you feel you are pressed for time aim to cover fewer statements!

The quality of discussion is more important than dispensing information but ideally try to cover it all.)

2. It is normal for boys to have breast development during puberty. (* focus)

- ☹ All boys have some 'female' sex hormones (causing breast development in 65% of boys) and all girls some 'male' hormones. ☹ Everyone experiences these hormones in a way which is unique to them.

"

3. Most young people have had sexual intercourse by the time they are 16. (* focus)

- ☹ In the UK around two thirds (60-70%) of young people have not had sex by 16
- ☹ A quarter of men and women have not had sexual intercourse by the age of 19

4. For most teenage boys it is more important to keep a good relationship going than to have sex. (* focus)

- ☉ In a survey carried out by the University of Exeter between 80 and 90 % of teenage boys thought that keeping a good relationship going was more important than sex.
- ☉ For girls, over ninety percent thought that keeping a relationship going was more important than sex.
- ☉ Different people want different things from relationships - but sex is not usually the most important. 🗑️

5. Most teenagers, including lesbians and gays, want the same kinds of things from their romantic relationships. (Eg commitment, trust, love, and others to show them respect.) (* focus)

- ☉ Whatever relationship a person is in, they need to feel the relationship is respected, they are valued, cared for, and that they are attractive to the other person.
- ☉ People in same sex relationships often feel that their relationship is not respected and that friends, family and society do not understand that they have the same kinds of feelings, needs and rights as people in heterosexual relationships.
- ☉ Around 6% of adults regard themselves as gay, lesbian or bisexual. 🗑️

6. Over half of young people who have sexual intercourse early, eg by the time they are 16, regret it. (* focus)

- ☉ Research by Southampton University, ourselves and others found that nearly 60% of teenagers who had sex by sixteen wish they had waited. 🗑️

7. Masturbation (touching your sexual parts in a way that gives pleasure) is normal and healthy for both teenage boys and girls

- " There is no biological or medical reason why this should not be true.
- " Some teenage girls and women are not comfortable with the idea of touching their sexual areas, but most medical experts believe that it is both normal and important that women are comfortable and familiar with their sex organs.

8. There are many ways of pleasing yourself and your partner sexually other than through sexual intercourse. (* focus)

- ☉ Many people feel a lot of pressure to have full sexual intercourse because they believe it is the most satisfying form of sexual contact,
- ☉ But there are many ways to give sexual pleasure and for many full sexual intercourse does not give the most intense form of pleasure.
- ☉ Every body is different.


9. Personal hygiene becomes more important once a person has started puberty.

- ☉ Once a person, male or female, starts puberty there are glands in the skin which produce more sweat and secretions than before. 🗑️
- " This is one way of signalling sexual maturity, and can cause arousal in others, but if left unwashed can be very pungent and have the opposite effect. Each person's body has its own smell.

10. Some couples who can't conceive a baby naturally find out it is because of an STI.

- ☉ A Sexually Transmitted Infection called Chlamydia is a common cause of infertility.
- ☉ It is very easy to catch ☉ often has few if any recognisable symptoms.
- ☉ Condoms can provide some protection. 🗑️

11. For teenagers things happen very fast, they are bound to mess up from time to time – adults should let them get on with it. (* focus)


- ☛ Many adults, especially parents and the law, consider teenagers under 16 to be children.
- ☛ They believe it is their responsibility to prevent them from messing up seriously, especially if a mess-up will create permanent problems when the teenagers become adults.
- ☛ All teenagers mature at different rates. 

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

NB Remember you will need 2 Minutes for Overview

Optional extension

+5-10 min **Teacher led focus:**

(Go back to one or more of the statements and explore class responses more thoroughly giving different individuals opportunity to express themselves.)  Repeat and Praise

+10-20 min **Group work focus:**

*(Distribute the **Focus Cards E2 S2**, one per pair/group.)*

- " Each card deals with just one statement. Write your answers to the questions that are on the focus card on your piece of paper and be prepared to read back the statement, the questions, and your own answers. You have about two minutes.
- " If you finish quickly you can have another focus card."



On-task

(Students write on their sheets of paper.)



Out-loud

(After about two minutes ask one of the pairs/groups to read out-loud the statement on their focus card, the questions and their answers.)

(You may find it quicker to read the focus card statements from your guidelines -these are identified by having (focus) following the statement – then ask the pairs/groups just to read out the questions and their answers.*

Invite other class members to comment and share their views

NB Be prepared to check with the class if Ground Rules are being broken and invoke the Ground Rules)



Overview

Takes: 2 mins; 0 left

- " Did you find this exercise a useful way of sharing ideas and information?
- " If there was some information you wanted to find out about puberty, where might you get it from?
 - ☐ School nurse ☐ Parent ☐ Teacher ☐ Internet ☐ Counsellor
- " Do we agree that we are all different and experience puberty and sexuality differently.
- " Why is it important to understand this?
 - ☐ Ignorance can make people feel abnormal ☐ intolerant and ☐ judgemental
- " We are all in many different kinds of relationships with different people in our lives, for example with parents, teachers, employers, friends and personal relationships.
- " Why is acceptance of difference important in any relationship between people?
 - ☐ Understanding other points of view ☐ Respecting others ☐ getting on with others
- " 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:

- " In what ways might information discussed in this exercise affect the way I feel about myself and others?

For professional(s): In this exercise the eleven statements were each given fairly brief coverage, how comfortable would you have been with a more in depth class discussion?

- " Thank you for your work. Have your worksheets ready so that I can collect them up quickly.

EXERCISE 2 "Talking Points"



Using the Five Os

– *PLAN*

Mins
Takes Left



Outcome

1 19

(Briefly explain intended learning outcomes)

- This exercise gives you the opportunity to share your ideas about the changes that take place during puberty and teenage years.
- We will consider changes that take place in the body and how these can affect the way we think and feel and behave.
- Just as young people experience these changes in themselves, so the way other people behave towards them becomes important.



Organise

(Set up and run)

- Ground rules.
- Work in pairs.
- Distribute **Questionnaire E2 S1** and a piece of A5 paper as a worksheet for answers.



Apause Ground Rules

1 18

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



On-task

4 14

(Active learning processes)

- Make and complete the Worksheet for Questionnaire decisions.
- Be prepared to read statement out loud and feedback response.



Out-loud

12 2

(Feedback to class)

- Expect breaking of Ground Rules and get class to invoke them
- Different groups volunteer to read a statement from questionnaire.
- Individuals vote according to whether they agree, disagree or can't decide.
- Individuals contribute to class discussion around points raised.



Repeat and Praise



Overview

2 0

(Review, Reflection and Evaluation)

- Review general themes underpinning session.
- Consider how this kind of information may affect how we think and behave.
- Share ideas about where relevant information about puberty and sexuality may be obtained.
- Agree on the fact that we are all unique and therefore experience puberty and sexuality differently
- Agree on the value of tolerance and mutual respect.

Total time without Optional Expansion 20 minutes

Other Equipment: An A5 sheet of paper, pen or pencil – one between two.

Resource Includes: Teacher's Guidelines (E2 T)

An A4 pocket with 16 x A5 Laminated Questionnaires (E2 S1)

Extension: An A4 pocket with 2 pockets each with 8 laminated (A5) Focus Cards (E2 S2)

Teacher needs: White board & marker pen.

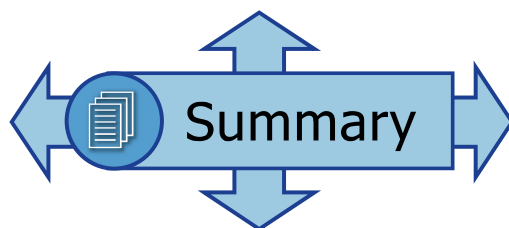
EXERCISE 2 "Talking Points"

RATIONALE

- Teenagers are concerned about their own development and behaviour. They want to know how they compare with others. Whether people feel 'normal' and OK about themselves often determines their sense of self-worth and self-efficacy.
- This, in turn, can determine whether they find themselves in satisfactory relationships, or whether their relationships are unrewarding and can lead to risk-taking behaviour.
- Discussions can be very challenging to manage and the subject matter can lend itself to expression of ignorance and prejudice. Hence the maintenance of Ground Rules is essential.
- Some issues provoke too much self-consciousness and embarrassment for free discussion. Despite this we believe young people appreciate hearing relevant information read to them by the teacher.
- This exercise uses respectful dialogue to: re-frame normative beliefs, build self-worth, and start the habit of seeking, sharing and valuing information.

EXPECTATIONS

- This exercise is designed to test the efficacy and resilience of the Ground Rules that are established in Exercise 1.
- A majority of students should contribute briefly to class discussion.
- Relevant and age appropriate knowledge about sexual, relational and emotional development is disseminated.
- Effective use of Ground Rules enables safe class discussion in which the principles of difference, diversity and tolerance are developed.



SYNOPSIS

- Uses a short quiz with small groups, the groups' answers are fed back in class discussion.
- The subject material is about growth, sexual development, relationships and behaviours.
- It is sufficiently controversial to ensure that not everyone will know or agree on the answers and leads to students :
- Acknowledging the importance of, and practising use of the Ground Rules to safely explore ignorance and difference.
- Optional extension uses focus cards to look at critical questions in more depth.

METHODS

- Working in pairs (3s is OK) students discuss key statements from a questionnaire around sexual, relational and emotional development.
- They reach a joint decision for each statement (true, false or don't know) and write on their worksheets.
- By taking turns, and working around the whole class, each pair is invited to justify its decision for at least one statement.
- These contributions may require some courage from the students and therefore much encouragement and praise is required. Repeat and Praise
- In whole-class discussion, the statements may be briefly examined.
- Some statements are not readily discussed in-depth and may be dealt with very quickly by the teacher reading out the information provided.
- This is a high tempo activity- each statement averaging about 1 minute.

Apause Ground Rules

- No put downs
- No personal comments
- LISTEN

- It is likely the Ground Rules will be contravened – this kind of behaviour and language must be vigorously challenged.
- Positive contributions are highly praised. Repeat and Praise