Social, Personal and Health Education

Resource Materials for

Relationships & Sexuality Education

Post-Primary: Junior Cycle

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Foreword

The resource materials presented here are based on the Interim Curriculum and Guidelines for Relationships and Sexuality Education prepared by the National Council for Curriculum and Assessment and approved by the Department of Education and Science. They are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school RSE Policy.

The materials have been prepared by experienced teachers under the guidance of the RSE Training Support Service for Schools. They have been evaluated by personnel from the Department of Education and Science, the RSE Training Support Service for Schools and classroom teachers in the Pre-Test Schools. The NCCA has been consulted in the development of these materials and has deemed them to be compatible with the Interim Curriculum and Guidelines.

It is the responsibility of those who are drawing on these resources to satisfy themselves that the content of materials which they use is appropriate to the needs of students and in line with their school RSE Policy and Programme.

A sincere word of gratitude is due to all who contributed to the development and compilation of these resource materials. Undoubtedly they will be of immense help to all who are involved in the social, personal and health education of young people.
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## Resource Materials for Relationships and Sexuality Education
### Junior Cycle

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Introduction

Relationships and Sexuality are key elements of healthy social and personal development in all our lives, but particularly in the life of an adolescent. Adolescence is marked by the onset of physical sexual maturity. This stage of development is also marked by the establishment of first significant boyfriend/girlfriend relationships, by the first experience of sexual attraction and by the experience of falling in, and out, of love. There is greater freedom and responsibility and exposure to a bewildering variety of messages about sexuality, issues of sexual orientation and the place of sexuality in personal and social life. Sexual development calls for the critical evaluation of the wide range of information, opinions, attitudes and values with which adolescents are bombarded.

Building on the work done in primary school, Relationships and Sexuality Education (RSE) at post-primary level seeks to provide opportunities for young people to learn about relationships and sexuality in ways that will enable them to think and act in a moral, caring and responsible way.

RSE Aims and Objectives

Aims

- to help young people understand and develop friendships and relationships
- to promote an understanding of sexuality
- to promote a positive attitude to one's own sexuality and in one's relationship with others
- to promote knowledge of and respect for reproduction
- to enable young people to develop attitudes and values towards their sexuality in a moral, spiritual and social framework.

Objectives

RSE should enable the students to:

- acquire the understanding and skills necessary to form healthy friendships and relationships
- develop a positive sense of self-awareness, and the skills for building and maintaining self-esteem
- become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop respect for difference between individuals
- understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections
- understand sexual development and identity and explore aspects of sexuality including sex role stereotyping, gender issues and cultural influences on sexuality
- value family life and appreciate the responsibilities of parenthood
- develop strategies for decisions and actions consistent with personal moral integrity and respectful of the rights and dignity of others
- develop skills for coping with peer pressure, conflict and threats to personal safety.
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Some of these objectives will be supported by other elements of Social, Personal and Health Education (SPHE), by the broader curriculum and the whole school climate.

(Relationships and Sexuality Education, Interim Curriculum and Guidelines for post-primary schools, page 10)

The Purpose of these RSE Resource Materials
These resources were compiled with a view to providing teachers with a range of methodologies and a variety of resources which they can use in implementing an RSE programme in schools. These resources have been drawn together using the three themes set out in the Interim Curriculum and Guidelines: human growth and development; human sexuality; and human relationships. How these resources are used will depend on:
- the school policy on RSE as drawn up by the staff, principal, parents, board of management;
- existing provision for RSE in the school;
- the RSE needs within the school, given the school’s cultural context;
- the ongoing evaluation of the strengths and weaknesses of the school’s RSE programme.

The Relationship between the Teacher and the Students
In organising the learning environment, the teacher will be careful to create an atmosphere which respects the privacy of each individual student and treats all students with due sensitivity and care. Some important considerations might be:
- the degree of trust, respect and positive regard for students;
- the relationships between the teacher and the students and among the students themselves;
- the need for clear expectations, goals and learning objectives.

It is important that ground rules and codes of behaviour should be discussed and agreed with the class. It is, therefore, within this context that the teacher would provide a stimulating and supportive environment. Doing this will also facilitate and enhance effective teaching and learning in the class group. Some suggestions for setting ground rules in general, and in particular for group discussions, are set out on pages 11 and 12 of this introduction. Along with setting ground rules, it might also be useful to establish good communication and listening skills among the student body before using these RSE resources (see Lesson 2: Communication and Respect).

The Role of the Teacher
A key factor in the role of the teacher in RSE is the facilitation of experiential learning. ‘Teacher-talk’, although at times necessary, should be kept to a minimum. Teacher training in RSE or other aspects of SPHE is essential for the effective and appropriate use of these resources. Throughout the resources, topic notes and background information for teachers have been provided. It is intended that this information be used as briefing notes for teachers, and is therefore not intended to be
passed on directly to the students. Wherever possible, participatory methods are suggested so that students can creatively interact with material, thus learning is ultimately more real and relevant to the students' present and future lives.

**The Moral Context**
The Interim Curriculum and Guidelines make it clear that the values in an RSE programme should be consistent with the core values and ethos of the school (p.9) Resource materials chosen in support of a school's RSE programme should also reflect these values.

These resource materials were prepared in the light of the following value statements:
- every individual is unique and valued in his/her own right;
- we are all sexual beings from womb to tomb;
- making decisions about sexual behaviour is not simply a private and personal matter - there are also social and community implications;
- sexual intercourse is an expression of intimacy and relationship – it is not appropriate to casual encounters;
- the commitment of marriage is a positive context for sexual intercourse;
- any sexual contact by force or due to pressure is a violation of the person;
- men and women have equal rights and responsibilities in sexual matters.

Schools may wish to supplement or amend these materials in order to reflect particular values set out in school policy. For example, a school may wish to emphasise that sexuality is a gift from God, and therefore would include additional resource material to reflect this dimension. Another school might wish to highlight rights and responsibilities and would amend the resource materials accordingly.

**A Climate of Gender Equality within the School**
It is vitally important that the equality promoted between the girls and boys in the context of RSE be reflected, and witnessed to, in the school as a whole. In so far as it is possible, women and men should take an equal role in the promotion and facilitation of RSE in the school. This sharing of responsibility should be apparent to both parents and students at all times.

**The Menu-Style Presentation**
Within each lesson a range of options are provided so that maximum flexibility is encouraged in accordance with the particular needs and developmental stage of the students. The choice of options for each topic also means that the teacher can choose a method which is most appropriate to the needs of the students and in which s/he is skilled. The wide range of materials also recognises and addresses the varied cultural contexts in which RSE will be taught. What may work for one group of students in one classroom may not be suitable for another group of students in a different setting. Therefore, choice and flexibility are essential for each group of students to gain maximum benefit from their school's RSE programme.
Range of Lessons
There are more lessons provided in these resources than can be covered in a Junior Cycle RSE Programme. The choosing of resources will depend on the school policy. In addition, consideration will have to be given to students’ familiarity with the topics covered in RSE. What have the students covered before that need not be repeated? What have they covered before that can be built upon? The choosing of lessons may also depend on the level of cross-curricular links that are made with other subject areas in the school. For example, if the students have covered the female and male reproductive systems in science it may not be necessary to repeat the same learning in RSE.

The Benefits of Cross-Curricular Links
As already suggested under the last heading, linking with other subject areas can be an extremely valuable exercise in using available RSE time most effectively. It also brings the area of RSE into the wider context of the whole school. RSE does not take place, at a minimum, six times a year. It should be seen by students and teachers alike as an ongoing part of the students’ growth and development and as being relevant to all areas of the students’ education. Using cross-curricular links effectively also enhances the possibility of pooling teaching resources. There may be some teachers with specialist interests in some of the areas covered by RSE. If so, these teachers could facilitate student learning for these topics. Some teachers, more than others, may feel more comfortable with certain topics than with others. Again, these factors could be built into the design and implementation of the schools’ RSE programme.

Home/School Link
It is recognised that parents are the primary providers of RSE to their children. The function of the school is to play a supportive role in this area. To ensure that parents are involved in the introduction, development and implementation of a programme of RSE, the Board of Management will ensure that:
- All parents are consulted on the development of a policy for RSE;
- Opportunities are given to parents to view the content of the programme to be taught at each level;
- Students are advised to discuss particular topics and issues at home.

Journeying through adolescence can be a challenging time for both parent and child. The school has a crucial role to play in easing the tensions and anxieties that can accompany this stage in a young person’s development. There may also be individual and sensitive issues for young people which only a parent can adequately address. Where appropriate, the possible home/school links are indicated in the lessons. These suggested home/school links should be used so that the messages coming from home and school, to the students, are complementary and mutually enhancing.
Ideal Size of Group
The promotion of maximum group involvement in each lesson is of primary importance. In most cases, the smallest possible number in a large group is the ideal. However, these lessons take into account the fact that most teachers using this material will be dealing with a group size of approximately 22-30 students. If your group is particularly large, small group work, role plays and simulation games will be very useful methodologies to employ so that the opportunities for full student participation are maximised.

Using these Resources with a Mixed/Single-Sex Group
School policy will have to consider whether some RSE lessons might be more appropriately used with a single-sex group. Some topics might benefit from the division of the students into separate male and female groups if in a co-educational situation. Setting and maintaining ground rules may be useful in overcoming embarrassment and in promoting genuine sharing between girls and boys in the context of RSE.

The Creative Approach to Teaching RSE
Teaching approaches should form some part of the overall school policy on RSE. Teachers will be familiar with many of the suggested approaches. Where teachers choose to use an approach with which they are unfamiliar: time, practice and patience with themselves will be rewarded in terms of the skill development of the teacher and the student's movement towards achieving the objective of the lesson. The following are some of the methodologies suggested in these resources:
- Group Work
- Role Play
- Visualisation
- Story
- Worksheets
- Case Studies
- Brainstorming
- Project Work
- Debates
- Visitors/Guest Speakers

For a more detailed description of the above methodologies refer to the Interim Curriculum and Guidelines.

The following might be helpful when facilitating a large group discussion.
Large Group Discussion:
This is an essential element of the methodology used in this programme. Advance preparation is essential for successful use of a discussion methodology. The teacher is not a neutral chairperson. Large group discussion is used as a method to achieve an educational goal or aim. To this end the lessons in these resources will often include a comprehensive list of questions/pointers for classroom discussion.

The teacher will also need to ensure that one student or group of students do not dominate the class discussion. At the same time the student's right to 'pass' and to privacy must be respected. Support from, and clarification by, the teacher will be necessary, particularly in weaker groups where students may find it difficult to articulate their point adequately.

Large group discussions usually take on their own pace depending on student interest in the topic and teacher facilitation. You may find it useful to practice drawing students out on the points they are making. Teacher prompts could include:

- What do you mean by that?
- Could you tell me more about that?
- Does anybody agree/disagree with what (student) is saying?
- Do you think both sides of the argument have been covered - what about ...(other side of the argument)?
- Do you think other groups of people feel the same way as you do about this issue, for example, parents, boys/girls, famous people, etc.?

Ground Rule Exercises
[Taken from Poverty in Focus, A Transition Year Supplement to “Fair Shares?”, Combat Poverty Agency and ASTI, 1995]

To establish ground rules for group work, the teacher leads the class through the following exercises:

1. Imagine that your group is stranded on a desert island and you need to find a way to live together in harmony;

2. Alone - list five ways in which members could make life difficult for one another;
   Alone - list five ways in which members could make life more pleasant for one another;

3. Teacher takes feedback and lists both on classroom board for general discussion and clarification, if that is necessary;

4. In groups of four, using the list outlined as a guide, draw up five rules which must be adhered to by all if you are to live together in a mutually beneficial way. Try to reach a consensus about the rules chosen. Prioritise the five rules.
5. One member from each small group gives feedback to the larger group and all rules are written up on classroom board for all to see and discuss.

To examine how group members worked together, ask the following questions:
- Was it easy to start the discussion going?
- How did I contribute?
- How did others contribute?
- Did I listen?
- Was I listened to?
- Did our group work well together?
- Did anyone feel left out?
- If so what might we do to include them in future?

Or

Read and discuss ‘Ground Rules for Group Discussion’.

**Ground Rules for Group Discussion**

**Confidentiality**
Agree that personal details and disclosures are not discussed outside the group. You can talk about yourself, your learning and the course content.

**Respect**
You have the right to be different as do all members of the group.

**No Interrupting**
Give each other time to clarify thoughts and articulate them. Wait until the other is finished before speaking.

**Equal time and Equal space**
Take responsibility for how often you speak in the group and for allowing others equal time and space.

**No advice**
Speak from your own experience and do not give unasked for advice to others e.g. If I were you I would...

**Listen**
Pay close attention to what each person is actually saying, rather than what you want to hear said.

**Speak in the first person**
Speak directly out of your own experience and use ‘I’ or ‘I feel’ rather than ‘everybody says’ or ‘most people feel’.

**Responsibility**
Take responsibility for what you think, do, say and feel in each session. Equally take responsibility for what you do not say in each session.

**Disclosure**
Only say what you are comfortable with, no matter what others disclose.
Junior Cycle RSE Resource Material

These resources are intended for use with students in First, Second and Third Year. If appropriate, they could also be used with Transition Year students. These materials build on and develop the themes covered in the primary curriculum on RSE. The resources have been written with the widest range and choice of content and methodology for each topic covered. It is intended that these materials address the needs of the students according to their physical, emotional, social and spiritual maturity. However, the teacher will choose resources, firstly in line with the school’s RSE policy for Junior Cycle and, secondly, considering the specific group of students being taught. The teacher/team will still need to assess the maturity and readiness of the students for the materials used in each lesson and adapt them if necessary.

These resources begin with a lesson that sets a context for exploring the themes dealt with in RSE by looking at the *life cycle from birth to old age*. This lesson asks the students to focus on the positive challenge each one of us faces as we grow and develop from childhood to adulthood, from middle to old age. In this way the students are enabled to put a perspective on the stage of growth and development they are experiencing.

The second lesson in these resources introduces the topics of *‘Communication and Respect’*. At the outset of any RSE good communication skills and respect for oneself and others should be established. However, here these topics are introductory, setting an appropriate context for talking about relationships and sexuality. They will be covered more comprehensively, and in more depth, in other sections of Social, Personal and Health Education.

The following two lessons focus on *feelings* and adolescence. During this stage of growth and development, feelings and emotions can be strong and unfamiliar. These lessons ask the students to identify the range of feelings they may experience and asks them to explore appropriate ways and settings for expressing them.

The lessons *‘Body Awareness - Body Care’, ‘Hygiene Hints’ and ‘Common Senses’* focus on the changes taking place in our bodies and how we need to pay more attention to our body's needs. It places the increased need for personal hygiene, which accompanies puberty, in a positive context. There is also an emphasis on increasing our awareness of how we use our five *senses*; sight, touch, hearing, taste and smell.

There follows a lesson on *body image*. The students are asked to identify the messages they receive from their families, friends, from the media, from advertising, etc. about body image. The individual and unique nature of each person’s physique is highlighted with a view to empowering the students to accept their body as it is. *‘The Words We Use’* is a lesson which identifies the language and words most appropriate and acceptable in RSE.
Lessons on the changes that take place during puberty and human reproduction have been included in these resources to ensure that all students are aware of and familiar with the physiology of human growth, development and reproduction. However, these topics may already be comprehensively covered in other subjects on the students' timetable. If so, perhaps a brief refreshment of the students' knowledge of pubertal changes and reproduction would suffice.

In the following two lessons a detailed and specific examination of conception, fertilisation, pregnancy and birth are included. The physical elements of RSE, while important at an information level, must be coupled with the development of responsible attitudes, values and mature decision-making skills.

Five lessons follow on from this which focus on the theme of human relationships. The nature and context of our relationships introduces the topic for the students. This is followed by lessons on family relationships, friendships, and boy/girl relationships. Each lesson enables the students to focus on the changing nature of their relationships and provides an opportunity for them to develop healthy relationships in the future. A lesson is included here on stereotyping called 'Don’t Box Me In'. This lesson focuses on the need to move away from stereotypes that can limit our individual potential.

A lesson on 'Self-Esteem' is included as well as a lesson on 'Peer Pressure'. During the young person's growth and development the peer group can be a source of support and/or stress, particularly in the areas of relationships and sexuality. How we feel about ourselves will influence how we respond to peer pressure. These lessons facilitate an in-depth examination of the pressures that can put on young people by their peers such as the pressure to drink, smoke or take drugs.

'Take Care' is a lesson that addresses the students' increased need to be responsible for their own personal safety. As young people's freedom and horizons grow, they will find themselves coping with new and strange situations with increasing frequency. The need to exercise care, particularly at night, in isolated places and in one-to-one situations is emphasised in this lesson.

The following three lessons ‘Time to Reflect’; ‘Teenage Pregnancy’; and ‘Respect and Tolerance for Difference’; are included here both as a response to students’ future needs in the area of relationships and sexuality and in recognition that young people are increasingly becoming sexually active during the teenage years.

‘Time to Reflect’ is a lesson which asks the students to take some time now, rather than when they might be in a pressurised real situation, to reflect on their values, beliefs and choices with regard to the decision to abstain from, or take part in, sexual activity.

The lesson ‘Teenage Pregnancy’ explores the impact that becoming pregnant while still at school can have on a young person’s life. Again, it offers the students a chance to take time out to reflect on where they want to be and what they want to be doing two, five, ten years down the road.
‘Respect and Tolerance for Difference’ is a lesson that explores the topic of sexual orientation. It asks the students to examine a number of assumptions we make about people with different sexual orientations with a view to enabling the students to view difference with respect rather than prejudice.

Other Useful Resources
In many places throughout these resources other sources of material are indicated which the teacher may find useful. The necessity and extent of the teacher’s use of other sources of material will depend on the particular needs and interests of the teacher and students. Does a topic need to be covered in more depth? Does another aspect of a topic need to be addressed? The inclusion of other useful sources of material also indicates the flexibility inherent in this presentation of resources. Where the teacher finds other resources more suitable, these should replace the resources presented here.
Aim: To enable students to develop a deeper awareness and acceptance of the changes which take place throughout the human life cycle.

Outcomes:
As a result of participating in this lesson, students should:
- be able to identify the different stages in the human life cycle;
- be able to recognise the changes that take place at each stage;
- have a positive attitude towards the current stage of their growth and development;
- be aware of some of the difficulties that can accompany any stage of transition in life.

Suggested age appropriateness: 1st - 2nd year

Time: 1 - 2 classes

Background information for the teacher: See Appendix II, Reference Sheet 1.

Possible home/school links: The students could talk to their parents/grandparents about the following:
- What is their present stage in life like?
- What are the advantages/disadvantages?
- Do they remember what it was like to be an adolescent? Was it different ‘in their day’ to what it is like now?

Materials needed for this lesson:
- Chalkboard/overhead projector and screen/flipchart and markers.
- Copies of Student Sheet 1 for each participant.
- Option One: Copies of reflection on Student Sheet 2. Paper and pencil for small group feedback.
- Option Two: Copies of role play cards on Student Sheet 3.

Lesson Plan
1. Optional Opening Exercise
2. The Cycle of Human Life
3. Options: A) Reflection or B) Role Play.
4. Conclusion
**Procedure in detail:**

1. **Optional Opening Exercise**
   Display a number of different shapes on the chalkboard, for example, a circle, a square, a line, a triangle, etc. Ask the students to choose a shape which represents what life is most like for them. Ask them then to explain their choice of shape(s).

**Introduction/brainstorm**

Introduce ‘the circle of life’ by listing the different stages of human life from birth to death on an overhead/flipchart. You may wish to present the stages in the form of a time line. Ask the student to describe what they think the joys, difficulties, choices and responsibilities of each stage might be. Add their answers to the list of different stages. You may wish to prompt their responses if you believe they are omitting significant points.

2. **The Cycle of Human Life**
   Present the students with the description of the different stages of the cycle of human life on Student Sheet 1. You may wish to give the students an opportunity to revise the brainstorming session in the light of the presented description.

3. **‘Adolescence – a transition stage in the cycle of human life’**
   
   **(A)** Read the reflection entitled ‘I want to go back’ on Student Sheet 2. Explore the following discussion pointers with the class group.

   **Discussion pointers:**
   - What did the baby like about where s/he was?
   - Why does the baby have to leave the mother’s womb?
   - How would you describe the experience of leaving the womb?
   - Leaving the mother’s womb is necessary for a baby to enter the world. Can you think of any other difficult experiences in life which are necessary for growth and development to take place?
   - How could you compare birth with the growth and development which takes place during adolescence?

   Alternatively, you could divide the class into smaller groups of 4/5 and ask them to discuss the pointers. One person from each group gives feedback to the larger group. Take the feedback from each group. You may wish to record the feedback on an overhead/flipchart.
   When all groups have given their feedback ask the larger group to draw conclusions from the findings of the individual groups.

   **OR**

   **(B)** Role play the situations outlined on Student Sheet 3 with the students. Divide the students into pairs and distribute the role play cards on Student Sheet 3, a set of cards to each pair. Ask each student to take on the role described on the card. It is important that the students take some time to reflect on their role and to get ‘into the person’s shoes’ so to speak. After the role play, de-brief the participants and use the following pointers to initiate discussion.
4. Conclusion
In this lesson we have:
- learned that the human life cycle is made up of several different stages;
- reflected on each stage as a letting go of the familiar to embracing the challenge of the unfamiliar;
- learned that adolescence is a transition stage whereby young people let go of their childhood and embrace the challenge of sexual maturity and adulthood.
Appendix I

Student Sheet 1

The Circle of Life

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<th>Stage of Development</th>
<th>Physical/Emotional/Spiritual/Social Changes taking place</th>
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<td>Foetus</td>
<td>A man’s sperm and a woman’s egg (ovum) fuse to form new life. This new cell will divide and sub-divide many, many times until the baby has gone to full-term, usually around forty weeks.</td>
</tr>
<tr>
<td>0-40 weeks</td>
<td>Birth-4 years: The baby gradually develops physically. S/he learns to sit up, crawl, walk, etc. S/he depends on her/his parent(s) for love, comfort, reassurance, affection. Her/his relationship with other people is mostly confined to family, siblings, relatives and family friends.</td>
</tr>
<tr>
<td>5-11 years</td>
<td>5-11 years: The child continues to develop physically. S/he gains height, weight and agility. Her/his world expands to include new groups of people to relate to – teacher, classmates, etc. S/he gradually becomes more self-assured and secure in places like school.</td>
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<tr>
<td>12-16 years</td>
<td>12-16 years: The young person’s physical development accelerates with the onset of puberty. S/he is physically capable of becoming a parent. Friends become very important during this stage. While s/he is fairly self-assured, there is a reliance on friends and family for support and reassurance. Feelings and emotions can fluctuate during this period of growth and development – being happy one moment and depressed the next.</td>
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<tr>
<td>17-25 years</td>
<td>17-25 years: During this stage, the rate of physical development slows down. By the time a person reaches 25 years s/he is physically mature. Socially, her/his friends are still very important. S/he may also develop a steady relationship. S/he will continue to grow emotionally, socially and spiritually.</td>
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The following is a brief reflection based on the experience of a child leaving its mother’s womb.

**I want to go back**

Whee...look what I can do!  
I can kick...and...turn about just like this.  
This feels so good.  
I like this warm, comfortable place.  
I've been here for as long as I can remember.

Wait a minute, what's happening to me.  
I'm moving downwards, head first.  
Oh no, no, I don't like this.  
I don't like this at all.

Stop.  
I want this to stop, right now!  
I want to go back.  
I like kicking and turning.

Waah.  
What's this?  
A bright light.  
Oh, no, it's cold, it's bright.  
I'm wet and I'm cold.  
I want to go back.  
I liked the other place much better.

**By Helena Browner**

**Discussion pointers:**
- What did the baby like about where s/he was?  
- Why does the baby have to leave the mother’s womb?  
- How would you describe the experience of leaving the womb?  
- Leaving the mother’s womb is necessary for a baby to enter the world. Can you think of any other difficult experiences in life which are necessary for growth and development to take place?  
- How could you compare birth with the growth and development which takes place during adolescence?
Resource Materials for Relationships and Sexuality Education

Junior Cycle  Lesson 1  The Circle of Life

Student Sheet 3

Role Play Cards

Note: Card I begins each role play.

Role Play A
Card I
Your role is that of a mother trying to wean her child off its soother.
‘You’re a big boy now, much too big to need a soother...’

Role Play A
Card II
Your role is that of a child (3) who doesn’t want to loose the comfort of his soother.
‘I’m not that big. I don’t want to be a big boy...’

Role Play B
Card I
You’re a grandmother (80) who needs to get some shopping in.
You don’t want to be a burden on anyone.
‘I hate asking you but I need a few messages.’

Role Play B
Card II
You’re Thomas (20). You want to be helpful towards your grandmother without making her feel she’s leaning on you.
‘You know I’m willing to go for you.’

Role Play C
Card I
You’re a father who thinks his daughter is too young to be wearing make-up.
‘Is that make-up you’re wearing?
I think you’re a bit young to wear make-up.’

Role Play C
Card II
You’re Jane (15). You want to wear make-up and consider yourself old enough to do so.
‘All the girls my age wear make-up.’
Each stage in the human life cycle has its ups and downs. For example, at the end of the first stage in the human life cycle; conception and birth, the child must go through the trauma of birth, leaving behind the security and comfort of the mother’s womb, to enter the outside world. She then embarks on a journey of physical, psychological and social growth which will take her into adulthood, old age and eventually to death.

Each stage of human growth requires that a person leaves behind the familiar and the safe, to embark on new life experiences and challenges. A certain amount of anxiety and fear occur naturally and are an integral part of the experience of growth and development.

During the adolescent stage, growth and development are accentuated by the physical changes taking place in the female and male bodies. These changes are accompanied by psychological and social changes inherent in the gradual transition from childhood to adulthood. The gradual and in-between nature of this stage can bring with it much confusion, frustration and anxiety for young people. There may be a reluctance to leave behind the security of their dependence upon their parents, and to become responsible for themselves. At the same time, they are eager to establish their own identity, to express their new independence, to exercise their ability to make responsible choices and to reason in more adult ways.
The Foetus – conception to 40 weeks approx.
Conception occurs when the male sperm and the female ovum fuse to form a new cell called the zygote. When formed this tiny new cell is about the size of a full stop. It contains a combination of the mother’s and father’s genes or characteristics. Already the gender and physical features of the foetus have been decided. Conception usually occurs in one of the fallopian tubes. After seven days the foetus moves down the fallopian tube and settles in the uterus. A bag of fluid called the placenta is formed around the foetus. The placenta protects the baby during its growth in the womb. The umbilical cord links the baby with the mother. The umbilical cord allows oxygen and nutrition to enter the baby and allows waste to exit. During the next 40 weeks the original cell will divide and sub-divided many, many times until the baby has grown to full term. When the baby has grown to full term the uterus will begin to contract. The baby then enters the outside world through the vaginal passage, usually head first.

From birth to four years
At first the child lives only to eat and sleep. S/he depends totally on the adults around her/him to fulfil all her/his physical needs. S/he also has emotional needs – to be loved, to be comforted, to receive physical affection. Again, it is the parent(s) who meet these needs. Gradually s/he will develop physically so that s/he can sit up, can crawl, can take her/his first step, can learn to walk and to run. S/he does all of these things with the encouragement and love of her/his parent(s). S/he learns to do things by using her/his senses. S/he touches, smells and feels things and needs constant stimulation to develop and to grow.

Five to eleven years
At around the age of four or five the child begins school. This stage is a significant one for both the child and parent(s). The world is expanding to include a new adult – teacher, friends – the boys and girls in class. During this stage the child will gradually be able to relate concrete examples to abstract examples. As s/he grows and matures s/he will begin to develop two-way friendships. Towards the end of this stage, s/he is becoming more responsible for herself/himself both inside and outside of the home. S/he can be trusted to go certain places with friends, to be back at specific times, etc.

Twelve to sixteen years
This stage is one where the physical and emotional changes of puberty predominate. The bodies of boys and girls are developing and maturing – they are leaving childhood behind both physically and emotionally. Intellectual capacities continue to develop. S/he will be able to reason more clearly, to come up with independent arguments and opinions on issues. This is a time of questioning and searching ‘Who am I?’ S/he will become more influenced by peers. Friendships are all important during this stage. S/he will need more personal privacy. S/he will become more
independent of parents when it comes to decision-making. S/he will experiment with relationships on a friendly or platonic basis.

**Seventeen to twenty-five years**
During this stage the young person will have come to terms with the physical and emotional changes that took place during puberty. S/he will have adjusted to body changes and will have learnt to control feelings and actions most of the time. S/he will leave school and get a job/go to college. S/he will continue to search for her/his unique identity. S/he sometimes expresses this by the clothes worn, the language used, the music listened to, etc. S/he will become independent of parents, sometimes moving out of the family home. S/he may develop a ‘serious’ relationship(s) during this stage.

**Twenty-six to forty**
During this stage the young person will become fully independent. S/he may settle down in a career. S/he may establish a long-term relationship. S/he may decide to make a commitment to get married, to buy a house, to start a family. S/he is a responsible adult. If s/he becomes a parent s/he will be a role model for her/his children. S/he will care for them physically, emotionally, socially and spiritually. S/he will support them financially and will initiate them socially. This stage in life is associated with energy and enthusiasm for life.

**Forty-one to sixty-five**
During this stage some people stop to re-evaluate their lives. Sometimes it is called a ‘mid-life crisis’. Has s/he achieved all s/he wanted to do? S/he may, as a result, change some things in life - job, hobbies and interests. S/he may wish to travel more, to do different things. It can be a restless and fulfilling stage in life. Family commitments may be decreasing during this stage. Children may be more independent. This ‘letting-go’ time can herald a difficult and occasionally depressing time for parents. On the other hand, it can be a time of new found freedom for parents. During this stage the body begins to slow down. Physically, women will enter the ‘menopause’ stage where they will stop ovulating and their periods will stop. The body is full of hormones during this stage and women can experience mood swings, depression, hot flushes, feeling weak, etc. The likelihood of a woman becoming pregnant decreases during this stage. When her periods stop completely it is no longer possible for her to become pregnant.

**Sixty-five to Death**
This is a stage where one tends to wind down, to ‘retire’. The person may give up her/his job to take things easier. S/he will have less energy to do the things s/he used to do. S/he will enjoy the company, energy and vitality of young people. S/he will enjoy reminiscing on the past, of reliving the good times. S/he will depend on family for support. This could be physical help or financial and emotional support.
Lesson 2

Communication and Respect
Lesson 2

Communication and Respect

Aims:
1. To increase students’ understanding and practice of communication skills.
2. To develop a deeper appreciation of the importance of having a respectful and caring attitude towards themselves and others with regard to relationships and sexuality.

Outcomes:
As a result of participating in this lesson, students should:
- have increased their awareness of the different kinds of listening;
- have practised the skill of listening with respect;
- have examined the ways in which they can be more respectful and caring towards each other;
- be able to identify the need for and factors which facilitate respect and good communication in the RSE class.

Suggested age appropriateness: 1st - 3rd year

Time: 1 - 2 classes

Other useful resources:
- On My Own Two Feet - A Substance Abuse Prevention Programme (SAPP).
- Social and Health Education - A One Year Programme for Senior Cycle Pupils.
- Healthy Living, Healthy Times, Healthy Choices.

Materials needed for this lesson:
- Role play cards.
- Chalkboard/flipchart.
- Copies of Student Sheet 4, Student Sheet 5.

Lesson Plan
1. Warm Up
2. Teacher Input
3. Role Play
4. Non-verbal Communication
5. Student Sheet 5
6. Conclusion
**Procedure in detail:**

1. **Warm Up**
   Chinese Whispers: Tell the students that you are going to whisper a message to one of the students and s/he will pass it on to the next person and so on until the message has gone around the class. When the final person has received the message, ask her/him to repeat the message out loud. You will then tell the students what the original message was. If the message has changed reflect on the quality of listening along the way.

   *(Possible Message: Eilís forgot her sports bag in the school locker and she hadn’t time to go back to the school to collect it before her training started at seven o’clock.)*

2. **Teacher Input. See Appendix II, Reference Sheet 3.**

3. **Role Play**
   Divide the class into pairs. Assign role A and B to each pair. Distribute role card (1) from Student Sheet 4 to A describing the role that A will play. Students are instructed not to discuss or show the slip of paper to their partner. Partner B selects a topic from the list and the role play begins. Allow 3 minutes approximately for each role play to take place.

   **Suggested topics might include:**
   - My favourite television programme...
   - A holiday I enjoyed with my family...
   - How I get to school in the mornings...
   - The best film I ever saw...
   - My favourite sport...

   When the role play has finished, allow the students time to discuss their experience of the role play with their partners.

   **Discussion pointers for first role play:**
   - What did you notice about the behaviour of partner A?
   - How did B feel when s/he was not listened to?
   - What did B do when s/he was not listened to?
   - How do we feel when we are not listened to?
   - How do we know when someone is not listening?

   Sum up on flipchart/chalkboard/OHP some of the barriers to communication demonstrated in the role plays. These might include: fidgeting, poor eye contact or none, turning away from the person.

   Distribute role card (2) from Student Sheet 4, to partner B and ask A to select a topic to discuss. Allow the pairs sufficient time to role play as before. Again, when the role play has finished, allow the students time to discuss their experience of the role play with their partners.
Discussion pointers for second role play:

- What did you notice about the behaviour of partner B?
- How did A feel when s/he was listened to?
- What did A do when s/he was listened to?
- What is the value of being listened to?
- How do we feel when we are listened to?
- What can we do to demonstrate that we are listening actively?

Sum up on flipchart/chalkboard/OHP the main points about effective listening. These might include: focusing your full attention on the other person; listening to what s/he has to say even if you don’t agree with it; using appropriate questions to help the other person express himself/herself; refraining from giving unwarranted advice or sharing your own experience.

4. (Optional) Non-verbal communication

Ask the students to remain in pairs. Ask students playing role A to do the following while they are talking about a topic of their choice: a) sit on your hands; b) close your eyes; c) stand up; d) turn your back on your partner. Ask B to do the same.

Discussion pointers:

- Did you find this exercise easy/difficult? Why?
- Did anything surprise you when you were doing this exercise?
- In what other ways do we communicate non-verbally?

5. (Optional) Student Sheet 5

Distribute Student Sheet 5. Ask the students to fill in their responses to the questions. When they have completed this exercise, divide the larger group into small groups of 3/4. Ask each group to come up with an agreed set of answers to the student sheet. Take feedback from the small groups. Record the groups’ responses on a flipchart/OHP. (It may prove useful to hold onto this record for future use.) Ask the larger group the following question:

- Can we agree five things that would promote respect and good communication in the RSE class?

6. Conclusion

In this lesson we have:

- identified good and bad listening;
- explored non-verbal communication;
- looked at ways we can show respect and disrespect towards others;
- recognised ways we can foster respect and good communication in the RSE class.
Role Play A Card I
You are not really listening to what your partner is saying and you show this in your behaviour. You fidget, look out the window or at your watch, open your bag or tie your shoe laces, yawn, etc. You avoid eye contact with your partner.

Role Play A Card II
You are listening attentively to what your partner is saying and you show this in your behaviour. You have good eye contact but you don’t stare. You are relaxed in your chair, leaning slightly forward. You indicate your interest in, and attention to, what your partner is saying with gestures like nodding your head, answering from time to time, etc.
1. List five ways an attitude of respect and good communication can be promoted in the RSE class:
   a) ________________________________________________________
   b) ________________________________________________________
   c) ________________________________________________________
   d) ________________________________________________________
   e) ________________________________________________________

2. List five ways an attitude of respect and good communication can be hindered in the RSE class:
   a) ________________________________________________________
   b) ________________________________________________________
   c) ________________________________________________________
   d) ________________________________________________________
   e) ________________________________________________________

3. When do you feel a lack of respect from others? Give examples.
   a) ________________________________________________________
   b) ________________________________________________________
   c) ________________________________________________________
   d) ________________________________________________________
   e) ________________________________________________________

4. How do you think this lack of respect could be avoided? Give examples.
   a) ________________________________________________________
   b) ________________________________________________________
   c) ________________________________________________________
   d) ________________________________________________________
   e) ________________________________________________________
One of the most basic ways of communicating and showing respect for another is to listen. When we show we are listening to another, that person knows that we are interested in them. It makes them feel important because we have given them our time and attention. Most of us will know what it was like not be listened to at some stage in our lives. Likewise, we will hopefully have experienced the safety and comfort of being listened to. Developing skills of listening is an important part of relationships education. When we listen well, we are building trust and we are showing respect and concern for each other.
**Lesson 3**

**Feelings and Adolescence**

**Aim:** To increase awareness of the range of feelings, moods and emotions which can be part of adolescence.

**Outcomes:**
As a result of participating in this lesson, students should:
- have deepened their understanding of feelings and emotions;
- have become more aware of the feelings of others;
- be able to recognise times when it is appropriate to express emotions;
- be able to identify situations which can cause mood swings.

**Suggested age appropriateness:** 1st - 3rd year

**Time:** 2 - 3 classes

**Background information for the teacher:** See Appendix II; Reference Sheet 4.

**Other useful resources:**
- Lesson 4: Saying How I Feel.
- On My Own Two Feet - Feelings.
- Social and Health Education - A One Year Programme for Senior Cycle Pupils: Sessions 7 and 8, Pages 49-61.
- Healthy Choices - pages 109-121.

**Materials needed for this lesson:**
- Space to move, for example, the school hall.
- Chalkboard or flipchart.
- Copies of Student Sheet 6, 7.

**Lesson Plan**

1. Options: A) Exercise or B) Small group work
2. Role Play: How Others Feel
3. Teacher Input: Controlling your feelings/Role play
4. Conclusion
Procedure in detail:

1. (A) Exercise: How You Feel

Designate an area of the room for 'light' feelings and another for 'heavy' feelings. Ask the students to move to the areas they think are appropriate for each of the following situations.

   a) It is the last day of term. You have just finished exams and the summer holidays stretch ahead of you.
   b) You have decided to surprise your parent or guardian by cleaning up the house. In the rush to get it all done before they come home a favourite vase falls to the floor and breaks.
   c) You have been queuing since 8 am to get tickets for your favourite band's concert. Three people ahead of you, the tickets are sold out.
   d) It is your birthday. You arrive into school to discover that your friends have remembered. They give you cards and gifts.
   e) Your friend is very keen to get a place on the school soccer team. You go along to keep him/her company. You get a place and he/she does not.
   f) Your favourite brother has just got a fantastic job offer in Germany - it means he will have to leave home.

In each situation:

- Ask the students to imagine how they would feel. Write these feelings on the chalkboard.
- Ask the students to observe their body language and facial gestures.
- Ask the students how they might react to their emotions.

Teacher Input 1: See Appendix II, Reference Sheet 4.

OR

(B) Small group work: Identifying the sources of feelings


From your experience of being an adolescent, in groups of 3/4 discuss why you think adolescence can be a time of different feelings, moods and emotions. List 5 reasons. Each group reports back and reasons are listed on the board. Suggested reasons might include:

- the hormonal changes brought about by puberty;
- the demands of a growing body for food, rest and sleep;
- the need to love and belong;
- the need to become independent;
- the need to know and understand;
- the great amount of change and adjustment required, for example, new school, friends, school subjects, body changes;
- the demands of society - adults, teachers, friends, legal, etc.

Teacher Note: Congratulate the students on all the adjustments they are making - they can pat themselves on the back. At no time, other than infancy and early childhood, will they grow, learn and develop at such a rapid rate.
2. Exercise: How Others Feel

We focus on how others might feel in the second part of this lesson. It is important to be sensitive to the feelings of others. Distribute Student Sheet 6. Ask the students to read through the situations described on the student sheet. Divide the class into two groups: A and B. For each of the situations described, assign a role to each group. Allow each group sufficient time to consider how that person might be feeling. As with the exercise in Step 1, ask students to move to the heavy/light side of the room as they consider appropriate.

Teacher Note: Reassure the group that different people change and develop at different rates. Emphasize the normality of being self-conscious about body-changes, for example, pimples, breast and hip growth.

Discussion pointers:
- How do the students empathize with the situations?
- Do they identify more readily with their own role or can they appreciate the feelings of the other equally?

3. Controlling Your Feelings

(A) Role Play/Student Sheet 7

Ask the students to briefly role play the situations described on Student Sheet 7. Alternatively you may prefer to ask the students to read through the following situations individually or in small groups. They could then answer the questions provided below each situation.

4. Conclusion

In this lesson we have:
- identified a range of feelings and emotions;
- recognized how feelings are expressed;
- considered how others might feel;
- learned to control our emotions;
- identified strong feelings and appropriate and inappropriate times to express them;
- learned it is best to be yourself;
- seen that our emotions can change quickly.

Follow-up exercise which could be done at home:

Ask students to write a letter to themselves at age 10, telling themselves what they need to know about the changes of early adolescence and how they will feel about it. You may wish to ask some students to voluntarily read their letter out to the class in the next RSE lesson.
Situation 1 - Sarah and Mum

Sarah has spent the last ten minutes looking in the mirror before going out. She arranges her hair this way and that. She puts her hand to her forehead to cover a pimple. She pulls at her big brother’s sweat-shirt to make it seem more loose. Sarah’s mum appears on the scene and smiles. ‘Sure you have nothing to worry about Sarah, you’re gorgeous.’

Discussion pointers:
- How does her Mum feel and why?
- How does Sarah feel and why?
- Do you think Sarah’s feelings are normal?
- Will Sarah always feel like this?
- Can you identify with how Sarah is feeling?
- What do you think a boy, in a similar situation, would be self-conscious about?

Situation 2 - David and Brian

David and Brian are best friends. At thirteen, David’s voice has already broken. His body is beginning to fill out. He’s thrilled with how manly he is beginning to look. On the other hand Brian, who is a year older than David, hasn’t experienced any changes in his voice or body. He feels quite anxious especially when he’s around Brian. David and Brian decide to go into town to the cinema one Saturday afternoon. David asked for two half fares to town. The bus driver laughs and says: ‘Your friend can pay half fare all right but don’t try codding me that you’re not at least sixteen and the rest!’

Discussion pointers:
- How does David feel?
- How does Brian feel?
- How might this event affect David later?
- How might this event affect Brian later?
- What could David say to Brian that might change how he feels?
- What do you think are the advantages and disadvantages of early/late onset of puberty?
A. Linda had noticed a real change in herself. Every time anyone directed conversation at her she went bright red and starting spluttering and stammering her words. Mr. Nolan asked her to read in class and it happened again. It seemed to her that the whole class was looking at her, watching her every move. She couldn’t get any words out and Mr. Nolan gave out to her for not paying attention.

B. Ms. Chambers, Frank’s Maths teacher, arrived in early for class. She asked to have a look at his homework. Frank told her that he hadn’t got his homework done. Ms. Chambers looked at him in amazement. She then went on to tell him that this really wasn’t good enough – did he know that they have a test this Friday on the last four chapters they’ve covered in class? Frank was about to tell her that his mother wasn’t well last night and that he had to look after his two younger sisters, but he just got so angry with Ms. Chambers thinking how dare she lecture him like that when he always has his work done on time.

C. Two best friends, Andrea and Caroline are chatting in school one day when Liam, a boy Andrea has fancied for ages, comes over and asks Caroline to go to the cinema with him at the weekend. Caroline tells him that she’d love to. Andrea can’t believe her friend would betray her like this. By the time Liam walks away she is ready to explode.

D. Cora (mother) asks Vivien (daughter) to look after Scott, the youngest child, for an hour while she goes to the shops. Vivien gets really angry because she thinks she’s always asked to look after Scott, and besides she had planned to call around to her friend’s house for that particular hour.

E. Julie (sister) asks Ross (brother) for a loan of a tape to play on her personal stereo. Ross sees red, the last time Julie borrowed a tape she lost it and never replaced it.

Discussion pointers:
- How did you feel in your role? or: How do you think Linda/Frank/Andrea/Vivien and Ross felt in the above situations?
- How did you express your feelings? or: How do you think they would express their feelings?
- What were the consequences of expressing your feelings? or: What do you think would be the consequences for them, in expressing their feelings?
- Could you/they have expressed your/their feelings better? If so, in what way(s)?
- Would the consequences be different if you/they expressed your/their feelings differently?
- Ask the students to describe how they think each person in the role play could be her/his own best friend.
Teacher Input 1
From this exercise we are reminded that our feelings:
- are a reaction to the circumstances we find ourselves in;
- are experienced in our whole person - our mind and body;
- find expression in facial gestures, body language and the spoken word;
- move us to take action - dance, shout, skip, scream, hit, run, embrace, sing. This movement of the feelings is called emotion.

Teacher Input 2
Adolescence is rather like the first few years of life - it is a time of tremendous change, learning and growth. Adolescence, when you are no longer a child but not yet an adult, is a time of transition. Over a period of about seven years you change from being emotionally, physically and financially dependent on an adult for care and support to being independent in thought and deed and able to consider the feelings and circumstances of others. Because it is all so new, feelings tend to be very intense and are often short-lived. One moment you feel 'on top of the world', then a minor incident occurs and you are fed-up or in tears. This is partly due to the hormonal changes created by puberty as you grow from child to man or woman. The energy needed to physically grow in shape and size takes its toll. Mental developments enabling you to formulate concepts and complex ideas, as well as spiritual growth, provide tensions and pulls in the body. It is a lot for one person to cope with and these are only some of the reasons! The next exercise will help you identify more.

Background Information for the teacher
It is easy to dwell on our feelings and this can allow them to swamp and clutter us, even to the point where we can lose control of our feelings. We need to be able to manage our feelings and express them in appropriate ways.

Useful Exercise
Picture each emotion as a different instrument in an orchestra. You are the conductor. You decide how the music is to be played - fast or slow, loud or gentle. You need to fully understand the range and beauty of each instrument to make the best music. So, when watching a TV programme on the devastation of the rain forest, you feel like saving the planet and a moment later you feel like throttling your kid brother because he changed the channel - remember that you are the conductor and you can direct and control that throttling instrument so take it easy!

Feelings and emotions can be strong or gentle. Intense feelings can move us to immediate action. How often have you heard the phrase 'I didn’t think...': You really need to remember you are the conductor when strong feelings are in force.
[pause here to invite examples of strong feelings, for example, anger, resentment, love, hate, joy.]

It is sometimes appropriate to act out our feelings and other times it is not. While relaxing with family and watching a comedy film it is wholly acceptable to give reign to loud laughter. An attack of the giggles while your teacher is explaining new information is not!

[pause here to invite examples of when it is appropriate and not appropriate to show feelings.]

Sexual feelings can be some of the most pleasurable and forceful of all. It is nature's way of ensuring the survival of the human species. In early adolescence we experience the awakening of these feelings and they often take a safe focus in the form of a 'crush'. A crush is emotion directed only one way. It is usually focused on somebody unattainable such as a movie star or pop idol. It is a safe way to practise moving out towards another and experience intense and powerful feelings. Sometimes a crush can be on somebody of the same sex - a teacher at school, the star of the soccer team - usually somebody older who has established herself/himself in a way you admire. More often than not, what is happening here is that you are establishing a role model to emulate as you move from childhood to adulthood.

In early adolescence, great comfort is found in being part of a group. At this stage, being 'one of the gang' is all important and the opinions and tastes of friends are all that count. In the safety of group numbers it is easier to move away from the controls of childhood and begin to journey towards being an adult. In this tension you can often be out of touch with your own needs as you seek approval and acceptance from others. You develop tastes, interests, forms of dress and behaviour which may not really suit or complement you. A truth we often fail to believe in adolescence (and often in later life) is that it is best to be yourself. To hold your own in the turbulence of adolescent mood swings and changes of emotion, you need to do the following:

- Be yourself
- Be aware of yourself
- Be kind to yourself
- Be your own best friend

This outlook may seem self-centred. It is, in fact, just the opposite. When you are secure within yourself you are no longer relating to others in order to feel good about yourself. Your relationships have become more honest. From this more solid base, it is now easier to develop the discipline of learning to control your feelings.

Adolescence, a time of change from child to adult, is a time of intense experiences. Because it is all so new, feelings tend to be very intense and are often short-lived. One moment you are on ‘cloud nine’ and the next in tears, for example, being told that your dad has got you that jacket you have wanted for ages and then realising that it is blue and not black like all your friends are wearing.
Ask the group to volunteer examples of quick shifts of our emotions.

What we need to remember is that feelings pass. We should let them flow through us like water and let them go. We do this by acknowledging them and giving vent to them in a safe situation. Remember that you are the conductor of your own emotional orchestra - removed enough to observe what is happening and to control it. The more aware you become of this the better you are at managing your feelings and emotions.
**Aim:** To enable students to develop a language for expressing their feelings.

**Outcomes:**
As a result of participating in this lesson, students should:
- have learned 'feeling' words;
- be assured of the normality of the feelings associated with early adolescence;
- be able to acknowledge their feelings without judgement.

**Suggested age appropriateness:** 1st - 3rd year

**Time:** 2 - 3 classes

**Possible home/school links:** This lesson explores the feelings and emotions associated with adolescence. It could be suggested by the teacher that the students discuss the issues raised in the lesson with their parent/guardian.

**Other useful resources:**
- On My Own Two Feet- Feelings.
- Social and Health Education-A One Year Programme for Senior Cycle Pupils: Session 9, Pages 63-69.
- Healthy Choices- Pages 109-121.

**Materials needed for this lesson:**
- Copies of Student Sheets.
- Chalk board/White board/Overhead projector.

**Lesson Plan**
1. Student Sheet 8: 'Expressing Emotion'
2. Student Sheet 9: 'Saying How I Feel'
3. Options: A) Student Sheet 10: 'Name-Don't Blame'
   or B) When words are not enough
4. Conclusion
**Procedure in detail:**

1. **Student Sheet 8: Expressing Emotions**
   Distribute the cut and prepared situations on Student Sheet 8: Expressing Emotions, face down. Ask students to sit quietly and compose themselves and, at your instruction, to turn over the sheets. Ask the students to take a moment to imagine themselves in that situation and then to record the range of feelings, actions and physical sensations they might experience in reaction.

   When the students have completed this exercise, ask them to turn to the person beside them and to describe their reaction to the situation presented to them.
   - Ask the students what it was like to describe the feelings of the various situations. Was it easy to find words to describe them?

   **Teacher Note:** It may be possible for the group to work with their English teacher to extend their range of language when describing feelings.
   - Ask the students if their reaction was physical.

2. **Student Sheet 9: 'Saying How I Feel'**
   Ask students to work through the Student Sheet 9: 'Saying How I Feel'. If you think the words would be too difficult for the students to read themselves, you could call the words out to them. The student sheet aims to reassure students about some feelings they may have in early adolescence and to extend their vocabulary in expressing them. When they have completed the task, ask them to observe the range of words used to describe different feelings. Were there any feelings and emotions which the students were not familiar with? Did the students use any additional words to describe their feelings?

   **Teacher Note:** Emphasise the normality of these feelings. Explain that these feelings will change as students get older and adjust to their more adult bodies and roles.
3. (A) Student Sheet 10: 'Name - Don't Blame'

**Teacher Input:**
It is important to be able to name and describe our feelings. It is also important to know how to express them. Student Sheet 10: 'Name - Don't Blame' explores ways in which we can name our feelings. The following is a sample situation which may be useful in getting the ball rolling.

*It is half past six on a dark wet winter evening and you are waiting for your Dad to give you a lift home. You have had a long day at school, followed by a tough training session, and you are tired and cold. Your Dad is over half an hour late - again! When he arrives you say: "You are always late. You don’t care about anybody else except yourself and your work!".*

- How do you think your Dad would respond to such an outburst?
- Could you phrase how you might feel, using 'I' statements? How do you think your Dad would respond to this?

**Teacher Input:**
In emotive situations there is a great temptation to generalise: "You are always late". Even if there is some truth in the accusation, it is best to be specific and confine yourself to the exact situation and the reason why you feel as you do. Saying instead: "Dad, I hated your being late tonight. I feel cold, tired and hungry and I just want to get home", may bring a different response!

**OR**

(B) When words are not enough
We can express our feelings in many ways. Speech is only one language. Use one or more of the suggestions below to help the students to express their feelings.

- In advance of the lesson, ask students to bring in music tapes which reflect different emotions.
- Create a mime depicting chosen emotions.
- Introduce a selection of paintings depicting different moods. Then ask students to use colour to ‘paint’ their feelings.
- Create shapes of feelings (pottery, papier-mâché, wood, play dough, etc.).
- Bring in a selection of different tempos of music and ask students to demonstrate their emotional response through the language of dance.

4. Conclusion
In this lesson we have:
- attempted to describe feelings;
- recognised how important it is to be aware of our feelings and to express them appropriately;
- extended our feelings vocabulary;
- identified our feelings about aspects of adolescence and seen that they are normal;
- said it is best to use the 'name - don't blame' approach when speaking our feelings.
You have just won the lotto.

You have just been asked to report to the principal’s office.

You have entered a competition for two free tickets for Disneyworld, Florida with all expenses paid. An envelope bearing the company’s logo arrives.

It is the night of your first ever date. A few hours before you are due to go out, a huge spot appears on your nose.

You have just gone into town to shop when someone pushes into you and runs off with your money.

The girl/boy you have fancied for ages rings up to ask you out.

You arrive at the local disco in your new jacket to discover two others wearing exactly the same one.

You are on your way home when you see the bully from across the road push your little brother and take his sweets.
Identify the feeling you would associate with the following situations.

Circle your choice or write your own feeling in the blank space.

1. Now that I am growing bigger, I feel:
   - Awkward
   - Stronger
   - Happy
   - Powerful
   - Grown-up

2. When spots appear on my face, I feel:
   - Fed-up
   - Panicky
   - Depressed
   - Annoyed
   - Nothing

3. If we were to discuss periods in class, I would feel:
   - Interested
   - Pleased
   - Bored
   - Amazed
   - Relieved

4. If we were to discuss wet dreams in class, I would feel:
   - Embarrassed
   - Comfortable
   - Giddy
   - Reassured
   - Glad

5. When I think about sexual intercourse, I feel:
   - Curious
   - Disgusted
   - Unsure
   - Excited
   - Disinterested

6. When I see the boy/girl I fancy, I feel:
   - Excited
   - Happy
   - Giddy
   - Flustered
   - Sick

7. When I look at myself in the mirror, I feel:
   - Pleased
   - Depressed
   - Wonderful
   - Frustrated
   - Confident

8. When I think of my parents, I feel:
   - Worthwhile
   - Irritated
   - Annoyed
   - Loved
   - Oppressed

9. When I think of my younger brother/sister, I feel:
   - Powerful
   - Exasperated
   - Playful
   - Resentful
   - Appalled

10. When I think of my friends, I feel:
    - Great
    - Accepted
    - Upset
    - Joyful
    - Fed-up
In speaking your feelings there are a number of steps you need to take.

1. Name the feeling – pause to recognise exactly what you are feeling and put a name on it.

2. If possible understand the source of your feeling - why do you feel this way? If you don’t understand why you feel this way it is ok too. Sometimes we may not know the reason why we feel as we do.

3. Know that the feeling is yours. Our feelings are our own – we cannot blame anybody for how we might respond to them in different situations.


5. Speak in the present. Feelings change. When saying how you feel, be specific - avoid generalisations. Instead of “You are horrible, you always forget my birthday” say “I feel upset because you forgot that today is my birthday”.

Suggested exercises:
- Extend your feelings vocabulary – see how many words you can use to describe different emotions – learn some new ones.
- Practise using the ‘Name – Don’t Blame’ way of saying how you feel.
Lesson 5

Body Awareness - Body Care
Lesson 5

Body Awareness - Body Care

Aim: To increase awareness of the variety of ways we can relate to our body and how we can take more care of it.

Outcomes:
As a result of participating in this lesson, students should:
- have become more aware of how they relate to their body;
- be able to identify ways to improve their relationship with it;
- be able to identify changes they can make to show more care and respect for their body.

Suggested age appropriateness: 1st - 3rd year

Time: 1 - 2 classes

Background information for the teacher: See Appendix II; Reference Sheet 5.

Possible home/school links:
Students could initiate a family 'Body Care' week. This could include healthy eating, family exercise, etc.

Other useful resources:
- On My Own Two Feet - Identity and Self Esteem, Understanding Influences.

Materials needed for this lesson:
- Copies of Student Sheet 11.
- Crayons and art paper, optional.

Lesson Plan
1. Student Sheet 11: Busy Bodies
2. Teacher input
3. Option: Listening to your body
4. Round
5. Conclusion
Procedures in detail:

1. Distribute copies of Student Sheet 11: Busy Bodies. Explain to the students that they must tick one box for each statement and answer all statements. This exercise should preferably be done in silence. Stress that their initial response may not be their final response. Encourage the students to spend some time reflecting on their answers. Ask the students to share their answers to the questions on the student sheet with the person beside them. When they have done this you could use the following questions to guide a large group discussion.

Discussion pointers:
- Which of the statements did you find easiest/most difficult to answer?
- Which of your answers was easiest/most difficult to share with your partner?
- Are any of the actions, mentioned on the student sheet, frowned upon by our society? If so, in what situations and why do you think this is the case?
- What did you learn about yourself and your relationship with your body as a result of doing this exercise?

Teacher Note: Try to get students to identify if they are being overly critical or neglectful of their body.

2. Teacher Input, Appendix II, Reference Sheet 5.

OR

3. Exercise: Listening to your Body

Invite the students to close their eyes and make themselves comfortable on the chair. Ask them to put both feet on the ground and let their hands rest gently on their lap. (When students have become quiet and more relaxed, you may give the following instructions.) ‘We are going to do a short exercise that will help us to listen to our body. In this way we can become aware of our body’s needs and our attitude towards it.

Our body can talk to us and tell us things we need to know...When you are hungry or thirsty, or tired your body tells you so...Sometimes we may not listen to our body and so we cannot hear what it may be trying to tell us...

Become aware of your breathing. Notice your breath as it flows in and out of your body. Allow your shoulders to drop and let your hands rest gently on your lap...

Pause

Allow an image or mental picture to come into your imagination that represents your body. Try not to force an image or judge an image...Just let the mental picture emerge. When you see this image let it become clear so that you can see its colours and shape well...The image or picture will communicate something about your body to you. Imagine that the image that you see can speak to you...What does it have to say to you?...Listen for a moment and let it speak to you...Maybe it wants to tell you how it feels ..., what it needs...

(Pause)
When you have heard what the image has to say to you, let go of the image. Become aware again of your presence in the room, notice the sounds...When you are ready open your eyes.

Take some crayons and paper and make a drawing of your image. *(You may wish to remind students that this is not an art competition! The important thing is to allow the image to come out on paper.)* It is preferable that the students work in silence at this stage.

Divide the students into groups of three and invite them to share as much or as little of their image, as they wish. *(You may also wish to remind them that this is an opportunity for respectful listening to each other and that it is important that no judgements are made about images.)* When they have done this, the following questions may be used for large group discussion.

**Discussion pointers:**
- What did you find easy/difficult about this exercise?
- Did you learn anything new about how you feel about your body?
- Did anything surprise you?
- Did you find it helpful/unhelpful to draw the image which came into your mind during the reflection? Explain your answer.
- What did the image tell you about your relationship with your body?

**Teacher Input:**
Teacher may wish to refer to Appendix II to help in summing up the lesson.

4. Finish with a round...State that you want them to come up with something concrete and specific and that can be implemented within the week.

   ‘One thing I will do during the coming week, to care for my body, is...’

5. **Conclusion**
In this lesson we have:
- discussed some of the attitudes and feelings associated with our body;
- explored some of the influences that society can have on our body image;
- explored how we can listen to our body and care for it.
### Busy Bodies

When you were born you were dependent on your parent or guardians to look after your body for you. By now you will be more independent and it is up to you to look after your body with care and respect.

In the following exercise, circle the letter which you think best describes your behaviour.

(N = Never; R = Rarely; S = Sometimes; O = Often; A = Always)

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<tbody>
<tr>
<td>1. Wash my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<td>2. Say if my body hurts</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<td>3. Eat a healthy diet</td>
<td>N</td>
<td>R</td>
<td>S</td>
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<td>A</td>
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<td>4. Ignore my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<td>5. Laugh about my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
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<td>A</td>
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<td>6. Feel proud of my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<tr>
<td>7. Listen to my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<tr>
<td>8. Read about my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
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<td>9. Worry about my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
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<td>10. Communicate through my body (hugs/kisses/shake hands)</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<tr>
<td>11. Touch my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<td>12. Smoke cigarettes</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
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<td>13. Admire my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td>14. Criticise my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td>15. Hide my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td>16. Exercise my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td>17. Rest my body</td>
<td>N</td>
<td>R</td>
<td>S</td>
<td>O</td>
<td>A</td>
</tr>
</tbody>
</table>
Our body is one of our most precious gifts and it is our responsibility to respect and care for it. We can do this by taking care of our health and by learning to listen to what our body has to tell us.

Sometimes it can be tempting to treat our body as if it is a machine. Most machines will run quite well if you give them fuel and service them occasionally. Our body needs a lot more than just fuel and the occasional extra bit of attention. Caring for our body properly, both physically and emotionally, takes a lot of time, attention and skill. It is very easy to put the needs of our body on hold while we do other things that seem more important at the time but the reality is that if we do this on a continuous basis, sooner or later there will be a breakdown. For example, not exercising might lead to overweight and associated problems, not resting our body may lead to exhaustion, being over-critical of our body can lead to an unrealistic desire to be thin.

There is a lot of emphasis in our society on ‘the body beautiful’. In an effort to make the body smell in a particular way, people spend a lot of money on after-shave lotions, perfumes, deodorants, scented shampoos etc. (You may wish to ask the students if they use any beauty products, their reasons for using them etc.)

You can sum up by referring to our need to listen to the messages our body gives us and the need to take care of our body.
Lesson 6

Hygiene Hints!
Lesson 6

Hygiene Hints!

Aim: To increase awareness of the importance of personal hygiene for health, well being and self-esteem during puberty.

Outcomes:
As a result of participating in this lesson, students should:
- be able to identify the benefits of good hygiene habits for their self-esteem;
- be able to recognise the importance of good hygiene during puberty;
- be motivated to care for their personal hygiene.

Suggested age appropriateness: 1st - 3rd year

Time: 1 - 2 classes

Background information for the teacher:
Good language skills are needed for the student sheet. This student sheet could be adapted or simplified by the teacher to suit his/her particular group. Before using this lesson it might be useful to cover Lessons 10 and 11 which look at puberty and human reproduction.

Other useful resources:
- Healthy Living: Hygiene Skills Section.
- Healthy Times: Body Maintenance Section.
- Learning For Life Series.
- Home Economics/Science Textbooks.

Materials needed for this lesson:
- Copies of Student Sheet 12.

Lesson Plan
1. Introduction
2. Brainstorm
3. Options:
   A) Student Sheet 12
   Or
   B) Group theory developing exercise and feedback
4. Teacher input. Group problem-solving exercise
5. Conclusion
Procedure in detail:

1. Introduction:
Before beginning this lesson ensure that the students understand what is meant by the word hygiene. Introduce the idea that, as a child, the participants relied on others to look after their needs. This included ensuring that they were clean and hygienic. Now it is their own responsibility. It can sometimes be more difficult to keep good hygiene standards because of the changes that occur during puberty. Good personal hygiene helps us to feel positive about ourselves and to feel good about our body.

2. Individual exercise
Ask the students to draw an outline of a human body. Ask them to colour in the parts that need special hygiene care. When the students have completed this exercise, ensure that each student has included all areas which require good hygiene practice during puberty.

3. Hygiene Hints
(A) Distribute a copy of Student Sheet 12 to each student. Read through the Student Sheet with the group. Allow an opportunity to discuss any points of interest or difficulty that the students may have with the content of the sheet, either in pairs (with a person of your, or their, choice), or in small groups or, if you feel it would be done sensitively, in the larger class group.

OR

(B) Small group work. Divide the students into small groups of 3/4. Ask each group to come up with a list of possible hygiene problems or health hazards that could occur because of each excretion or loss. Ask them, secondly, to draw up guidelines on how they would prevent the excretions or losses mentioned from causing problems. When the students have completed this exercise, ask one person from each small group to give feedback to the larger group on the problems and suggestions they came up with. Elaborate on each of the group suggestions and fill in any gaps, referring if necessary to Student Sheet 12. You may wish to point out to students that humans carry lots of germs and that these are more concentrated in damp areas of the body because they need moisture to survive. These germs can also survive outside the body in these fluids. It may be useful to mention that TB is a disease that can be spread in saliva by spitting, and at one time buses carried signs saying that spitting was not allowed on board.

OR

(C) Individual exercise
Ask the students to write up their own 10-point code for hygiene during puberty. When they have done this ask them then to rank their suggestions in order of importance.
4. When someone you know has a hygiene problem:
Conclude this Lesson by drawing participants’ attention to the fact that sometimes people are not aware that they have a hygiene problem or are too embarrassed to ask what to do. Other times people may not be feeling good about themselves, or they may not have been taught the skills involved in keeping clean. Sometimes too, items like deodorants are expensive. Laughing at these people or talking about them behind their backs is never going to cure the problem, in fact the only thing it does is make them feel isolated. If you think it appropriate, ask the participants to write a conversation that they would have with one of their friends if they developed a hygiene problem.

Situation: A good friend of yours in class has developed a noticeable hygiene problem. You don’t want to hurt his/her feelings but you know others in the class are talking about it. How would you bring up the subject?

Important note for the Teacher:
This exercise can be useful as a way of emphasising the value of care, respect and sensitivity towards each other in the RSE class.

5. Conclusion
In this lesson we have:
- identified the main causes of hygiene problems in puberty;
- developed guidelines for preventing hygiene problems and health hazards;
- developed skills to help others who may have hygiene problems, without causing offence.
Cleaning the genital area: Regular washing of the genital area in both females and males is important.

Females: It is normal for girls, especially around puberty, to begin producing a vaginal discharge. This discharge may look white or creamy and it is odourless. The amount discharged varies during the menstrual cycle and also from person to person. During menstruation which normally lasts three to five days, blood is lost. It is important that the blood loss is dealt with hygienically to avoid unpleasant odours and leakage. Because blood carries germs it must be disposed of carefully. Good personal hygiene is essential and sanitary protection should be changed regularly.

Males: During puberty males often experience what is called a 'wet dream'. This is where semen is released during the night while the boy is asleep. A wet dream is beyond the boy's control. Bed clothes and linen should be kept clean by regular washing. It is also important for uncircumcised males to wash under the foreskin regularly.

Sebum/oily substance: A gland in the skin near the hair follicle produces an oily substance called sebum which helps to keep the hair waterproof and supple. Changing levels of hormones during puberty sometimes make these glands produce excess sebum, making the hair greasy. Skin cells are also lost from the scalp. If the hair is not washed regularly it will begin to smell and may become matted. Hair should be washed at least twice a week during puberty and brushed regularly.

Skin cells: Old skin cells are constantly being lost. During puberty excess oil can prevent this so pores may become blocked. Regular washing also helps to prevent spots by removing dead skin cells and oil which can block the pores. However, it may not cure them completely. A healthy diet, including lots of water, may also help prevent spots and pimples.

Sweat: Sweating itself does no harm, in fact it is the body's way of keeping cool. However, sweat when it reacts with the germs present on your skin produces a nasty smell or body odour (often called BO). To avoid this:

- Wash all areas of the body daily especially underarms and genitals.
- Use an underarm deodorant which will help by preventing smell. Some deodorants are also anti-perspirant, which help reduce the quantity of sweat produced.
- Keep sports clothes separate and wash after use.
- Wear cotton underwear and socks as cotton helps the sweat to evaporate.
- Pay particular attention to feet. Make sure feet and toes are well dried before putting on socks and shoes. Change socks daily and avoid wearing the same shoes all the time.
Lesson 7

Common Senses
Lesson 7
Common Senses

**Aim:** To heighten students' sensory awareness.

**Outcomes:**
As a result of participating in this lesson, students should:
- have become more conscious of their five senses;
- have explored how they can express themselves through their senses.

**Suggested age appropriateness:** 1st - 3rd year

**Time:** 1 class

**Background information for the teacher:** See Appendix II, Reference Sheet 6.

**Possible home/school links:** The students could do the exercises used in class with their own family. This will give rise to fun, togetherness and learning in the family.

**Other useful resources:**
- Lesson 6: Hygiene Hints.
- Lesson 8: The Image of Me.

**Materials needed for this lesson:**
- A variety of fruit and vegetables.
- Copies of Student Sheets 13 and 14.

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**Lesson Plan**

1. **Teacher Input: Introduction**
2. **Option A: Exercise: Using Your Senses**
   - Option B: Body Contact
3. **Teacher Input**
4. **Attraction Clues**
5. **Conclusion**
Procedure in Detail:
1. Introduction.
See Appendix II, Reference Sheet 6: Background Information for the Teacher.

2. (A) Exercise: Using Your Senses
Divide the students into pairs (Student A and Student B). Invite A to close his/her eyes and take a few deep breaths. Partner B selects a piece of fruit or vegetable. Instructions for Student A. Put your hand forward and wait until you receive an object from your partner. Keep your eyes closed and use your hands and fingers to tell you what the object is. Take time to explore every shape and detail about the object with your hands. When you are ready, open your eyes and share with Student B what it was like for you to explore this object with your sense of touch.

Now, take the object in your hands again and smell it all over. How would you describe the smell? ...Does it smell the same all over?...Really take time to explore the smell. When you are ready, put the object down and share with your partner what it was like to use your sense of smell.

Take up the object again and this time, look at it closely. What do your eyes tell you about it? ...Colour? ...Shape?...Size?...Marks?...Be aware of all the things you notice when you look at the object. Repeat process of sharing: this time focusing on your experience of seeing. Now, close your eyes and take a bite of your object. Take your time to chew and bite it. What can you taste?...Is it sweet or sour?...What texture is it?...What does it sound like when you bite or chew?...Repeat the process of sharing; this time focusing on your experience of taste and hearing.

Reverse the exercise, using a different object, so that Student B can experience his/her senses.

Discussion pointers:
- Did you enjoy/dislike this exercise? Why?
- In what ways do you think we use our senses most/least?
- When doing this exercise, which of your senses felt the most familiar/strange/comfortable?
- In what ways would you like to use your senses more?

(B) Exercise: Body Contact
Ask the group to stand in a circle. Explain that you are going to do a sensory exercise but that you need them to co-operate if it is to work. Ask the students to lightly hold hands and to close their eyes (optional). Explain that when we make body contact we usually receive a message. Ask participants to reflect on the message they are getting from the two people on either side of them.

Ask the students to describe how they felt doing this exercise: Comfortable/Uncomfortable/Supportive/Aggressive? Etc.
Ask the students to return to their seats.
3. Teacher Input.
See Appendix II, Reference Sheet 6: Background Information for the Teacher.
We have five senses: sight or what we see, touch or what we feel, taste, smell and hearing. It is through our senses that we first relate to the opposite sex. We may like the look of someone, the sound of his/her voice etc.

4. Attraction Clues
Divide the class into groups of 3/4 and distribute the Student Sheet 13. Ask the participants to come up with suggestions of messages our senses receive that tell us someone is attracted to us. Check with each group that they understand what their task is. When each group is finished, take feedback from the groups. Student Sheet 14 can be used to ensure all points are expressed or the teacher can verbally refer to them. Messages that turn us off people can also be referred to if appropriate, for example, personal hygiene problems such as BO.

**Discussion pointers:**
- How do you express yourself as a boy/girl?
- What are the positive characteristics about being boy/girl that you like to emphasise?
- Are there any negative characteristics about being boy/girl that you like to emphasise?
- Do you think boys'/girls' experience of the sensual is different? If so, how and why?

5. Conclusion
In this lesson we have looked at:
- what you like about being a boy/girl;
- how you express yourself through your senses;
- how our senses are used to give common signals that indicate our attraction to the opposite sex.
Appendix I

Student Sheet 13

Attraction Clues

When someone is attracted to us, they generally give us clues. Most people are not even aware that they give these clues but some people are very careful not to give any clues at all. Can you suggest any clues which we see, feel, taste, smell or hear that tell us somebody likes us?

See

__________________________________________

__________________________________________

__________________________________________

Feel

__________________________________________

__________________________________________

__________________________________________

Taste

__________________________________________

__________________________________________

__________________________________________

Smell

__________________________________________

__________________________________________

__________________________________________

Hear

__________________________________________

__________________________________________

__________________________________________
See
- People make eye contact for longer.
- People smile frequently.
- People look at us more often.
- People may make a great effort to get dressed up.

Feel
- Person may let hand linger on body for longer than normal.
- Person may deliberately touch, for example, hold hands or stroke hands.
- Person may stand very close or make body contact.

Taste
- May kiss.
- Dating often revolves around food and drink.

Smell
- Certain aftershaves or perfumes may be used to appeal.
- It is accepted that humans emit certain scents naturally.
- Humans are thought to react to these even though they can’t actually smell them.
- Scents are sometimes burned to create atmosphere.

Hear
- What we hear will probably depend on how interested we are but you may notice that the person has remembered every little detail of what you said.
We experience the world and each other through our senses. The smell of rain falling, the feel of a baby's skin, the touch of silk, the sound of music, the autumn leaves ... all give us feelings of pleasure. Our senses are a precious gift and it is important that we care for them. We often take our senses for granted. We may be more comfortable with some senses more than others, for example, some families shake hands on meeting other family members while other families hug or kiss. Some families knock on bedroom doors before entering, others do not. There is no 'right way' or 'wrong way' to be in our families; each one is different.

Our awareness of our senses will, to a large extent, determine our awareness of our own sexuality and this is influenced by parents, friends and society in general. The word 'sensuality' is often associated with sexual intimacy though one certainly does not imply the other. For example, having a shower is a very sensual and pleasurable experience though it has nothing to do with sexual intimacy. You may like to ask students to reflect on advertisements which closely link sensuality with sexuality, for example, ads. for chocolate, alcohol, etc.

Our senses are the channel through which we connect with others and the universe. They allow us to give and receive love, to enter into relationships with others and to be sexually intimate with another in the context of a permanent loving relationship. We all have our own sensuality and sexuality. We are capable of giving and receiving physical and emotional pleasure, whether or not we are in a relationship.
**Lesson 8**

**The Image of Me**

**Aim:** To help students to reflect creatively on their own body image and identify their positive qualities.

**Outcomes:**
As a result of participating in this lesson, students should:

- have become more aware of their body image;
- be able to identify the people/things which influence their body image;
- be able to recognise the benefits of having a positive image of their body.

**Suggested age appropriateness:** 1st - 3rd year

**Time:** 1 - 2 classes

**Background information for the teacher:** See Appendix II, Reference Sheet 7.

**Other useful resources:**
- On My Own Two Feet - Identity and Self-esteem, Nobody's Perfect.

**Materials needed for this lesson:**

- Overheads/flipchart.
- Paper and pencils for small group work.
- Copy of Student Sheet 15: ‘Disability and Body Image’.
- Colours, paints, clay, etc., optional.

**Lesson Plan**

1. Introduction/Brainstorm
2. Option A: Short Visualisation/Option B: Exercise
3. (A) Exercise (B) Disability and Body Image
4. Conclusion
Procedure in Detail:

1. Introduction/brainstorm - What comes to mind when you hear the words 'body image'? Write the students' gut responses on the flipchart/overhead without comment. Present the students with a definition-type description of body image: a mental picture or concept of a person's physical being and features.

How do the students' responses compare to the suggested definition?

2. Teacher Input - See Appendix II, Reference Sheet 8.

Explain that this exercise involves thinking about your body in an abstract way. You could use the following example: 'Maybe the animal that I would compare my body to would be a dog because it is soft, cuddly, loyal and lively.' Ask students to think in terms of images of themselves.

'If I were a _____ I would be ...' Exercise

'If I were an animal I would be...' Other suggestions: food, tree, day of the week, colour, word, geographical feature, book, flower, drink, car.

Keep this activity flowing so that participants select the first thing that comes into their mind. Using the following processing questions, ask the participants to share the results of their reflection in small groups, explaining why they saw themselves as each of these images.

Discussion pointers:

- Did you enjoy the exercise? Why/Why not?
- Did you learn anything new about yourself while doing the exercise?

List all the different qualities mentioned in this exercise by taking suggestions from class. Explain that we all show different elements of our qualities to different people and at different times and we are attracted to people with certain qualities and not attracted to others. What makes us so special is that we are all different.

Complete this exercise by asking each person to suggest one quality that they value in themselves/best friend/parent etc.

3 (A). 'My Ideal Girl/Boy Is...' Exercise

Ask the students to complete the following exercise:

Your image of an 'ideal' girl (to be completed by both girls and boys)
Your image of an 'ideal' boy (to be completed by both girls and boys)

You may wish to use the following headings in your descriptions:

- personality
- sense of humour
- physical features
- interests

Feedback: On an overhead or flipchart record the girls' 'ideal' boy and the boys' 'ideal' girl.
Discussion pointers:

- What is the reaction of the boys to the 'ideal' the girls chose? Do they feel intimidated/amused/angry/confused, etc?
- What is the reaction of the girls to the 'ideal' the boys chose? Do they feel intimidated/amused/angry/confused, etc?
- Where do the girls think their ideal comes from? Experience of boys- brother/father, relatives, friends, school/TV/magazines/billboard advertisements, etc.
- Where do the boys think their ideal comes from? Experience of girls- sister/mother, relatives, friends, school/TV/magazines/billboard advertisements, etc.
- What do you think are the implications of having an unrealistic 'ideal' about a member of the opposite sex in the following situations:
  (a) classroom;
  (b) when you become a boy/girlfriend;
  (c) at home;
  (d) a friendship with a boy/girl;
  (e) if you became a parent to a boy/girl.

OR

(B) Distribute Student Sheet 15: ‘Disability and Body Image’

Discussion pointers:

- What words would you use to describe the attitudes of these women to their body image? Challenging, mature, unique, etc.
- Why, do you think, is it important to have a good body image?
- Try using the words in this last statement: ‘I like my body...I've been in this body all my life. I was born with it and I'll die with it. It's part of who I am, and I'd be someone else without this body just the way it is’, to describe your own body.
- How did you feel saying these words? Did you really mean what you were saying?
- Are there any similarities/differences in body image between a person with a disability and an able-bodied person?
  What influences both?
Optional Step:
Suggested Action

- If you see an advertisement that you believe promotes an unrealistic/false female or male body image—write to the TV company, magazine editor, advertising company. Get a group of friends to join you, to give more weight to your complaint.

- When you get up in the morning, look in the mirror and say something positive about yourself. Even if you find it hard to do this at first keep trying. It gets easier to like yourself once you begin to accept what you look like. If you can’t think of anything to begin with, ask a friend to tell you what they particularly like about you.

- Try affirming a friend’s physical apperance—tell them something you like about them. When we don’t judge others, they tend not to judge us.

- Be aware of the body images being portrayed in your own environment, at school, at home, etc. Work towards change.

4. Conclusion

In this lesson we have:

- recognised that we can be our own worst critics when it comes to our body image;

- learned that our body image is formed and informed by factors around us, i.e. family, friends, school, TV, magazines, advertising, etc;

- learned that for our self-esteem, it is important to have a positive body image.
Disability and Body Image.

[Quotes are taken from Our Bodies, Ourselves – for the New Century The Boston Women’s Health Book Collective, New York, Simon and Schuester 1998]

‘Having a disability made me very aware at an early age of the messages I was receiving from the larger society about how I was supposed to look and how you’re supposed to be...My family’s thing was that girls dated in order to find a prospective mate. Since I had cerebral palsy, they assumed I was never going to marry. So why should I date? And I’ve only just begun to wear a dress this year, because I was always encouraged to wear pants. There was no reason for me to dress like a woman because I wasn’t one. That wasn’t part of my identity.'

‘After I got my [leg] braces removed at age twelve, I did everything I could to hide my skinny, scarred legs, including wearing knee socks or long pants in the hottest weather. Slowly my anger grew at the restrictions I was accepting. Partly with the help of other disabled women, I came to see my underlying feeling that if people saw my legs they’d not only reject me for being ugly, but they’d somehow see the years in the hospital or how dependent and scared I’d been. I began to re-evaluate these experiences as simply things that had happened, not who I am. I wear shorts when I want to now, and I like my legs the way they are.'

‘I like my body, and because of my disability that statement has added significance....I’ve been in this body all my life. I was born with it and I’ll die with it. It’s part of who I am, and I’d be someone else without this body just the way it is.’

Discussion pointer:
- What words would you use to describe the attitudes of these women to their body image? Challenging, mature, unique, etc.
- Why do you think it is important to have a good body image?
- Try using the words in this last statement: ‘I like my body...I’ve been in this body all my life. I was born with it and I’ll die with it. It’s part of who I am, and I’d be someone else without this body just the way it is’, to describe your own body.
- How did you feel saying these words? Did you really mean what you were saying?
- Are there any similarities/differences between a disabled person’s body image and an able-bodied body image? What influences both?
Appendix II

Reference Sheet 7

Background Information for the Teacher

It would be important to stress at the beginning of this lesson that students should respect the uniqueness and beauty of each person, and that uniqueness and beauty is reflected in our bodies.

Puberty and adolescence are a time in a young person’s life when awareness of their body image is heightened. This happens, firstly because of the physical changes taking place and secondly, because of their increased awareness of, and attraction to, others in a sexual way.

Both females and males, during this stage in their lives, are increasingly aware of and sensitive to, the shape and size of their bodies. For girls, it may be that with the onset of puberty, their hips have become wider and their breasts’ size have increased. For boys, it may be that their voice is breaking and the size of their body has increased. For both, there may be initial embarrassment and awkwardness. They may try to hide their pubertal developments in very self-conscious ways.

Delay in the onset of puberty, can be the source of negative feelings about their body image. Boys who develop early will probably be held in high esteem by both their male and female peers. Given the time they have had to adjust to pubertal development, they may feel more comfortable with their body image than other boys of their age.

On the other hand, the early onset of puberty for girls can have a negative effect on their body image. Their bodies may become larger and their breasts may become more noticeable than those of other girls their age. They can feel at odds with the physical immaturity of their female and male peers.

In general, the acceptance of their own unique body image is part of the maturing process that continues right into adulthood. Accepting one’s body image is not something that happens overnight. As many adults will know, it is something we continue to deal with through most stages in the human life cycle. However, young people can be helped to become more aware of how they see their bodies and the bodies of their peers, how this image was formed and is informed.
Sometimes we are our own worst critics. Our hair is too curly or too straight, our eyes are the wrong colour or shape, our nose is too big, our chest is too big or too small, our legs are too fat or too thin...

When someone tells us that we look well, we may shrug off the complement or just be embarrassed. We tend to judge ourselves in relation to an 'ideal' woman or man. The problem with this is that the 'ideal' woman or man is usually portrayed by industries that make a lot of money by promoting the sales of beauty products and images. They get across their message in obvious and not so obvious ways (you may wish to ask the students for some examples). Very few people ‘fit in’ to this narrow 'ideal' and, even if they do, they can spend a lot of time worrying about a time when they won’t anymore, or of maintaining their good looks, etc. This ideal rarely reflects that as human beings, we come in many sizes and shapes, all different and unique.

It is natural to want to look and to feel good, but when we concentrate on appearance only, with a narrow image of the ideal, we may end up frustrated and disheartened.

For example, the ideal woman in times past was a large woman who would probably be termed fat by today’s standards. Her largeness was seen as a sign that she was fertile, healthy and wealthy. Today the message for women is ‘thin is beautiful’. Only some of us are naturally thin. Those of us who aren’t may end up dieting endlessly. Not taking enough calories into our bodies can become a major health hazard. Sometimes our bone structure means we will never look ‘waif-like’. Not being ‘thin’ certainly does not mean one is not beautiful. A healthy and moderate approach to eating and exercising means that our bodies decide their natural weight; a weight at which we will probably be most healthy and most happy.
Lesson 9
The Words we Use

Aim: To explore socio-cultural factors which influence the language and vocabulary associated with relationships and sexuality.

Outcomes:
As a result of participating in this lesson, students should:

- have become more sensitive to the way in which different terminology reflects our attitudes, values and beliefs about sexuality;
- be able to identify the factors which influence our own choice of sexual language.

Suggested age appropriateness: 2nd - 3rd year

Time: 1 class

Background information for the teacher: See Appendix II, Reference Sheets 9 and 10.

Materials needed for this lesson:
- Copies of Student Sheet 16.

Lesson Plan
1. The Things People Say
2. Slang categories/slang in context
3. Teacher input
4. Conclusion
**Procedure in detail:**

1. **Brainstorm: The Things People Say**
   Sometimes people avoid using the correct language in relation to sexuality and use other words instead. In small groups of 3/4 ask the students to discuss reasons why people might avoid using correct terminology. Take feedback from each group and list the reasons on the chalkboard.
   Suggested possibilities:
   - embarrassment;
   - they feel the correct words are too clinical/difficult;
   - to express aggression/affection;
   - lack of knowledge/do not know the correct term;
   - because we are discouraged from showing an interest in our genitals and tend to use vague terms when talking about them;
   - to give the impression of experience and knowledge;
   - to shock and disgust;
   - to give an impression of the appearance/shape/texture of the genitals.

2. **Slang Categories:**
   Explain to the students that when sexual slang words are used they often imply certain feelings or connotations. They may also have hidden undertones or meanings. We've often heard people talking about a word having a double meaning.

   **Slang in Context:**
   Present the students with the categories outlined on Reference Sheet 10 (*Appendix II*). Set the participants the task of matching the categories of words most likely to be used by the people and groups of people listed on Student Sheet 16.

3. **Teacher Input:**
   Point out to the students that all slang words are emotive. They can stir up different emotions in different people. Sometimes the meaning or understanding of a slang word can vary from person to person. Indeed some words can be offensive to one person and the norm for others. However, using correct words avoids evoking hidden meanings and emotions (except that perhaps some people may be embarrassed when using or hearing them). So, in RSE, it is much easier to use the correct words because everybody knows exactly what is meant and everyone means the same thing. It might be useful to suggest that we are not embarrassed to call a nose a nose, so why should we be embarrassed to use the correct name for the private parts of our bodies.

4. **Conclusion**
   In this lesson we have:
   - examined the reasons why people use slang;
   - identified the categories of words used;
   - examined the context in which sexual terminology is used.

Follow-up exercise that students could do outside of lesson time:
Suggest as an exercise that they count the amount of times that they use the words to mean something else and think about what they are really saying.
Appendix I

Student Sheet 16

What do you think would best describe the language used most frequently by the following people/groups.

- Babies/very young children;
- Young people (before puberty) and their parents;
- Young people (after puberty) and their parents;
- Sexually explicit/violent movies;
- Couple in a loving relationship;
- Tabloid newspapers;
- Male to male adolescent conversation;
- Male to female adolescent conversation;
- Female to female adolescent conversation;
- Doctor to patient conversation;
- Rap music;
- Other types of music, give an example;
- Poetry, give an example.
Extra care must be taken when using this lesson so that the aim of the lesson is achieved effectively. It is important that the lesson does not revolve around slang sexual language, but rather moves on to use more respectful and correct words when talking about sexuality. When the teacher can acknowledge that slang words are sometimes used, perhaps giving an example, it can help to diffuse any tension and can help students move beyond the giggling stage.
Categories of Sexual Terminology

Listed below are categories of sexual terminology:

Aggressive words

Words that mimic or suggest shape or texture

Affectionate words

Vague words

Animal imagery

Pet names

Words that suggest violence

No words if possible

Words which degrade women

Joyful words

Hilarious words
Aim: To develop a greater understanding and appreciation of the physical, psychological and social changes that take place in girls and boys during puberty.

Outcomes:
As a result of participating in this lesson, students should:
- have deepened their knowledge of the physical changes that take place in girls and boys during puberty;
- have developed a greater understanding of the emotional changes that take place in girls and boys at puberty;
- be able to appreciate that girls and boys develop physically, psychologically and socially at different rates and in different stages.

Suggested age appropriateness: 1st - 2nd year

Time: 1 - 2 classes

Background information for the teacher: See Appendix II, Reference Sheet 11.

Other useful resources:
- Science/Home Economics Texts.
- Religion for Living, Workbook 2. Unit IV ‘Puberty’.
- Social and Health Education. A one year Programme for Senior Cycle pupils: Session 6: ‘Body Beautiful (Accepting our bodily being)’.
- Healthy Living, Healthy Times.

Materials needed for this lesson:
- Overheads/flipchart
- Student Sheet 17 (a) and (b) detailing the female and male bodies and the physical changes that take place during puberty.
- Option (A): Copies of the story ‘Sex-talk’ on Student Sheet 18.

Lesson Plan
1. The physical changes taking place during puberty
2. Label the diagram
3. Story
4. Round
5. Conclusion
**Procedure in Detail:**

1. **Puberty - the physical changes that are taking place**
   Using overheads/a flipchart and markers/student sheets as educational aids, deliver a short lecture-style input on the physical make-up of a girl's and boy's body. Outline the physical changes that take place in a girl's and boy's body during puberty. See Student Sheet 17 (b).

2. **Label the diagrams**
   Divide the students into small groups of 3-4. Ask the students to familiarise themselves with the different parts of the body and with the physical changes that take place during puberty. Provide the students with an unlabelled diagram of the female and male bodies Student Sheet 17 (a). Ask them to fill in the blanks. Ask the students, in their groups, to label on their diagrams showing the changes that take place in the female body and changes that take place in the male body during puberty.

   Provide the students with an opportunity to ask questions. This could also be an opportune time, if you think it appropriate, to sensitively ask the students what changes they’ve noticed in their bodies. How do they feel about their weight, height, acne, peers, etc? Has their body image become more important to them in recent years? Why do they think this is so? *(This theme can be further developed in Lesson 8: The Image of Me, which examines the importance of having a positive body image.)*

3. **Puberty - the psychological and social changes**
   **Story – Class discussion/Small group work**
   Provide the students with copies of the story ‘Sex-talk’ on Student Sheet 18. Read through the story with the students. Alternatively you may wish to read the story to the students if you think the language is too difficult for your group of students. Explore the discussion pointers with the class group. Alternatively, you could divide the class into smaller groups of 4/5 and ask them to discuss the pointers. A third option would be to ask the students to answer the questions individually and to feedback their answers to the larger group.
Discussion pointers:

- What physical changes has John experienced during the last year?
- Why do these changes make Paul feel uncomfortable?
- Where did Paul get most of his knowledge about relationships and sexuality?
- Do you think his source(s) affected his attitude towards relationships and sexuality?
- What did you think of the following peoples’ attitudes towards talking about relationships and sexuality: (A) John? (B) Paul? (C) Stephen? (D) Sarah?
- Why do you think John was uncomfortable around adults when relationships and sexuality were being discussed?
- What was John’s explanation for girls being more comfortable than boys when relationships and sexuality were being discussed in class? Do you think this is true?
- Who would you feel most at ease with when talking about relationships and sexuality?

One person from each group gives feedback to the larger group. Take the feedback from each group. You may wish to record the feedback on an overhead/flipchart.

4. Round
This lesson could end with the following round. Suggested sentences can be written on the chalkboard. For example:

- The worst thing about being my age is ...
- The best thing about being my age is ...
- In this lesson I learnt that ...
- When talking about puberty, I feel ...

5. Conclusion
In this lesson we have:

- learned that during puberty a girl’s and boy’s body changes physically;
- recognised that the commencement and subsequent rate of physical change are different for every person;
- acknowledged that these changes are a normal part of growing up physically;
- learned that during puberty young people can experience psychological and social changes that account for some of the confusion, frustration and mood swings that can accompany this stage in the human life cycle.
Appendix I

Student Sheet 17 (a)

Diagram of female body with dashed lines indicating different parts.

Diagram of male body with dashed lines indicating different parts.

Resource Materials for Relationships and Sexuality Education
Junior Cycle Lesson 10 Puberty

93
Puberty

- Acne on the face
- Underarm hair
- Breasts develop
- Fat is deposited over the hips
- Pubic hair
- Menstruation begins
- Vaginal wall thickens and secretes moisture
- Growth in oviducts, uterus and vagina
- Shoulders become wider and heavier
- Testicles increase in size and produce sperm
- Acne on the face
- Voice deepens
- Underarm hair
- Pubic hair
- Penis grows in length and circumference
Outline of the physical changes that take place during puberty

**In both**
- Increase in height and weight.
- Change in the shape of their body.

**In girls**
- Breasts develop.
- The pelvic region becomes wider.
- Fat is deposited over the hips.
- Menstruation begins (9 - 16 years).
- Growth in oviducts, uterus and vagina.
- Pubic hair and underarm hair.
- Vaginal wall thickens and secretes moisture.
- Acne on the face and neck. **

**In boys**
- Testicles increase in size.
- Shoulders become wider and heavier.
- Increase in muscle mass - shoulders, arms and legs.
- Production of sperm in the testes.
- Penis grows in length and circumference.
- Pubic hair, underarm hair and facial hair.
- Voice deepens. *
- Acne on the face and neck. **

*For the first year after the voice has begun to break, the lower vocal cords have not fully developed and therefore control of the voice can be difficult.

**Occurs in some but not all adolescents. Many adolescents may get more spots or pimples but do not get acne.

*Note: There is considerable variation in the timing of the onset of puberty for different girls and boys.*
It wasn’t that John minded talking about sex, quite the opposite. It was just that he was uncomfortable talking about it around adults. His parents had both spoken openly about sex since he asked the question: ‘Where do babies come from?’, at the tender age of six. When he was in fifth class in primary school they sat him down and completed the picture for him filling in any gaps in his knowledge. When they asked him had he any questions he just blushed and said: ‘No, none!’ His parents were very open about everything but that didn’t stop him being embarrassed.

John had a friend Paul. Now his parents were completely different. Paul told John that his father took him aside one night and handed him a book called ‘The Birds and The Bees’. He then told him to read it and that if he had any questions to ask his older brother Stephen who was fourteen at the time. Of course, Stephen had been eager to fill Paul in on everything he knew long before this date. Paul never asked Stephen any questions in case he gave away his ignorance on the topic. He relied totally on what Stephen wanted to tell him. Mostly Stephen talked about girls. He told him that girls were meant for one thing, and one thing only. John was sure his sister Sarah would have a lot to say to Stephen if he were to say something like that in front of her. But of course he wouldn’t dare. He warned Paul that you had to flatter girls, make them feel special, then they would do anything for you. What ‘anything’ meant was left to Paul’s imagination.

It had been a long time since John and Paul had talked about sex with each other. John’s voice had broken last year, he had also grown six inches in height in as many months. He knew he made Paul, who had yet to show any signs of puberty, uncomfortable. Paul was very awkward around girls, even girls they had known since they were both in primary school. It seemed that a girl only had to ask for a loan of a pen and Paul got all tongue-tied and embarrassed.

The only girl he was still comfortable with was John’s older sister Sarah. Sarah was sixteen and dead on. As a sister, Sarah was very open and helpful. John’s mother had told him when Sarah got her first period. She told him that it was a time of celebration, that Sarah was setting out on the road to womanhood. Sarah told him afterwards that it was hard to think of it as a ‘celebration’ when you had to suffer stomach cramps!

 Needless to say Paul’s brother Stephen had a theory about periods. He told Paul that girls had it easy - a period only lasted a few days in a month whereas men had to shave every single day! ‘Girls like to complain a lot. Don’t let them fool you!’ he warned Paul. John reckoned Stephen could only say something off the wall like that because he had no sisters. Sarah never complained but he knew her periods were sometimes painful.
John thought it helped Paul to be around Sarah. At least she was one girl he didn’t get shy with and besides it helped to show him how Stephen’s theories about girls were stupid.

John couldn’t get away from sex-talk. In school they had covered the reproductive system in science and now they were doing a module on relationships and sexuality in social, personal and health education. John knew Paul was finding being in the same room as the girls difficult when anything to do with relationships or sexuality was being discussed. John himself got a bit edgy, he certainly didn’t have the courage to participate in the lesson discussion. Some of the girls in his class amazed him. They were able to talk about anything. John thought maybe it was because they talked to each other about sex and stuff outside the classroom. John couldn’t imagine him, Paul and the other lads discussing the latest changes in their bodies. Football and music were much safer topics!

**Discussion pointers:**
- What did you think of the following people’s attitudes towards talking about relationships and sexuality: (a) John? (B) Paul? (C) Stephen? (D) Sarah?
- Why do you think John was uncomfortable around adults when relationships and sexuality were being discussed?
- What physical changes had John experienced during the last year?
- Why did these changes make Paul feel uncomfortable?
- Where did Paul get most of his knowledge about relationships and sexuality?
- Do you think his source(s) affected his attitude towards relationships and sexuality?
- What was John’s explanation for girls being more comfortable than boys when relationships and sexuality were being discussed in class? Do you think this is true?
During puberty, a girl's and boy's body changes physically. The sex hormones, oestrogen in girls and testosterone in boys, stimulate these changes.

Puberty is a period of huge adjustment for teenagers. They are primarily adjusting to the physical changes taking place in their bodies. They are reaching physical sexual maturity. Emotionally and socially they are also adjusting to their gradual transition from childhood to adulthood. Spiritually, adolescents are reassessing their notion of God and the meaning of their lives.

The physical changes that take place during puberty can cause different degrees of anxiety among teenagers. It is important to emphasise the normality of pubertal changes. However, the changes taking place physically and hormonally, in their bodies can at times be confusing, for example, new feelings of sexual attraction. These body and hormone changes can have a psychological effect on young people. For example, they can become over-sensitive about their appearance which can cause them to appear and act awkwardly. Sometimes this awkwardness can be a response to a cultural stress on a particular female and male ideal or stereotype. Hence, it would be important to stress that there is no one ideal body that we measure our own bodies against. Everyone's shape and size is different. Being physically unique is one of the things which makes us who we are.
Lesson 11
Human Reproduction

Aim: To increase the students' knowledge and understanding of a woman's and a man's reproductive systems.

Outcomes:
As a result of participating in this lesson, students should:
- have deepened their knowledge about the physiology of a woman's and a man's reproductive organs, sufficient to form a basis for further information;
- have clarified any issues they may have in regard to a woman's and a man's reproductive systems.

Suggested age appropriateness: 1st - 2nd year

Time: 1 - 2 classes. If you choose to divide this lesson into two class periods, it would be important to ensure that equal amounts of time in each class are spent learning about a woman's and a man's reproductive system.

Background information for the teacher: See Appendix II, Reference Sheet 12.

Possible home/school link: The teacher could suggest that the students bring home the student sheets to discuss their content with their parent(s)/guardian(s).

Other useful resources:
- Healthy Choices, pages 171-182.

Materials needed for this lesson:
- Poster/acetate/chalkboard drawing of a woman's reproductive system (front and side view) and a man's reproductive system.
- Large sheets of drawing paper.
- Pencils or pens.
- Copies of Student Sheets 19 (a), (b) and (c), 20, 21, 22 (a) and (b), 23 and 24.

Lesson Plan
1. A Woman's Reproductive System
2. Small group activity
3. Feedback
4. Frequently asked questions about a woman's reproductive system
5. A Man's Reproductive System
6. Feedback and Information Session
7. Frequently asked questions about a man's reproductive system
8. Conclusion
**Procedure in detail:**

1. **A Woman's Reproductive System**
   Introduce the topic and ask the students if they know the proper names for any of a woman's and a man's sexual/reproductive parts *(the term reproduction may need to be explained).* Display a diagram of a woman's reproductive system. At this stage students are not allowed to write anything down. Explain each part of a woman's reproductive system as given on Student Sheet 19 (b) *(labelled).* You may wish to use an overhead or poster as a visual aid. Write only the names of each part on the blackboard. When you have completed this input, put away the acetate/poster.

2. Divide the larger group into smaller groups of 3/4 students. Give each group pens and paper. Tell the groups that they have ten minutes to draw a diagram of a woman's reproductive system. They must also give as much information as they can on their sheets about the function of each part. Alternatively, you may prefer to ask the students to use the diagram on student Sheet 19 (a) and to label the parts of a woman's reproductive system.

3. **Feedback**
   When the ten minutes are up each group displays their drawings in the centre of the room. Go through each group's diagram discussing what they have drawn and pointing out any corrections to be made. Distribute Student Sheet 19 (b) *(labelled).* You may wish to use Student Sheet 19 (c) to show a woman's reproductive system from the front.

4. **A Man's Reproductive System**
   Divide the class into groups of 3/4. Distribute blank copies of Student Sheet 22 (a) to each group. Ask each group to label any of the parts of the diagram that they know. Alternatively, if the students have covered the reproductive system before, ask them to work individually to name all the parts on the diagram.

5. **Feedback and information session**
   Appoint one person from each group to feed back to the larger group. Using a poster/acetate/chalkboard copy of the diagram, take the feedback from each group, correcting any mis-labels or missing labels. Using Student Sheet 22 (b) name and describe each part of a man's reproductive system. If the students are labelling the diagram individually, process their answers in the same way. Distribute labelled diagrams using Student Sheet 22 (b).
7. Student Sheet 23: Questions and Answers.
Ask the students to return to their small groups. Distribute a copy of Student Sheet 23 to each of the small groups. Ask the students to study the questions and to come up with answers for each question. When the groups have completed as much of the student sheet as they can, ask one person from each group to feedback their group’s answers to the larger group. Again using Student Sheet 24 correct any misinformation. Alternatively you may prefer to ask the students to answer the questions on Student Sheet 23 individually, and then using Student Sheet 24, go through the answers with the class group so that each individual can correct any misinformation. It is important that the teacher would ensure that the students have an opportunity to ask any questions they might have with regard to a man’s reproductive system.

8. Conclusion
In this lesson we have:
- learned the correct terminology for the parts of a woman’s and man’s reproductive systems;
- discussed the function of the various parts of both reproductive systems;
- answered some of the most frequently asked questions on the topic of a woman’s and a man’s reproductive systems.
Appendix I

Student Sheet 19 (a)

A Woman’s Reproductive System

1:
2:
3:
4:
5:
6:
7:
8:
9:
10:
1. **Pubic Bone**: to the front of the woman’s reproductive organs.
2. **Vulva**: the outer area or external genitalia.
3. **Clitoris**: highly sensitive area in front of the vaginal entrance.
4. **Labia**: folds of skin covering the vaginal opening of the body.
5. **Bladder**: this holds urine until it is released from the body.
6. **Ovary (2)**: these produce eggs (ova).
7. **Fallopian Tubes**: these carry the eggs down towards the uterus or womb. The egg and the sperm from a man meet in one of the fallopian tubes if a baby is being made.
8. **Uterus (womb)**: holds a baby during pregnancy.
9. **Vagina**: the passage through which a baby comes when it is being born. If a girl uses tampons during her period they are held here. This is also where the penis is held during sexual intercourse.
10. **Spine**
A Woman’s Reproductive System

1. Ovaries
2. Fallopian Tubes
3. Uterus
4. Cervix (neck of the womb)
5. Vagina
6. Endometrium (lining of the womb)

NB: The bladder is not shown in this diagram. It would be in front of the uterus and vagina.

A woman’s body has three openings to the surface in the genital area. The opening to the front of the body releases urine and the opening to the back releases faeces. In the middle is the vagina. This is where the baby passes through during birth and blood is released during a period.
Questions

1. What is menstruation?
2. Why does a woman bleed during her period?
3. Are periods painful?
4. How many ovaries does a woman have?
5. How long does a woman’s egg (ovum) survive once released from the ovary?
6. How many ova does a sperm have to fertilise to make a baby?
7. What is the clitoris?
8. Do women bleed when they first have sex?
Answers
1. Menstruation (or periods), begins at different ages for all girls, varying from 10-16 years. During menstruation blood is released through the vagina from the uterus for approx. 3-5 days. Before a female ovulates (this is when an egg is released by the ovary), the lining of the uterus (endometrium) prepares for it by increasing the blood supply to the area.

2. If an egg cell is not fertilised by the male sperm this lining breaks down and is released from the body. The blood that is released can vary in colour; from dull red to bright red, and the quantity varies from person to person. Periods generally occur every month or 28 days though this also varies from person to person and is usually irregular for the first few months after periods first begin.

3. Some girls suffer from period pains, where they have a heavy dragging feeling in their abdomen. Sometimes they may also feel sick, weak or dizzy. These pains are mainly due to the contractions of the uterus as the lining is shed. Similar symptoms can also occur before the period begins, accompanied by headache, sore breasts, constipation, backache, depression and irritation. Symptoms usually improve as girls get older, but if they are suffering from extreme discomfort then it is best to seek advice from the family doctor.

4. Two. The ovaries contain thousands of eggs and lie at the top of the fallopian tubes.

5. Each month in a woman’s body an egg, about the size of a full-stop, ripens in one (or both) of her ovary(ies). It is then released and passes down her fallopian tube towards her uterus. The egg will remain ripe for 2-3 days. If it does not meet a man’s sperm during those 2-3 days it dies.

6. One.

7. The clitoris is a small tip or area just in front of the vaginal entrance which has many nerve endings. It is covered by a hood of skin. It swells during sexual arousal. Stimulation of this area can lead to orgasm.

8. When a woman has sexual intercourse for the first time a protective membrane at the vaginal wall may be torn which may cause a slight bleed. This membrane is called the hymen. Sometimes this has already been broken by simple everyday activities like riding a bicycle, horse riding or by inserting a tampon, so it is quite normal that this bleeding will not occur.
1. **Pelvic Bone**: front of pelvis.
2. **Bladder**: holds urine until it is released from the body.
3. **Urethra**: a tube which carries fluid to the outside of the body (point out where the fluid comes from: urine from the bladder and semen containing sperm from the testes and seminal vesicle).
4. **Testes/Testicles (plural)/testicle (singular)**: which produce sperm.
5. **Vas deferens**: a tube which carries sperm from the testes to the penis.
6. **Seminal vesicle**: produces liquid which helps carry the sperm and also stores the sperm.
7. **Penis**: a tube through which semen and urine pass.
8. **Foreskin**: a fold of skin at the top of the penis.
9. **Scrotum**: a sac-like pouch of skin which contains the testes.
10. **Prostate**: a gland which secretes a fluid into the seminal vesicle.
Questions

1. What is an erection, when and why does it occur?

2. What is circumcision?

3. What is ejaculation?

4. Why are testes kept in the scrotum?

5. Do boys ejaculate every time they have an erection?

6. How long can sperm survive?

7. How many sperm are there in an ejaculation?

8. How much semen is released in one ejaculation?

9. Where does the semen go once it is inside the female body?

10. What does sperm look like?
1. An erection is caused by the blood vessels of the penis getting more blood supply than normal. This causes the penis to become erect. Erections usually occur when the boy is sexually excited. They can also occur without the boy's control; when he is not sexually excited and while he is asleep. An involuntary erection is an entirely natural occurrence, especially during puberty.

2. Circumcision is a process whereby the foreskin is removed from the penis. Some religions traditionally circumcise the male young. Some people believe it is more hygienic for the male child to be circumcised. However, circumcision has no real advantage if proper hygiene is observed.

3. Ejaculation is the release of semen (also called ejaculate). It usually occurs in spurts and once it starts it is involuntary, in other words it can not be stopped. Ejaculate or semen is a fluid containing sperm.

4. Testes are in the a pouch of skin called the scrotum. Sperm cannot be made properly or survive at normal body temperatures. The scrotum holds the testes outside the body where the temperature is cooler and therefore the sperm can survive.

5. No.

6. It is generally thought that sperm can survive 24-36 hours after they have been ejaculated.

7. There are 50-150 million sperm per millilitre of semen. However, this figure may vary from person to person.

8. Between 2-6 millilitre of semen/ejaculate are released in an ejaculation.

9. The amount of semen released varies with age and frequency of sexual encounters. During sexual intercourse, the semen is usually released at the very top of the vagina, near the uterus. A certain amount will be released back through the vagina and may be washed away. However, once sperm are released into the vagina they become mobile, they begin to move and swim up into the uterus and on into the fallopian tubes. Of the millions of sperm that swim, usually only one sperm may fertilise an egg to create a new life (two in the case of non-identical twins, etc.).

10. Individual sperm can not be seen by the naked eye, but under a microscope, they look a bit like tadpoles in that they have body and tail, useful for the swim up into the fallopian tubes.
Appendix II

Reference Sheet 12

Background Information for the Teacher

This lesson contains a substantial amount of information with regard to the male and female reproductive systems. If you link in with the Science class and use this lesson after the students have covered this material there, it may be that you can quickly cover the factual part of this lesson. On the other hand, if you feel it is necessary to cover in detail the physiological materials provided in this lesson you will need to give it two classes to ensure that all material is explored.

Whatever way you choose to use this resource lesson, it is important that equal time be given in the same class to the female and male reproductive systems especially in a mixed class group. Otherwise it could happen that the girls in the class sit through a forty minute class covering the female reproductive system, which can be an embarrassing and self-conscious experience in front of their male peers, while no mention is made of the male reproductive system. This need not be the case. If you choose to give two classes to the topics covered in this lesson try to ensure that 50% of each class is about the female reproductive system and 50% about the male system.
Lesson 12
The Miracle of New Life

Aim: To help students acquire knowledge and understanding of fertility and conception.

Outcomes:
As a result of participating in this lesson, students should:
- have deepened their knowledge of how fertilisation and conception occur;
- have become more familiar with the terms and words involved in describing fertilisation and conception;
- have deepened their understanding of the menstrual cycle;
- have developed a deeper awareness and appreciation of the complementary roles of women and men in the process of fertilisation and conception.

Suggested age appropriateness: 1st - 3rd years

Time: 1 - 2 classes.

Background information for the teacher: It would be essential to have covered Lesson 11 which describes human reproduction before using this lesson, so that students are familiar with the reproductive parts of a woman’s and a man’s body and their functions. This need only be a brief overview of the lessons if you believe the students knowledge to be complete.

Possible home/school links: You could suggest that the students discuss the topics covered in this lesson with their parents/guardians.

Materials needed for this lesson:
- Copies of student sheets for each student.
- If necessary, copies of Student Sheets from Lesson 11.

Lesson Plan
1. Introduction/brainstorm
2. Teacher Input
3. Options:
   A) Student Sheet 27
   or
   B) Crossword
4. Exercise: When Were You Conceived?
5. Conclusion
Procedure in detail:

1. Introduction
Brainstorm students’ existing knowledge of fertilisation and conception. If necessary refresh the students’ knowledge with the use of Student Sheets from Lesson 11.

2. Teacher Input On Fertilisation And Conception
Distribute copies of Student Sheet 25 and 26 to each student. Give a short lecture-style input on the topic of fertilisation and conception. After explaining the student sheets, ask the student to describe in their own words what happens during fertilisation and conception.

3. (A) The words and terms used to describe fertilisation and conception
Distribute a copy of Student Sheet 27 to all students. Ask the students to read through the definitions and explanations of the terms used when describing fertilisation and conception. Provide the students with an opportunity to ask questions with regard to any information on the student sheet. For more information on a woman’s and man’s reproductive organs, refer to Student Sheets in Lesson 11.

OR

(B) Crossword
Distribute copies of Student Sheet 28 to each student. Allow the students sufficient time to fill in the answers to the crossword clues. Check the student answers (see Reference Sheet 13). Provide the students with an opportunity to ask questions with regard to any information on the student sheet. For more information on the female and male reproductive organs refer to Lesson 11.

4. Exercise: When Were You Conceived?
Distribute a copy of Student Sheet 29 to each student. Explain the menstrual cycle to the students using the student sheet. When you are satisfied that the students are familiar with the menstrual cycle, you may like to ask them to work out when they were conceived with their parents/guardians. When they have completed this exercise ask the students to outline how they worked out their date of conception. Correct any misinformation.

5. Conclusion
In this lesson we have:
- described the process known as fertilisation and conception;
- learned some of the words and terms used to describe this process;
- become more familiar with the menstrual cycle;
- explored the complementary roles of women and men in the process known as fertilisation and conception.
This lesson is about your very beginning, or in other words your conception.

Fertilisation and Conception - what happens?
During sexual intercourse the man’s penis enters the woman’s vagina. When the man ejaculates seed/sperm is released into the vagina. The man’s sperm then swims up into the woman’s womb/uterus and into the tube leading to the woman’s ovary, called the fallopian tube. Fertilisation occurs when the father’s sperm and the mother’s egg or ovum meet in this tube. The father’s sperm goes to the centre of the mother’s egg and fuses with it. Then this new cell begins to divide and sub-divide. After seven to ten days the baby moves down the tube and into the mother’s womb or uterus. It is growing all the time. The baby then nestles itself in the lining of the womb and this process is called implantation. The baby remains in the womb for approximately forty weeks. This whole process is called conception and fertilisation. When the mother’s next period doesn’t come, she will realise that she is pregnant. This is usually around fourteen days after fertilisation.

The role of the mother’s egg (ovum):
Each month in a woman’s body, an egg, about the size of a full-stop, ripens in one (or both) of her ovary(ies). It is then released and passes down her fallopian tube towards her uterus. The egg will remain ripe for 2-3 days. If it does not meet a man’s sperm during those 2-3 days, it dies.

The role of the father’s sperm:
A man’s sperm is tadpole-shaped and millions of times smaller than a woman’s egg. There are millions of sperm in each ejaculation but only one is needed to fertilise a woman’s egg and to start a new life. It is thought that a man’s sperm can live in the fallopian tubes for approximately 24-36 hours.

Summary of process:
1. When ejaculation occurs, the father’s sperm leaves the penis and enters the fallopian tube, passing first of all through the uterus.
2. When ripe, the mother’s egg leaves her ovary and enters the fallopian tube.
3. The father’s sperm meets the mother’s egg in the fallopian tube and they fuse to form a new cell.
4. This cell divides and sub-divides.
5. After 7-10 days the baby moves down into the mother’s uterus and settles in its lining.
6. The baby continues to grow and remains in the mother’s womb for approximately forty weeks until the baby is ready to be born.
Fertilisation and Conception

Journey of a sperm
- Sperm is ejaculated from the man's penis
- It propels itself into the woman's womb/uterus and up into her fallopian tubes

Journey of an egg
- The woman's egg leaves her ovary
- It is fertilised by the man's sperm in the woman's fallopian tube
- The fertilised egg is implanted in the womb

The fusing of the egg and sperm
- The sperm swims towards the egg
- One sperm touches the egg and sticks to it
- The head of the sperm passes into the centre of the egg
Vagina: The passage through which a baby comes when it is being born. If a girl uses tampons during her period they are held here. This is also where the penis is held during sexual intercourse.

Ovaries: Two ovaries, containing thousands of eggs, lie at the top of the fallopian tubes. One egg (sometimes two in the case of non-identical twins, etc.) is released each month. This is called ovulation. When released, the egg begins its journey down the fallopian tube into the womb or uterus.

Uterus: This also known as the womb. It is a hollow organ about the size of your fist. The uterus expands to hold a baby during pregnancy. It has a spongy lining made up of blood and other tissue called the endometrium which comes away each month if a fertilised egg does not implant itself into the lining. This bleed is a woman's menstrual period.

Endometrium: This is the lining of the uterus/womb and is made of blood and tissue. It breaks down and is discharged through the vagina as a monthly period if no fertilised egg reaches it.

Fallopian tubes: Two hollow tubes with one end attached to the uterus and the other end having feeler-like fringes around the ovaries. The ovum (egg) leaves the ovary and travels down the fallopian tube into the uterus. The egg meets the man's sperm here if a baby is conceived.

Menstruation: This is a monthly bleed or 'period'. It occurs when the lining (endometrium) of the uterus does not receive a fertilised ovum (egg). The lining leaves the uterus and is discharged through the vagina as menstrual blood.

Penis: A tube through which semen and urine pass.

Erection: To enter the female's body the male penis must first become hard. This happens when the man is sexually excited. The hardness of the penis is caused by blood filling the blood vessels. Adolescent boys may have erections without having any sexual excitement. This happens involuntarily.
Ejaculation: When the penis is in the vagina, sperm and fluid (semen) are released in the female body. The semen then enters the uterus and sperm swim up into the fallopian tubes.

Testicles/Testes(pl.)/Testicle(sing.): These two glands produce sperm which have the power to begin new life when fertilised with a female egg (ovum).

Scrotum: A loose pouch of skin which holds the testes.

Vas deferens: A tube which carries sperm from the testes to the penis.

Urethra: In a boy the urethra is a tube which carries fluid to the outside of the body: urine from the bladder and semen containing sperm from the testes and seminal vesicle.

Seminal vesicle: Produces liquid which helps carry the sperm and also stores the sperm.

NB: For diagrams illustrating all the above body parts see Student Sheets in Lesson 11.
Across
1. Lining of the uterus.
4. Passage through which a baby passes when it is born.
7. Another name for a period.
8. Another name for a woman's womb.
9. Name given to penis which becomes hard.

Down
1. Name given to releasing of semen.
2. These contain female eggs (ova).
3. and 6. This is where fertilisation usually takes place.
5. Male organ through which semen and urine pass.
Many women do not have regular 28-day cycles like the one described above. The length of a woman’s cycle varies from woman to woman. When young girls begin menstruation, their periods may not become regular for a few months, even years.

Day 1
Beginning of cycle.
Bleeding begins and lasts approx. 3–5 days.

Day 14
Mid-cycle
The egg leaves the ovary and enters the fallopian tube.
This process is called ovulation.

Day 21
The egg has reached the uterus. If it is fertilised it attaches itself to the lining of the uterus. If it is not fertilised it dies and is expelled with the lining of the uterus (the menstrual flow/bleed), about fourteen days from the time the egg has been released.

Day 28
End of cycle.

NB: Many women do not have regular 28-day cycles like the one described above. The length of a woman’s cycle varies from woman to woman. When young girls begin menstruation, their periods may not become regular for a few months, even years.
Crossword Answered

1. ENDOMETRIUM
2. VAGINA
3. UTERUS
4. ERCTIOON
5. MENSTRUATION
6. TELLE
7. SCIETTE
8. BHPRI
9. ARAN
10. VAR
11. TERE
12. VAB

Lesson 13

Pregnancy and Birth
Lesson 13

Pregnancy and Birth

Aim: To increase awareness of pregnancy and the significant impact a baby has on the lives of the mother and father.

Outcomes:
As a result of participating in this lesson, students should:
- have explored the different stages of pregnancy;
- have a deeper understanding of the responsibilities of expectant parents.

Suggested age appropriateness: 1st-3rd year

Time: 1-2 classes

Background information for the teacher: See Appendix II, Reference Sheet 14.

Possible home/school links: You could ask the students to discuss how their own birth impacted on the lives of their parent(s).

Materials needed for this lesson:
- Copies of Student Sheets 30, 31, 32, 33 and 34.
- Papers, markers.
- Chalkboard/flipchart/OHP.

Lesson Plan
1. Optional: Pregnancy and Birth Project
2. The Stages of Pregnancy
3. The Signs of Pregnancy
4. Some Myths about becoming Pregnant
5. Conclusion
Procedure in detail:
1. Optional: Pregnancy and Birth Project
For obvious reasons this exercise may not be possible. For example, if your school is in a small town or country area where there may not be a pregnant woman or, if there was one, it would not be fair for her to facilitate all thirty students.

Explain to the students that during the next year they are going to follow the progress of a new life from conception to birth. To do this they will need to talk to a woman who is pregnant, and if possible to her partner. The finding of a couple will need to be done sensitively. The students should be guided in how they would approach someone whom they know is pregnant. If possible the students should do this work in small groups of three or four, with people who live in the same area forming a group. When the students approach the couple they should inform them as to what kind of questions they will be asking them and how often they would like to talk to them. For example, after the 18 week scan, or the 6 month check-up, etc, ask the students to draw up a list of questions they would like to ask a couple who are expecting a baby. You will find suggestions for questions on Student Sheet 30. The responses to the questions asked will be gathered together during the next year. It may be useful to set aside a notice board/area of the room for the gathered information. After this lesson you will need to check in with the groups from time to time to see how the project is developing. When this project is completed, which may be in the following school year, the information could be compiled and collated under the following headings:

The Pregnancy
- Feelings about being pregnant—mother
- Feelings about expecting a baby—father
- General health and well-being during pregnancy, including diet/folic acid/alcohol/smoking/drugs
- Cost of being pregnant

The Birth
- When?
- Where?
- Type of experience
- Feelings for baby—mother/father
- Feelings about becoming a parent—mother/father
- Cost
- Time and Responsibility
2. The Stages of Pregnancy
Briefly describe the main stages of pregnancy and outline the importance of the following:
- planning a pregnancy;
- talking folic acid before and during pregnancy;
- regular and early doctor visits;
- eating a healthy and balanced diet;
- the dangers of smoking/drinking excessive amount of alcohol/ taking drugs including prescribed drugs, unless advised by a doctor;
- rest and exercise;
- being prepared for the birth;
- being prepared for becoming a parent;
- being prepared for the baby's arrival, for example, clothes, equipment;
- visit to the dentist.

Small Group Work
Divide the students into groups of 3/4. These could be the same groups as step 1. Using poster and markers, ask the groups to draw and describe the different stages of pregnancy. Distribute Student Sheet 31.

3. Signs of Pregnancy
Distribute Student Sheet 32: Signs of Pregnancy.
Teacher Note: Emphasise to the students that there are many supports out there for people who think they may be pregnant. For example, their family doctor who is obliged to keep everything disclosed to her/him confidential.

4. Optional: Pregnancy Myth List
Distribute Student Sheet 33: Pregnancy Myth List. Ask the students to answer whether they think each statement is true or false. When the students have done this go through the statements correcting any misinformation (see Student Sheet 34).

5. Conclusion
In this lesson we have:
- prepared for an ongoing project on pregnancy and birth;
- examined the different stages of pregnancy;
- discussed the importance of keeping healthy during pregnancy;
- looked at the signs of pregnancy;
- (optional) explored some myths which surround becoming pregnant.
Appendix I

Student Sheet 30

Questionnaire about Pregnancy

Name of mother?
Name of father?
Age of mother?
Age of father?
When is the baby due?
When did the mother first go to the doctor when she thought she was pregnant?
What does the doctor check during her ante-natal visits?
For example:
- general health and well-being
- swollen hands and/or ankles
- blood pressure
- urine for sugar or infection
- weight - to monitor the baby's growth and weight gain

How many ante-natal visits will she have?
At what stages during the pregnancy will she visit the doctor?
Is this the woman's 1st/2nd/etc., baby?
What is the woman's typical daily diet?
- Breakfast
- Snack
- Lunch
- Snack
- Dinner
- Snack

(Watch out for adequate amounts of fresh fruit and vegetables, protein and iron).

Is the mother taking folic acid? What are her reasons for taking/not taking it?
Has the mother made any changes in her lifestyle because of her pregnancy?
Has the father made any changes in his lifestyle because of the pregnancy?
How does the mother feel being pregnant? About her changing body shape/size?
How does the mother feel about the new life and growth in her body?
How does the mother feel about the birth?
Has the mother opted for a hospital or home birth? Ask for reasons.
What expenses has she had during the pregnancy?
These might include:
- maternity clothes
- doctor's visits if a private patient
- ante-natal and parent-craft classes
- folic acid/iron supplements
**Questionnaire about Birth**

Date and time of birth?
What words would the mother/father use to describe the birth?
How does it feel to be a parent - mother/father?
What are your feelings towards the new baby?
How do you feel physically now?
Describe your typical day. In your typical day how much time do you have to yourself?
What do you do during that time?
Are you breast or bottle-feeding? Ask for reasons why

Who takes responsibility for the following:
a) feeding the baby
b) changing her/his nappy
c) washing
d) cooking
e) cleaning
f) playing with the baby
g) going for a walk with the baby
h) shopping

What expenses have you paid out?
These might include:
- Hospital fee/mid-wife fee
- Doctor’s fee *(if private)*
- Epidural
- Clothes for the baby
- Nappies per week
- Formula per week and bottles if bottle fed
- Pram
- Cot
- Car seat if car owner
- Other ________________
| 8-12 Weeks | Just twelve weeks after conception, the foetus is fully formed. The heartbeat can be heard using an ultrasound detector. |
| 16 Weeks | The baby weighs approximately 135g (4oz). It moves freely in its watery sac. |
| 28 Weeks | The baby is now approximately 37cms long and just over 1kg (2lbs). Its eyes are open. If the baby was born prematurely at this stage, it could survive with great care in a special neo-natal unit in a maternity hospital. |
| 35-40 Weeks | The baby now weighs around 3.4kg (7-8lbs). The baby is usually in the head down position, ready to be born. |
The Stages of Pregnancy

- **8-12 Weeks**
- **16 Weeks**
- **28 Weeks**
- **35-40 Weeks**
1. **Periods (menstruation) stop.** The woman will not usually know she is pregnant until her period is late. The baby will probably have been conceived 2 to 3 weeks before this date. Therefore, planning a pregnancy is important so that possible health risks for the baby can be eliminated during these first 2–3 weeks.

2. **Breast changes.** During the first eight weeks there is usually a change in the breasts as they prepare to produce milk to feed a baby. They become fuller, more tender, increase in size and the nipples may darken in colour. These changes are caused by hormones produced in the placenta.

3. **Nausea (morning sickness).** This does not happen to all women but some may feel sick, and may vomit, because of the hormonal changes taking place in their body. This sickness may occur in the mornings, afternoon or, for some women, all day. This usually starts at 6–8 weeks and usually goes away around the 12th week.

4. **Bladder frequency.** The kidneys work overtime during the early weeks of pregnancy so the need to empty the bladder is felt more frequently.
Myths about Getting Pregnant

Answer true or false for each of the following statements:

1. A woman can become pregnant the first time she has sexual intercourse.
2. If a couple have sexual intercourse standing up, the woman won't become pregnant.
3. A woman can't become pregnant during her period.
4. A woman can’t become pregnant if the man uses a condom during sexual intercourse.
5. A woman can't become pregnant if the man withdraws his penis before he ejaculates.
6. A woman can become pregnant from a toilet seat.
7. If a couple avoid sexual intercourse for a few days about two weeks after the woman's period, she won't become pregnant.
8. A woman can’t have a period over forty years of age.
9. Soon men will be able to become pregnant.
11. The woman must have an orgasm to become pregnant.
12. Every time a woman has sexual intercourse she becomes pregnant.
Student Sheet 34

Myths about Getting Pregnant

Answer Sheet

1. True.
2. False.
3. False. If a woman's cycle is particularly short she can ovulate during her period.
4. False. Condoms can fail to prevent conception if they are not put on correctly, if an oil-based lubricant is used at the same time and/or if they burst or are torn by a finger nail. Ideally condoms should be used in conjunction with a spermicide.
5. False. There is a pre-ejaculation fluid which can contain some sperm. Sperm can still travel up the vagina into the uterus even if they are deposited around the vaginal opening rather than inside the vagina.
6. False. Sperm quickly die outside of a man's or woman's body.
7. False. To rely on knowing when a woman ovulates, a couple must practise the rhythm/thermal method of contraception for a number of months. The time of ovulation will vary from woman to woman.
8. False. Until a woman's periods have stopped she can still become pregnant. This will happen during menopause which can begin between 40 and 55 years.
9. False. There is no scientific evidence to suggest that this will become a viable option in the near future.
10. False. In most cases breastfeeding will prevent ovulation and therefore pregnancy, but sometimes, particularly when the baby is being weaned onto solid food, the woman can ovulate while breastfeeding and therefore can become pregnant.
11. False.
12. False.
Appendix II

Reference Sheet 14

Background Information for the Teacher

This lesson asks the students to prepare a project on pregnancy and birth. This project will span nine months to a year. Hence, it is advisable that this lesson be covered in second or third year and followed up in third or fourth/fifth year. The RSE teacher would also need to check with the students from time to time with regard to the progress of the project, to generate enthusiasm and to ensure that real learning is taking place. In this lesson the students are asked to approach a couple for the purposes of their projects. This must be done sensitively. Personal contact with someone who has recently become pregnant would be ideal, for example, a neighbour, friend's mother, relation, etc. Failing this, you or other members of staff may know someone who is pregnant who may be willing to meet the students or may at least be willing to answer the students’ questionnaires anonymously.

The second part of this lesson describes the stages of pregnancy and explores some of the myths about getting pregnant. It would be important for you to emphasise that help is there for anyone who thinks they may be pregnant, for example their family doctor who cannot disclose any information unless she or he is given permission to do so. There are also many agencies who provide assistance with regard to all aspects of an unplanned pregnancy. Your health board will be able to provide this information. It would be important to check school policy before providing addresses of agencies to your students. For a more detailed exploration of teenage pregnancy refer to Lesson 23 of these resources.
Lesson 14

How I Relate
Lesson 14

How I Relate

Aim: To enable students to reflect on the nature of relationships and their importance in the students' lives.

Outcomes:
As a result of participating in this lesson, students should:
- have considered the nature of relationships and appreciate that relationships can differ and change;
- be able to reflect on the nature of their own relationships.

Suggested age appropriateness: 1st - 3rd years

Time: 1 - 2 classes

Possible home/school links:
It is suggested that Student Sheet 36 be completed at home.
This may be an ideal opportunity for the students to discuss the topic of relationships with their parent(s)/guardian(s)/grandparent(s)/brother(s)/sisters(s)/etc.

Other useful resources:
- Healthy Living, Healthy Times, Healthy Choices.

Background information for the teacher: As a teacher you need to be very sensitive to the fact that an increasing number of students are from families other than 'Mam, Dad and 2.4 children'. What is most important is that the child experiences security, love and belonging.

Materials needed for this lesson:
- Space to move.
- Cut out cards from Student Sheet 35.
- Chalkboard/overhead.
- Copies of Student Sheet 36 for each student.

Lesson Plan

1. Warm up
2. Discussion options A and B
3. Student sheet
4. Round
5. Conclusion
**Procedure in detail:**

1. **Warm-up exercise**

   Distribute at least one card from Student Sheet 35 to each student. Each card identifies a person with whom the student might have a relationship. Tell the students that during this exercise you are going to represent the person named on their cards. Explain to the students that standing close to you represents a close relationship, and standing far away, a distant one. Each student then stands at the distance they deem appropriate depending on the selected card. Ask students to state their card content and explain, if they feel comfortable to do so, why they are standing where they are. Mention that the card they get may not exist in real life for them but to imagine what the relationship might be.

<table>
<thead>
<tr>
<th>Dentist</th>
<th>Favourite Aunt</th>
<th>Best Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cousin</td>
<td>An Taoiseach</td>
<td>Sister</td>
</tr>
<tr>
<td>Brother</td>
<td>Mother</td>
<td>Father</td>
</tr>
<tr>
<td>Mum’s Work Colleague</td>
<td>Hairdresser/Barber</td>
<td>Dad’s Football Friend</td>
</tr>
<tr>
<td>Girlfriend</td>
<td>Boyfriend</td>
<td>Class Mate</td>
</tr>
<tr>
<td>Teacher</td>
<td>Team Mate</td>
<td>Coach</td>
</tr>
<tr>
<td>Uncle</td>
<td>Grandfather</td>
<td>Grandmother</td>
</tr>
<tr>
<td>Neighbour</td>
<td>Friend</td>
<td>T. D.</td>
</tr>
<tr>
<td>Garda</td>
<td>Member of Clergy</td>
<td>Step Sister</td>
</tr>
<tr>
<td>Ex-Girlfriend</td>
<td>Ex-Boyfriend</td>
<td>Sports Trainer</td>
</tr>
</tbody>
</table>

2. **(A)**

   The following discussion pointers can be used to tease out the issues emerging from the warm up exercise. Alternatively, you can use the small group work in option B to look at these issues.

**Discussion pointers:**

- We experience all kinds of different relationships. Ask the students for some examples of different relationships.
- We get on with different people in different ways. Would you agree/disagree with this statement?
- Why do you think boundaries are necessary in a relationship?
- Each person in a relationship may feel differently about what the relationship means to them. Why do you think this is so?
- Relationships change. Ask the students can they think of any relationships they have which have changed over time?

**OR**

**(B) Small group work feeding into a large group discussion**

After finishing the warm up exercise ask the students to return to their seats. Divide the class group into five smaller groups. Assign a different topic to each group and appoint somebody to report back to the larger group.
Ask all groups to discuss the first point:

- What are relationships? *(each group)*
- Why do we need relationships?
- What is the most important relationship we can have?
- What makes a good relationship?
- What makes a bad relationship?
- Do you have to like everybody? Give reasons for your answer.
- Are all 'close' relationships good relationships?
- Are all 'distant' relationships bad relationships?

Alternatively, you may prefer to ask the students to answer the above questions individually on paper. This in turn can be fed back to the larger class group. Use the small group feedback to help the students to form a class definition of a ‘relationship’.

When the small groups have completed their discussion, ask each group to feedback to the larger group. Invite comments from the other groups after each feedback. Ask the class to formulate a definition of what a relationship is. You may need to fill in any gaps in the feedback. It may be important during the class discussion to emphasise the following points:

- We are all unique individuals and therefore our relationships are individual and unique.
- Relationships are a central part of most people’s daily lives.
- Relationships are ongoing processes. As we grow and change, so our relationships change.
- We all need close relationships that give us a sense of belonging and love.
- We need a circle of friends beyond family. These friendships provide a network in which we can feel valued and supported.

3. Student Sheet 36: ‘Circle of Friends’

The following exercise is designed to help the students become more aware of the nature of their own relationships. Distribute Student Sheet 36: ‘Circle of Friends’ to each student. Explain how the Student Sheet is to be filled in. Ask the students to fill in their sheets individually. It would be important to emphasise at this point the need to respect the privacy of others. Alternatively, and depending on how much class time there is left, this sheet can be completed by the students at home.

4. Round

Ask the students to briefly finish the following sentence *(this can be done verbally or in writing)*:

‘One thing I learned from today’s session was...’

5. Conclusion

In this lesson we have:

- defined what we mean by relationships;
- recognised that there are many kinds of relationships;
- seen that relationships are important to us;
- seen that relationships are very individual to each of us;
- seen that relationships can change.
### Appendix I

#### Student Sheet 35

<table>
<thead>
<tr>
<th></th>
<th>Favourite Aunt</th>
<th>Best Friend</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Ex-Girlfriend</td>
<td>Ex-Boyfriend</td>
<td>Sports Trainer</td>
</tr>
</tbody>
</table>
Before you fill in the circles you may wish to spend some time reflecting on your relationships. Think of your favourite person. Why are they important to you? Have you told them lately how you feel?
Lesson 15

Family Ties
Lesson 15

Family Ties

Aim: To reflect on the importance of family and the nature of relationships within the family.

Outcomes:
As a result of participating in this lesson, students should:
- have a deeper appreciation of the significance of family life;
- be able to define what it is that makes a family;
- have heard and named the ordinary ‘ups and downs’ of family life;
- be able to value the fact that all families are different;
- have examined what is needed to create a nurturing family.

Suggested age appropriateness: 2nd - 3rd years

Time: 2 – 3 classes

Background information for the teacher: See Appendix II, Reference Sheets 15 and 16.

Possible home/school links: The student sheets entitled ‘The Ups and Downs of Family life’ and ‘Family ways’ would lend themselves to a discussion with parent(s)/guardian(s) at home.

Materials needed for this lesson:
- Chalkboard/overhead.
- Extract from a wildlife video.
- Student Sheets 37-41.
- Blank sheet of paper for each student.

Lesson Plan
1. Wild About The Family!
2. Teacher Input
3. Option A: Student Sheet 37: ‘Ups and downs of family life’
   Option B: Role Play
   Option C: Putting Myself on the Map
   Option D: The Joys of Family Life
4. Option A: Student Sheet 40: ‘Family ways’
   Option B: Exercise: Rule-ationships!
   Option C: Who makes and breaks the rules?
   Option D: A Nurturing Family
5. Conclusion
Procedure in detail:

1. Wild About The Family
Show the students an excerpt from a video of animal families in the wild, for example, National Geographic.

Divide the students into groups of 3/4. Ask the groups to come up with a definition/description of ‘family’. When the students have completed this exercise, take feedback from each group and compile a class definition of ‘family’.

Discussion pointers:
- Can you identify the roles and responsibilities of the members of the animal family(ies)?
- What traits did you notice in the individual family members?
- Can you see any similarities between the roles and responsibilities of the animals and the roles and responsibilities of the members of your own family?

2. Teacher Input
See Appendix II, Reference Sheet 16, Teacher Input 1.

3. (A) ‘The ups and downs of family life’
Teacher Input, see Appendix II, Reference Sheet 16, Teacher Input 2.
Student Sheet 37: ‘Ups and Downs of Family Life’ provides the students with the opportunity to name and hear the ordinary ups and downs of family life – conflicts, difficulties and joys. Distribute the student sheet. Ask the students to fill in the sheet. When the students have finished filling in the sheet ask them to voluntarily feedback their answers to the larger class group.

OR

(B) Role Play
Ask the students to form groups of at least three, or more, to create a ‘family’. Each group then agrees on what family roles each group member will take. They then proceed to build a profile of each family member, i.e. age, circumstances, etc. Having established the family – each family group is now asked to devise a two minute role play depicting some typical aspect of family relationships (see examples below). Ask each group to introduce themselves in role and to enact their chosen scenario. Alternatively, you could use the role cards provided on Student Sheet 38 to help the students to role play some typical family scenarios.

Possible role play scenarios:
- Daughter going out for the night, scantily dressed;
- Family having dinner when phone rings – it’s a girl/boy to speak to John/Mary;
- Family watching TV when an explicit sex scene comes on screen;
- Mary/John is going on her/his first date ever – her/his kid brother/sister enjoys teasing her/him;
- Son arrives home at night, two hours later than agreed to find parent/guardian waiting up.
Discussion pointer:

- What are the essential ingredients which go to make up a family?

OR

(C) Putting Myself on the Map
Ask the students to draw a map of their family, filling in who has responsibility for what, for example, what do my Mum, Dad and siblings do for me and what do I do for them. Ask the students to identify situations within this with which they are happy and those with which they are unhappy or have outgrown. Ask the students in small groups to discuss ways in which they can help parents and siblings to understand that their needs/roles are changing.

OR

(D) The Joys of Family Life
Distribute Student Sheet 39 to the students. Ask the students to read the family situation and to answer the questions on the student sheet. When the students have completed this exercise take some feedback from the class. You could use the following questions for a large group discussion:

Discussion pointers:

- What do you think are the main causes of arguments in families?
- Are there any ways in which these arguments could be avoided?

4. (A) ‘Family Ways’
Distribute Student Sheet 40: ‘Family Ways’. Give the students sufficient time to complete the sheet.

Discussion pointers:

- Ask the students to examine the different roles that adults and children can play in families;
- Encourage the students as adolescents to reflect on their changing role within the family. Is their shift from child to adult reflected in a greater share of household responsibility?
- Has their relationship with their parent(s)/guardian(s) changed since they were ten years old? How? Why?
- Can students see this relationship changing further in the future? How?

OR

(B) Rule-ationships!
Using the role cards on Student Sheet 38, divide the students into small groups of 3/4 and ask them to devise a set of rules which would apply to their family.

Teacher input, see Appendix II, Reference Sheet 16, Teacher Input 3.
Ask each of the participants to list five rules in their family, on as many different topics as possible. It may be necessary to give the students more examples to get them started. Prepare participants before they share their list by highlighting the importance of accepting other people’s opinions and attitudes. Ask participants to share their lists in groups of 3/4.
Ask the students to consider the following questions in relation to the rules they have written down.

- Who made the rules?
- Who keeps them?
- Are there any of them out of date or unreasonable? If so, does everyone agree?
- Who is allowed to change the rules?

Ask participants to pick one rule from their list that they think should be changed. Ask them to list as many reasons as they can why it should be changed. In addition to this, ask them to list as many reasons as they can why the rest of the family would not like it changed.

Is it still reasonable to want to change the rule?
What would be an alternative rule if one is needed?

OR

(C) Who makes and breaks the rules?
Ask the students to picture the following situation: You and a friend are stranded on an island. You know that the rescue team are coming but it will take them one week to get to you. You have just enough food and water for four days. Ask the students to list five positive rules they would need to abide by in order to live in harmony together for the week. Distribute Student Sheet 41 to the students. Read the sheet and ask the students to fill in their answers in columns two and three. When the students have completed this exercise take feedback in the large group. You could use the following questions for a large group discussion:

**Discussion pointers:**
- Why do you think we need rules to live together?
- Where do we need rules? For example, on the road, at school, at home, etc.

In the family:
- Who makes the rules?
- Who keeps them?
- How easy/difficult is it to keep them?
- Who is allowed to change the rules?

(D) A nurturing family.
Ask students to write out their own recipe for a nurturing family. Share in pairs. Discuss in the large group.

5. Conclusion
In this lesson we have:
- defined what we mean and understand by ‘family’;
- examined some of the many things families share;
- have seen what a huge impact the family can have on us;
- looked at how roles and responsibilities are divided within families;
- examined how our role in the family might change as we grow older;
- identified some unwritten family rules;
- looked at the barriers which may prevent us from changing the rules;
- examined the role of rules in a nurturing family.
Appendix I

**Student Sheet 37**

**Ups And Downs Of Family Life**

Name some good times that were easy and happy for your family.

Name some bad times or conflicts which brought difficult and unhappy times for your family.

For reflection at home:
- Can you identify three things which you learned from good times your family have had together?
- Can you identify three things you learned from a family conflict or difficulty?
- Write a letter to yourself about what your family means to you.
**Student Sheet 38**

**Role Cards**

**Family A**
- **Mother:** You are annoyed with your son for constantly coming home late after football practice.
- **Father:** You are considering forbidding your son to play football because he is constantly late home after practice.
- **Daughter:** You are jealous that your brother gets away with staying out late after football practice.
- **Son:** You want to hang around with your friends after football practice.

**Family B**
- **Mother:** You are tired of constantly tidying up after your children, you feel they should pull their weight more.
- **Father:** You are tired of asking your children to do their share of the family housekeeping.
- **Daughter:** You feel you don't have enough time to do any housekeeping, you have too much homework.
- **Son:** You feel guilty that you don't help out more at home.

**Family C**
- **Mother:** You don't agree with your daughter going off on a camping holiday with her friends; she's only fifteen, too young to be trusted.
- **Father:** You have forbidden your daughter to go camping with his friends, at fifteen years of age, she's far too young.
- **Son:** You were never allowed to go away with your friends when you were fifteen.
- **Daughter (aged 15):** You want to go away with your friends for a camping weekend.
**Role Cards continued**

**Family D**

- **Mother:** You are sick and tired of family rows and want to keep the peace.
- **Father:** You forbid your daughter to go out with her friends wearing make-up and scantily dressed.
- **Daughter:** You want to go out wearing what you like.
- **Son:** You support your mother in trying to keep the peace.

**Family E**

- **Mother:** You don’t agree with your children watching more than one hour of television on a week night.
- **Father:** You like to have the television to yourself after nine o’clock.
- **Daughter:** All your friends have started to watch a new serial which is on television at 10:45pm. You are dying to watch it.
- **Son:** You are out most evenings and you don’t look at many television programmes.

**Family F**

- **Mother:** You are willing to drive your son to basketball matches at weekends, if he spends more time with his younger sister when you need a break.
- **Father:** You work most weekends.
- **Son:** You are a basketball fanatic. Your team is doing well in the top league. You find your younger sister very tiresome.
- **Daughter:** You are too young to understand what is going on.

**Family G**

- **Mother:** You are extremely anxious for your daughter’s safety. There have been a number of assaults on women in the area where you live recently. The walk from the bus stop to your home isn’t well lit.
- **Father:** You are willing to pick your daughter up from the bus stop, but are only free two evenings a week to do so.
- **Son:** You suggest you can help out if necessary.
- **Daughter:** You go to school on the bus. You stay late to play sport four evenings a week.
When Aoife and Oisin got up they were very eager and excited. At last the longed-for day had arrived. They were going for a long break with the children to the country to visit Oisin's parents. They had meant to do this months, even years ago, but with babies to care for and with Oisin working away from home during the week, it was never possible. In the past, either Aoife or Oisin went on their own to visit while the other stayed at home with the little ones. Aoife called the children who got up eagerly and ran to the kitchen for breakfast. When the children returned to their bedrooms to get dressed, the atmosphere of excitement and joy changed to one of fear and silence. Aoife and Oisin were arguing about the money they had saved to bring with them. They were accusing one another, Oisin was pointing his finger at Aoife. The children could hear them arguing. Then Aoife walked into Orla's bedroom and, in a gruff voice, told her to 'hurry up'. Oisin went into Sean's room, and told him to 'act' his age and stop dawdling. Sean started roaring at Orla for wearing his only leather belt. The holiday got off to a tense beginning.

**Discussion pointers:**

What effect did Aoife and Oisin's argument have on the holiday atmosphere?

____________________________________________________________________

Why were Orla and Sean given out to?

____________________________________________________________________

Do you think this was fair?

____________________________________________________________________

Would you describe this family situation as normal or unusual? Give reasons for your answer.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Below is a list of some of the tasks, responsibilities and qualities shared in families. Beside each, write who in your family is responsible for the following:

<table>
<thead>
<tr>
<th>Food</th>
<th>Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport</td>
<td>Fun</td>
</tr>
<tr>
<td>Bills</td>
<td>Heat</td>
</tr>
<tr>
<td>Music</td>
<td>News</td>
</tr>
<tr>
<td>Education</td>
<td>Hygiene</td>
</tr>
<tr>
<td>Cooking</td>
<td>Ironing</td>
</tr>
<tr>
<td>Washing</td>
<td>Rules</td>
</tr>
<tr>
<td>Information</td>
<td>Listening</td>
</tr>
<tr>
<td>Laughter</td>
<td>Joy</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Comfort</td>
</tr>
<tr>
<td>Clothes</td>
<td>Celebrations</td>
</tr>
<tr>
<td>Health</td>
<td>Prayer</td>
</tr>
<tr>
<td>Care</td>
<td>Contacts</td>
</tr>
<tr>
<td>Electricity</td>
<td>Gardening</td>
</tr>
<tr>
<td>Shelter</td>
<td>Fixing things</td>
</tr>
<tr>
<td>Transport</td>
<td>Money</td>
</tr>
<tr>
<td>Voting</td>
<td>Exercise</td>
</tr>
<tr>
<td>Shopping</td>
<td>Advice</td>
</tr>
<tr>
<td>Organisation</td>
<td>Cleaning</td>
</tr>
<tr>
<td>Help</td>
<td>Sharing</td>
</tr>
</tbody>
</table>

1. Is there a difference between the roles played by adults and children in families? Why?
2. Does your name feature on the list above?
3. Has your role in the family changed as you have grown older?
4. Has your relationship with your parent(s)/guardian(s) changed since you were aged 10? How? Why?
In all areas of life there are rules which help people to get along together. By keeping rules we respect the other person’s rights and we act responsibly, thinking of the consequences. Where rules are broken there is usually an authority to pull us up. In the first column below, there are a number of situations where rules apply. In columns two and three you are asked to fill in who makes the rules in these situations and who enforces the rules if they are broken.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Who Makes the Rules</th>
<th>Who enforces the Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming Pool</td>
<td>County Council</td>
<td>Lifeguard</td>
</tr>
<tr>
<td>Hurling Match</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyclist on the Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supermarket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedestrian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chess game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As with Lesson 14 it is essential that the teacher is very sensitive to the fact that an increasing number of our students are from families other than 'Mam, Dad and 2.4 children'. What is most important is that the child experiences security, love and belonging.

Some aspects of this lesson may prove upsetting for any student who may have suffered a recent family bereavement or whose parents may be separating/separated.

It is important that no student feels embarrassed about, or ashamed of, his/her family situation. Neither should students be asked to disclose more than they are comfortable with. As with all RSE lessons, sensitivity and respect for each other should be promoted.

The teacher should be mindful of the fact that different families have different rules, many of which can not be changed by the participant. Judgements should not be made and tolerance of others and avoidance of condemnation must be emphasised at all times. The teacher must also ensure that this lesson does not become a whining session.
Reference Sheet 16

Teacher Input 1:

- The family is regarded by many as the cornerstone of society. The family grouping or unit is a way of organising society and of passing on agreed values and beliefs held by that society. (the family and marriage are both institutions protected by law in the Irish Constitution).
- Traditionally the family comprised of Dad who went out to work, Mum who stayed at home and the children who were cared for mainly by the mother. However, as society changes so too does our understanding of family. It is recognised today that a variety of groupings can make up a family and that roles played by family members often change.
- Ideally the family unit provides love, belonging and security. It strongly shapes our identity and influences our lives.
- Media representations of family life (e.g. The Waltons) present shining, smiling, happy images of family relationships with any slight glitches resolved within the one hour TV programme. However, real life is not like that! Families are made up of real people and people, being human, are not perfect.

Teacher Input 2:

Being a member of a family is like being a member of a team. The team stands for something and membership brings privileges. Every team member works to contribute to the success of the team – ideally! On a bad day the other team members pull you along and on a good day you inspire them. In the ‘ups and downs’ of life, the family lessens the bad and magnifies the good. Extraordinary events bring out qualities we never knew we had and can bring families together. These are just some of the stories about families in one day’s news on 22 July 1996:

- Mary O’Reilly and her son Brian (10), were both said to be stable following injuries suffered in the ETA bombing of an airport near Barcelona, Spain. Mr O’Reilly and two daughters flew in to be with them.
- Fermanagh family forced to leave home – the only Protestants living in an area of Newtownbutler – after their home was attacked in rioting following an Orange Order parade through Newtownbutler on the 12th of July. When the family returned to their home on July 21st the front door was kicked in and they were forced to leave again.
- Sarah, Aisling and Brian Smith celebrate sister Michelle Smith’s first swimming Olympic gold medal at home in Rathcoole, Dublin. Mum and Dad are in Atlanta, USA.

While everyday living may not be so dramatic, all family groups experience their highs and lows.
Teacher Input 3:

Every family has rules. When two or more people live together it is important to have rules. Not all the rules in a family are written, but over time they become understood as the “shoulds” of the family. They may be right or wrong, permanent or temporary. An example of an unspoken rule would be that in the past the mother in a family always made the dinner. This rule changed when married women began, more and more, to work outside the home. Similarly, it was also traditional in Irish society that the females in a family always prepared and cleaned up after the meals. Indeed this may still be the case in many households.

Rules can relate to everything including:

- money
- household chores
- behaviour
- occasions such as Christmas
- relationships
- expression of feelings
- expression of affection
- privacy
- family secrets, etc.
Lesson 16  
You’ve Got a Friend

**Aim:** To increase awareness of the qualities valued in friendship and how friendship patterns can change.

**Outcomes:**
As a result of participating in this lesson, students should:
- have explored the qualities of friendship;
- have examined situations which foster friendship;
- have reflected on the changing nature of friendship.

**Suggested age appropriateness:** 2nd - 3rd year

**Time:** 1 - 2 classes

**Other useful resources:**
- 'Drink Awareness for Youth' - Booklet 6, Relationships Exercise 1 and 2.
- Healthy Living, Healthy Times, Healthy Choices.

**Materials needed for this lesson:**
- Group sets of 'What Should A Friend Do?'
- Sufficient sets of friendship cards.
- Beforehand ask the students to gather quotes from newspapers, magazines, words of songs, poems, etc., which describe what friendship means to them.
- Chalkboard/OHP.

**Lesson Plan**
1. Option A: Small group work – ‘What Would A Friend Do?’
   Option B: What People Say About Friendship
2. Small group work – ‘Friendship Cards’
3. Conclusion
**Procedure in detail:**

1. (A) ‘What would a friend do?’

Introduce the lesson by emphasising the great importance of friendship and ask the class to divide into small groups of 3/4. Distribute a copy of Student Sheet 42: ‘What would a friend do?’ to each group. Ask the students to discuss what the friend might do in each situation and to identify the quality of friendship shown by their response.

**Feedback to class group:**

Divide the chalkboard in three. In one column put the title ‘friends’, in the second column put ‘action’, and in the third column put ‘quality of friendship’. Ask each small group to feedback what they felt each set of friends might do in the situations and what quality of friendship they were showing by doing this.

**Some sample feedback:**

<table>
<thead>
<tr>
<th>Friends</th>
<th>Action</th>
<th>Quality of Friendship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian and Tom</td>
<td>tell the fifth years to back off</td>
<td>friends help each other</td>
</tr>
<tr>
<td>Alice and Mary</td>
<td>tell her she is disappointed but that she also understands</td>
<td>friends are honest and understanding</td>
</tr>
<tr>
<td>John and Mr. O' Brien</td>
<td>go to the hospital</td>
<td>friends are true</td>
</tr>
<tr>
<td>Jane and Carmel</td>
<td>end the friendship</td>
<td>friends work at relationships and friendship should be two-way</td>
</tr>
<tr>
<td>Robert and Jerry</td>
<td>tell Jerry that he's angry but he realises it was an accident and not to worry about it</td>
<td>friends are truthful and forgiving</td>
</tr>
<tr>
<td>Joan and Yvonne</td>
<td>sympathise with her</td>
<td>friends are compassionate</td>
</tr>
</tbody>
</table>

**Additional small group work:**

- Can you list any other qualities of friendship? Add any new qualities to the third column.
- Ask each group to finish the following sentence: “Friends are worth their weight in gold because...”. Again add to the list on the chalkboard if any new qualities are mentioned.

**OR**

1. (B) ‘What people say about friendship’ *(or your own version of same).*

Allow students time before the lesson to gather quotes about friendship, from newspapers, magazines, words of songs, poems, etc. You may wish to add some of your own. In groups of 3/4 ask the students to compile a list of their favourite quotes. After compiling the list ask the students to formulate a list of the qualities of friendship. Ask students to identify what makes a friendship work. Ask students to identify what makes a friendship fail.
3. Friendship cards *(Student Sheet 43)*

**Teacher Input:**
In the uncertain world in which we live, one thing we can be sure of is that things change. Circumstances constantly change and the same is true of friendships. Some grow deeper and stronger while others wilt and die. As we develop and become more aware of ourselves and others, our needs and interests can differ and change.

In their small groups of 3/4, ask the students to divide the cards into two bundles – one bundle for things which help a friendship and a second bundle for things which hinder a friendship. On the blank spaces complete at least three cards of their own for each situation.

When this exercise has been completed by the students ask the small groups to feed back into the larger class group. Note the cards created by students. Invite the whole class to share some real life examples of situations which (i) helped, or (ii) hindered, friendship.

Emphasise the following points:
- The importance of reciprocity in friendship;
- The need to work at our relationships to maintain them;
- That as we change and develop, we can outgrow some friendships. If this happens, it is best to let them die a natural death;
- Friends may also move away from us as they change. Again, it is best to let them go.

3. Conclusion

In the lesson we looked at:
- the qualities that help and hinder friendship;
- how to improve our friendships;
- how friendships can change.
Appendix I

Student Sheet 42
What would a friend do?

In groups of 3/4, consider the following situations and suggest (i) what a friend might do and (ii) identify the friendship quality shown.

**Brian and Tom**
In the school playground Tom (third year) is being put under pressure by some fifth years who are all taller. Brian (fifth year), his friend, arrives on the scene.

*What do you think Brian would do?* 
________________________________________

*Quality shown:*
________________________________________

**Alice and Mary**
Mary’s parents seem to be arguing all the time lately and Mary is terribly worried about it. She forgets all about the birthday of her friend Alice.

*What would Alice do?* 
________________________________________

*Quality shown:*
________________________________________

**John and Mr. O’Brien**
John comes home from school to learn that his great friend and confidante, elderly widower Mr. O’Brien, who lives alone, has been rushed to hospital, seriously ill. John has a ticket for a soccer international that night.

*What would John do?* 
________________________________________

*Quality shown:*
________________________________________

**Jane and Carmel**
Have loads of laughs when they are together and really enjoy each other’s company. Yet, Jane notices that Carmel seems to talk mainly about herself and that it is she, Jane, who seemed to do all the running in the friendship.

*What would Jane do?* 
________________________________________

*Quality shown:*
________________________________________
**Robert and Jerry**
As a very special favour, Robert gives a loan of his camera to Jerry for his sister's wedding. A rather drunken guest crashes into Jerry and the camera falls and breaks.

*What would Robert do?* ________________________

*Quality shown:* ______________________________________

**Joan and Yvonne**
Yvonne has been boasting for weeks and going into endless detail about her leading role in the school play to her friend Joan who failed to get a part. The day before the play opens, Yvonne becomes very ill and can not take part in the play.

*What would Joan do?* ________________________

*Quality shown:* ______________________________________
<table>
<thead>
<tr>
<th>Having fun times together</th>
<th>Being a good listener</th>
<th>Standing up for someone</th>
<th>Funny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Helping</td>
<td>Not keeping a secret</td>
<td>Being a ‘know-all’</td>
</tr>
<tr>
<td>Having other friends</td>
<td>Dominating conversation</td>
<td>Complaining</td>
<td>Moving to another town</td>
</tr>
<tr>
<td>Moved to another class</td>
<td>Trusting</td>
<td>Similar interests</td>
<td>Supports a different team</td>
</tr>
<tr>
<td>Not getting in touch</td>
<td>Putting you down</td>
<td>Being very successful</td>
<td>Develops different interests</td>
</tr>
<tr>
<td>Making time</td>
<td>Disloyal</td>
<td>Compassionate</td>
<td>Forgetting important events</td>
</tr>
</tbody>
</table>
Lesson 17

Boy/Girl Relationships
Lesson 17
Boy/Girl Relationships

Aim: To provide an opportunity for students to reflect on relationships between girls and boys and the appropriate behaviour in these relationships.

Outcomes:
As a result of participating in this lesson, students should:
- have reviewed reasons for having boy/girl friendships;
- have explored what they value in a relationship;
- have explored possible issues that can occur in boy/girl relationships.

Suggested age appropriateness: 2nd - 3rd year

Time: 1 - 2 classes

Background information for the teacher: See Appendix II, Reference Sheet 17.

Other useful resources:
- ‘Drink Awareness For Youth’ – Unit 2 Making Decisions.
- ‘On My Own Two Feet’ – Decision Making.

Materials needed for this lesson:
- Chalkboard/OHP.
- Copies of Student Sheet 44 for each student.
- Copies of Student Sheet 45 for each student.
- Option 2 (B): Copies of Student Sheet 46 (cut out and mixed up) for each small group and copies of Student Sheet 47 for each student.

Lesson Plan
1. Exercise: Show Me The Colour Of Your Money!
2. Reasons to have a boy/girlfriend
3. Knowing The Signs
4. Conclusion
Procedure in detail:
1. Show Me The Colour Of Your Money!
Distribute Student Sheet 44 to the students. Ask the students to read the list of values and to allocate the money they would spend on each value according to how highly they regard it. When the students have finished this exercise, compile a list on the chalkboard of the top ten values chosen by the students. Discuss with the class group why they chose the values they did and why the values they chose would be essential in a healthy relationship.

2. Reasons why a person would have a boy/girlfriend
Teacher Input: See Appendix II, Reference Sheet 17.
Distribute Student Sheet 45: 'Reasons to have a boy/girlfriend' and allow five minutes for the students to fill it in. Ask the students to feedback their answers allowing the larger group to agree/disagree with individual choices. Try to come to a class consensus on good reasons for a person to have a boy/girlfriend.

Discussion pointers:
- Did you think of any other reasons why a person would have a boy/girlfriend? What were they?
- Is there a difference between what girls and what boys expect from a relationship?
- At what age are people ready to have a boy/girlfriend?

3. Student Sheet 47: 'What should I do?'
Divide class into groups of 3/4. Give each group at least one situation card from Student Sheet 46: 'What should I do?' and a copy of Student Sheet 47: 'What should I do?'. In their small groups ask the students to discuss and fill in the student sheet. Appoint one person in each group to report back to the larger group. Using the chalkboard to record responses, ask each group for the reasons for their decision, the consequences of their decision and the beliefs and values used in making that decision.

4. Conclusion
In this lesson we have:
- examined how everybody develops at individual rates;
- looked at the reasons why a person would have a boy/girlfriend;
- examined the personal qualities that are important in a relationship.
You have a budget of one hundred pounds. Put an amount of money beside each of the personal qualities listed below according to whether you rate them as important or unimportant.

<table>
<thead>
<tr>
<th>Personal Quality</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for others</td>
<td></td>
</tr>
<tr>
<td>Good looking</td>
<td></td>
</tr>
<tr>
<td>Sense of humour</td>
<td></td>
</tr>
<tr>
<td>Good dress sense</td>
<td></td>
</tr>
<tr>
<td>Good body</td>
<td></td>
</tr>
<tr>
<td>Nice hair</td>
<td></td>
</tr>
<tr>
<td>Straight white teeth</td>
<td></td>
</tr>
<tr>
<td>Trust-worthy</td>
<td></td>
</tr>
<tr>
<td>Loyal</td>
<td></td>
</tr>
<tr>
<td>Honest</td>
<td></td>
</tr>
<tr>
<td>Good communicator</td>
<td></td>
</tr>
<tr>
<td>Able to express feelings</td>
<td></td>
</tr>
<tr>
<td>Wealthy</td>
<td></td>
</tr>
<tr>
<td>Intelligent</td>
<td></td>
</tr>
<tr>
<td>Very fit</td>
<td></td>
</tr>
<tr>
<td>Likes music</td>
<td></td>
</tr>
<tr>
<td>Ambitious</td>
<td></td>
</tr>
<tr>
<td>Helpful</td>
<td></td>
</tr>
<tr>
<td>Good cook</td>
<td></td>
</tr>
</tbody>
</table>
Student Sheet 45

Reasons To Have A Boy/GirlFriend

Y, if you agree.  N, if you don’t agree.  ?, if you’re not sure.

You may wish to add some reasons of your own at the end.

☐ It feels good.
☐ It shows that I’m normal.
☐ Everybody is doing it so I should too.
☐ Somebody to have fun with.
☐ To learn about the opposite sex.
☐ It shows that I’m as attractive as my friends.
☐ Somebody who will do what I say.
☐ Somebody to talk things through with.
☐ It helps you get to know yourself.
☐ Somebody to kiss and cuddle.
☐ It prepares you for more serious relationships later.
☐ To learn to understand and listen to another.
☐ Because you really like them.
☐ Somebody to make you feel good.
☐ Somebody to care for.
☐ Because the TV characters in your favourite soap opera have.
☐ boy/girl friends.
☐ I enjoy a girl’s/boy’s company.

_______________________________________________________
_______________________________________________________
_______________________________________________________
What should I do?

A/ My boyfriend is really good looking and I know I'm the envy of all my friends. We got on great at the start but lately I find we have very little to talk about and I'm bored. He has invited me to go to his sister's 21st party with him in a month's time. What should I do?
Sally - aged 14 years

B/ My girlfriend and I get on great and I really enjoy her company. I was away with my family on holiday in Crete and when I came back one of my mates told me they had seen my girlfriend kissing another guy at a party. What should I do?
Tom - aged 16 years

C/ There is a girl I really fancy. I see her every day getting the bus to another school. I want to get to know her but every time I go near her I can't stop blushing and I lose my nerve. What should I do?
John - aged 14 years

D/ My boyfriend (eighteen) and I (sixteen) have been going out for six months and we hug and kiss a lot. His older sister is going away for the weekend and he has the keys to her flat. He wants me to spend the night there with him and says if I really love him I'll do it. I don't feel ready for that situation but I don't want to lose him. What should I do?
Claire - aged 16 years
F

I asked Anne to go out with me for a dare. She is very quiet and shy and the guys bet I'd never get her to go out. It turns out we have a lot in common and get on well together. Now I'm afraid that my mates will tell her about the dare and everything will be ruined. I want to keep seeing her and could not bear to see her hurt. What should I do?

Paul - aged 14 years

---

G

Last summer a Spanish student was staying in a house near us. We met and fell in love. It was the most wonderful month of my life. We continued to keep in touch by letter and phone. Last week I got a letter from Jose saying that he had met some body else. I was devastated. I have tried to contact him but he always seems to be out when I call. I have been saving up to visit him in Spain at Easter. I don't want this to end. What should I do?

Tara - aged 15 years

---

H

When I started going out with my boyfriend last summer I had a lot of money which I had earned from baby-sitting and I paid for things most times we went out. Now that we are back at school he still expects me to pay for things. I like the guy but I can't stand his meanness. What should I do?

Elaine - aged 14 years

---

E

I really like Rachel (fifteen). I think she is the first person I have ever loved. One night, when we were together, we were feeling very close and I told her that I loved her. It was a special moment. A week later we were out with her friends and they began to slag me about being in love. How could Rachel have told others about our private feelings. I still like her but I feel very hurt. What should I do?

Brian - aged 15 years
In your groups of 3/4, read your situation card - 'What Should I Do?'. Complete this sheet to help you decide.

1. Briefly describe the situation __________________________________________
____________________________________________________________________
____________________________________________________________________

2. List all the possible options __________________________________________
____________________________________________________________________
____________________________________________________________________

3. What are the consequences of each of the options you have listed?
   Option 1:
   Physical _____________________________________________________________
   Emotional ___________________________________________________________
   Social ______________________________________________________________
   What beliefs and values are important in making this decision?
____________________________________________________________________

   Option 2:
   Physical _____________________________________________________________
   Emotional ___________________________________________________________
   Social ______________________________________________________________
   What beliefs and values are important in making this decision?
____________________________________________________________________

   Option 3:
   Physical _____________________________________________________________
   Emotional ___________________________________________________________
   Social ______________________________________________________________
   What beliefs and values are important in making this decision?
____________________________________________________________________

4. What decision do you think each person should make in each of the different situations?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
It is essential that, before beginning this lesson, the teacher is fully aware of the lesson content and feels comfortable using it. It is important that the teacher be prepared for a wide range of student reaction to the material and issues it brings up.

At junior cycle level you may think it more appropriate to concentrate on friendships between boys and girls for your class group. Only introducing what is appropriate to your students' stage of development and maturity is essential. You may consider some of the material included in this lesson beyond the maturity of your students. If that is the case use alternative options.

During this lesson, emphasis should be placed on the huge variation in individual rates of development and interest in sexual relationships. Everybody is different and has different goals. Some people wait until they have left school or college before starting a relationship. Others may choose not to do so. Personal boundaries in all relationships are essential and should always be respected.

Sex is a gift, a most sacred act and full sexual intimacy belongs in a totally adult relationship where there is equal trust, respect, acceptance and understanding for both partners - as in marriage. Sixteen years is the age of consent for heterosexual sex in Ireland and seventeen for homosexual sex. These are the minimum ages which the State considers it legal to have sex. However, because it is legal does not mean that young people are psychologically mature enough to engage in sexual activity.

The sexual act is hugely significant and has emotional ramifications way beyond the scope of teenagers at school. The message is to keep things light, keep thing friendly, keep things fun and enjoy being young!
Lesson 18

Don’t Box Me In!
Lesson 18

Don’t Box Me In!

Aim: To increase awareness of the negative effects of stereotyping and to deepen appreciation of equality and difference.

Outcomes:  
As a result of participating in this lesson, students should:  
- be able to identify what is meant by stereotyping;  
- have explored the ways that men and women can be stereotyped;  
- be able to recognise the changing roles of women and men in today's world;  
- have suggested ways in which equality and difference can be promoted between women and men.

Suggested age appropriateness: 3rd year

Time: 2 - 3 classes

Possible home/school links: The students could talk to their grandmothers, older relations about what life was like for them as a woman/man in Ireland in past times. Alternatively, the students could choose a woman/man who figured in Irish history. They could, with the help of family, research her/his life story and contribution to Ireland as we know it today.

Other useful resources:  

Material needed for this lesson:  
- Copies of Student Sheet 48: 'Labelling Exercise' for each student.  
- Option 4: Copies of Student Sheet 49: 'Big Boys Don't Cry'/Role Play from Student Sheet 50 for each student.  

Lesson Plan

1. Brainstorm  
2. Labelling Exercise  
3. Teacher Input: ‘Great Expectations’ and Brainstorm  
4. (A) Case Study  
   (B) Role Play  
5. Teacher Input: 'It’s Good to be Different'  
6. (A) Reflective Exercise  
   (B) Small Group Work  
7. Conclusion
Procedure in Detail:

1. **What is stereotyping?**
   - Brainstorm the students’ gut reaction to the word ‘Stereotyping’.
   - Present them with a definition of stereotyping. Suggested definition: categorising of a person based on their colour, creed, gender, race, etc. Negative stereotyping can result in discrimination. Positive stereotyping can result in elitism.

2. **When we use labels**
   - Distribute Student Sheet 48: ‘Labelling Exercise’.
   - Ask the student to fill in the boxes individually or in small groups.
   - Take feedback from small groups.
   - Draw conclusions from this exercise similar to the following:
     - The need to be careful not to stereotype people.
     - The need to be conscious of our own prejudice and the way in which this can distort our understanding of people and situations.

3. **How we stereotype females and males**
   - Teacher Input ‘Great Expectations’– See Appendix 1, Reference Sheet 18.
   - 'Back to Basics'
   - Brainstorm, or ask the students in small groups to respond to the following questions:
     - What qualities do we traditionally expect women to possess?
     - What qualities do we traditionally expect men to possess?
     - Do these expectations limit women/men? How?
     - Is it possible to break free of these expectations? Suggest examples.

4 (A) **Case Study**
   - Distribute Student Sheet 49: ‘Big Boys Don’t Cry.’
   - **Teacher Note:** When using this story be sensitive to any recent bereavement or family illness experienced by any of your students. If this is the case, it may be preferable to use an alternative option.

   **Discussion pointers:**
   - How did Peter feel when his father broke the bad news to him?
   - How did he express his feelings?
   - How did his father expect him to express his feelings?
   - Is it stereotyping men to say ‘big boys don’t cry’?
   - If Peter had a sister do you think she would have been able to react differently? Explain.

OR

(B) **Role Play**
   - Role play the situations outlined on Student Sheet 50.
   - After the role plays have run their course, ask the participants to step out of the roles and describe whether they enjoyed/disliked the role play? Why?
Discussion Pointers:

- Did they agree/disagree with the stand taken by the person they were role playing?
- Ask the observers to describe what they saw happening in each role play?
- Was there any stereotyping taking place?
- What were the consequences of this stereotyping for the attitudes and behaviour of the men/women in the role plays?
- Ask the students for other examples of the ways in which people think and act that make presumptions about the roles of women and men.

OR

Choose a popular soap opera/well-known film/lyrics of a popular song. How are men and women portrayed in these media? What roles do women have? What roles do men have? Are women and men stereotyped in the examples you have chosen?

5. Working towards equality and accepting difference
Teacher Input 'It's good to be different' – See Appendix 1, Reference Sheet 18.
Distribute Student Sheet 51: 'Women and Men in Partnership together'

Discussion pointers:

- Do you think men feel threatened by women gaining more skills and working outside the home? If yes, why?
- Do you think women feel threatened by men working more inside the home? If so, why?
- Describe what you feel are the roles of women and men in society today.

OR

Debate the following statement:
'Boys are more willing to do the dishes and cook the dinner than girls are willing to bring in the coal and clean the car.'
6 (A). Reflective exercise
Ask the students to sit quietly and listen to the following reflection.

Don't Limit Me
Don't limit me.
I can be absolutely anything!
I can just be.....me.
I have dreams.
Lots of dreams.
They’re mine.
I want to be the best that I can be.
To be special, yes that's me.

Don't box me in and tell me how to be.
How to be, is up to me.
I'm telling you now,
I can just be me.
I'm searching,
struggling,
wishing
and wondering
how exactly I'm going to be.
That's what being free is,
yes, it's deciding how to be me.

By Helena Browner

Discussion pointers:
- How can we break the limits of stereotype roles for women and men?
- Ask the students to make their own response to the above reflection. They could organise a campaign to break down barriers, put up posters, etc., around the school/their local area. They could also write a story/poem/short play about stereotyping. Depending on the group and the resources/time available other creative responses might be singing, dancing, painting, moulding clay, etc. Encourage them to let their imaginations run away with them - there's no limit to what they can be!

OR

(B) Small Group Work
Divide the students into small groups of 3/4. One person from each group is designated as the group's spokesperson. Ask the groups to discuss the following:
(i) The role of women in the past and today.
(ii) The role of men in the past and today.
(iii) Think of examples of how women and men can be equal, yet different, in today's world.

When the groups have been given sufficient time to answer these questions, get the feedback from the spokespeople. Draw conclusions from the small group findings.
7. Conclusion
In this lesson we have explored the following:
- that men and women had different roles in the past;
- the roles of women and men tend(ed) to be stereotyped, e.g. women nurture, men make decisions;
- today their roles are changing;
- more change is possible and desirable;
- women and men are equal yet different;
- as women and men, we can work towards breaking the limits of stereotyping.
## Labelling Exercise

<table>
<thead>
<tr>
<th>Mark the words which have been used to describe young people?</th>
<th>Who gave young people this label?</th>
<th>Why was this label given to young people?</th>
<th>How do you think it feels to be treated in this way?</th>
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**Questions for discussion**

- Are these labels true of all young people?
- To what extent did having this label limit your experience of other people and their experience of you?
When Peter discovered his mother had been diagnosed with cancer he didn't know how to react. He didn't know what was expected of him. His father told him in the hospital just before he went in to see his mother. His stomach was turning and he felt he was going to get sick at any moment. Even the smell in the hospital was upsetting him. He wanted to run, scream and shout: 'No, not my Mam'. Desperately, he wanted to cry. Looking at his father his eyes said it all - 'be a strong boy, son'. How many times had he been told to 'be strong', 'big boys don’t cry'. He felt waves coming on in his stomach. He turned away from his father in case he saw the tears welling up in his eyes. He tried desperately to breathe deeply so that this feeling would subside. His father patted him on his shoulder, 'you’re all right, straighten up there, you don’t want to upset your mother now do you?' He took one last deep breath and walked into the ward with his father.

Discussion pointers:
- How did Peter feel when his father broke the bad news to him?
- How did he express his feelings?
- How did his father expect him to express his feelings?
- Is it stereotyping men to say 'big boys don’t cry'?
- If Peter had a sister do you think she would have been able to react differently? Explain.
The following are stereotypical role play situations intended to illustrate how stereotyping can influence our behaviour and attitudes.

**Role Play 1**

**Situation:** A couple deciding how they would divide the household chores: cleaning, cooking, washing and ironing.

**A: Woman**
You feel you should share all housework equally.

**Role Play 2**

**Situation:** Career choices are being discussed in school. The career guidance teacher has just handed out some information on different careers. The material is brought home for discussion.

**A: Boy**
Mam and Dad, I’d like to discuss what I’ll do when I leave school with you. I’m interested in becoming a nurse - what do you think?

**B: Father**
Don’t be ridiculous. Boys don’t become nurses – it’s not a manly job.

**Situation:** Career choices are being discussed in school. The career guidance teacher has just handed out some information on different careers. The material is brought home for discussion.

**C: Mother**
Let’s hear what Michael has to say first before we jump to any conclusions.
**Role Play 3**

Situation: There is a job vacancy for a motor mechanic. The interviews are taking place.

A: Male Employer
You are not prepared to employ a woman. You think women are unreliable, moody and physically not strong enough for the work.

B: Female Interviewee
You have trained for four years at a garage that recently closed down. Being a motor mechanic is the most important thing in your life at the moment and you are desperate to get the job.
In the past, it was thought that women were only good at certain tasks and men were only good at other tasks. Men went outside the home to work and women worked in the home and looked after the children.

Today, there is greater recognition of the fact that women and men, though different, have complementary roles; for example, women are more likely to work outside the home and men are more likely to take responsibility for childcare and housework.
'Great Expectations'
Sometimes we can feel confined by what people expect of us because we are female or male. For example, there was a time, not so long ago, when many girls were brought up to believe that their sole purpose in life was to be a good wife and a good mother. Today women have the choice to become a wife and mother, but they also have the choice to have a career, to have dreams and expectations beyond any traditional boundaries. Likewise, many boys were brought up to believe that they had to be the family's bread-winner, to be strong, responsible, to be the decision-maker in a relationship. Today, men are also breaking out of these limiting roles.

'It's good to be different'
In the past, society was structured so that men took on certain roles and women took on complementary roles. These roles were limiting in that they only recognised one set of qualities for men and one set for women. They didn’t acknowledge that each man and each woman has different qualities which may not reflect what was then considered to be the norm. Women depended on men financially. It was assumed that once a woman got married, or had her first child, she would leave paid employment to work in the home. She therefore had no independent income of her own. Ideally, both the woman’s work in the home and the man’s paid work outside of the home should have been valued equally. In reality many women felt they had no money of their own. They might have felt guilty if they spent any money on themselves rather than on their children or on household items. Socially women didn’t have the interaction that men had by working outside the home. Their lives and interests, of necessity, revolved around the children and their home. Emotionally women tended to have little or no time to themselves. Some women became depressed. Even when the children grew up and the woman had more time for herself, she may have had few skills and little confidence to move outside of life in the home.

The fact that women’s work was low-paid and largely part-time, provided little or no incentive for women to break the mould. The situation was perpetuated by society thinking this was how it should be.

Women’s role in society is changing: in some cases it is gradual, in others it is dramatic. Many men can feel threatened by this change. They can feel that women are trying to take away their jobs, their incomes, etc. The reality is that the workplace benefits from the qualities of both women and men. The home benefits from the qualities of both women and men. Instead of one gender (the female) simply complementing the other (the male), men and women can work in partnership together.

To this partnership, each gender brings different and sometimes the same qualities. It is important that we recognise that there is difference between the genders and that this difference be respected. Equality between the sexes must also be promoted and lived out in the lives of both women and men.
Lesson 19

Self-Esteem
Lesson 19
Self-Esteem

Aim: To deepen the students' awareness of the factors which enhance and diminish self-esteem.

Outcomes:
As a result of participating in this lesson, students should:

- have identified their own positive characteristics and illustrated them in a creative way;
- have identified factors that enhance self-esteem;
- have recognised factors that diminish or erode self-esteem;
- be more aware of the need to be respectful and sensitive in their dealings with other people.

Suggested age appropriateness: 1st - 3rd Year

Time: 1 class, with optional follow-up

Other useful resources:
- On My Own Two Feet: Identity and Self-Esteem.
- Healthy Living, Healthy Times, Healthy Choices.

Materials needed for this lesson:
- Art paper, crayons, markers.
- A card (10” X 8”) with 2 holes pierced on one side and a piece of string/wool (20” long) for each student.
- Student Sheet 52.

Lesson Plan
1. Working in pairs
2. Advertisement
3. Discussion
4. Paula’s Day
5. Class Discussion
6. Worksheet
7. Conclusion
Procedure in Details:
1. Introduce the topic of self-esteem. Make the following brief points:

- self-esteem is the value one places on one's self;
- it is influenced by one's interaction with others;
- young people with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others;
- young people with low self-esteem make unrealistically high demands of themselves and may be unable to evaluate themselves accurately;
- it is important for young people to know how to build and support their own self worth so they can handle peer pressure, take risks and deal with criticism and rejection if it arises.

Divide students into pairs. Ask each student to make a list of positive characteristics that describe him/herself. Allow time for pairs to share what they have written, (it may be useful to acknowledge that many times we do not see the positive things in ourselves that others see and sometime we have difficulty acknowledging our attributes).

OR

Ask the students to write out 5 positive things about themselves.

2. Encourage students to imagine the job of their dreams. Tell them that the only way to apply for the job is to put an advertisement, advertising themselves, into a magazine. Invite students to visualize an advertisement that would display their skills and strengths.

3. Distribute art paper, crayons, markers to students and allow time to complete their advertisement. Allow time for sharing in pairs.

You could use the following discussion points with the whole class:

Discussion pointers:
- What did you enjoy about doing this exercise?
- What did you find difficult?
- Did you learn anything about yourself that you did not know before?

OR

4. Distribute a card (10" X 8") with two holes pierced on one side and a piece of string/wool (20" long) to each student. Ask the students to place the string/wool around their necks and to tie the ends through the holes in the card. Ask the students to write the words: 'I like myself, I am OK' on their cards. Read out the story on Reference Sheet 19: 'One Day in Paula's Life' to the students slowly. Every time Paula is put-down in the story, or something goes wrong for her, tear off a corner from a piece of card, similar to that which you have given the students. By the time you have finished reading the story the whole card has disappeared.
5. You could use the following pointers with the class group.

**Discussion pointers:**
- How do you think Paula was feeling at the end of her day?
- What factors caused her to feel this way?
- What do you think could have happened to make Paula feel good at the end of her day?
- Have you ever had a day like Paula’s?

As an option you could ask the students to wear their cards for a day *(perhaps inside their jumpers)* and to tear off a piece of the card everytime something goes wrong for them or someone says something hurtful to them.

6. Using Student Sheet 52 in small groups of 4/5 ask the students to identify the factors which can enhance our self-esteem and the factors which diminish it.

7. **Conclusion**
   In this lesson we have:
   - identified how high/low our self-esteem is;
   - identified factors which enhance and diminish our self-esteem;
   - recognised the need to be respectful and sensitive towards others;
   - identified our need to be respected and treated sensitively by others.

**Follow up**
In the next RSE lesson, follow up this lesson by asking the students how their self-esteem cards survived the optional exercise.
List five factors which can enhance our self-esteem:

1) ________________________________________________________

2) ________________________________________________________

3) ________________________________________________________

4) ________________________________________________________

5) ________________________________________________________

List five factors which can diminish our self-esteem:

1) ________________________________________________________

2) ________________________________________________________

3) ________________________________________________________

4) ________________________________________________________

5) ________________________________________________________
Paula decides to get up bright and early. She looks out the window and the sun is shining. She feels good. She thinks to herself ‘it won’t be long until the holidays are here and I can spend the whole day on the beach.’ She smiles to herself and hops out of bed. When Paula goes down to breakfast her mother is shouting at her younger brother about getting his uniform dirty before school. The minute she walks in the door, her father shouts at her: "Hurry up Paula, we’re already late for school!". Before Paula leaves the kitchen to get her jacket on, her sister comes down and accuses her of stealing her new ear-rings. On the way to school the car gets a puncture. Paula’s Dad impatiently tells her to look after her younger brother because she would be of no use changing the wheel. When Paula gets to school, later, she realises she has forgotten her French homework. She walks into class with a sense of doom. Needless to say the second thing which her French teacher said was ‘Show me your homework’: the first was: ‘You’re late!’ On the way home from school, some girls from fifth year follow Paula and start jeering her, saying “We know who you fancy but you don’t stand a chance!” When she gets home her Mam has left a note asking Paula to make the dinner and to mind her younger brother for the evening as she has to work late and her father has arranged to go out for the night. This is the final straw. To top it all Paula’s favourite programme ‘Friends’ is rescheduled because of a stupid football match.
Lesson 20

Peer Pressure

Aims:
1. To enable students to examine the effect peer pressure can have on teenage friendships.
2. To provide students with an opportunity to explore ways of dealing with peer pressure.

Outcomes:
As a result of participating in this lesson, students should:
- have examined the peer pressures which can exist for adolescents;
- have learned ways of resisting peer pressure.

Suggested age appropriateness: 2nd - 3rd year

Time: 1 - 2 classes

Background Information for the Teacher: See Appendix II, Reference Sheet 20.

Other useful resources:
- ‘On My Own Two Feet’: Understanding Influences.
- Healthy Living, pages 183-195.

Materials needed for this lesson:
- Copies of Student Sheet 53.

Lesson Plan
1. Peer-pressure or not? What do you think?
2. Refusal skills
3. Class Discussion
4. Conclusion
Procedure in Detail:

1. Peer pressure or not? What do you think?
Distribute a copy of Student Sheet 53 to each student. In this, a number of situations are outlined where young people are put under pressure by their peers. Ask the students, either individually or in small groups of 3/4, to read through the situations and to respond to the discussion pointers.

Teacher Note: You may find that a certain amount of the students' reaction is bravado – yeah, sure they'd take the drink, etc. If this happens you will need to stress that the person in the situation didn’t want to take the drink, so what should they do? Take feedback from the students individually or from a group spokesperson.

Discussion pointers:
- What do you think is the most serious form of peer pressure? Give reasons for your answer.
- What do you think a young person can do to resist peer pressure?
- How do you think a young person can be helped to resist peer pressure?

2. Refusal Skills: A Way of Dealing with Peer Pressure
Invite the class to role play the following senario. (You may decide to divide the class into two and have one or two students refuse in each group).
You are with a group of your friends. Your friends want to play a prank on one of the other students and they are planning what they will do. You do not want to be part of it because you know it will most likely end up hurting the student. You know, however, if you don't go along with your friends, they will make fun of you. What will you do? How can you refuse?

3. Once the role play has been completed, teacher leads the class discussion.

Discussion pointers:
- What was it like to be the one to refuse?
- How did it feel?
- What was it like to be one of the group planning the prank?
- How do we decide when it is right or wrong to go along with what everyone else is doing?
- Have you ever gone along with something you really didn't want to do?
- What might you do differently next time?

4. Conclusion
In this lesson we have:
- explored some situations where peer pressure was exerted;
- looked at steps we can take to resist unwanted and negative peer pressure.
Go on, have a drink!
Tina, Maebh and Annette are the best of friends. They go everywhere together. They went to primary school together and fortunately they stayed in the same class in secondary school. Annette asked Tina and Maebh to go to a party at her cousin’s house the following Saturday. The three girls are really excited and find it difficult to decide what to wear. Tina asks Annette if there will be boys there. Annette laughs and tells her it wouldn’t be a party without boys! Saturday night finally arrives and the three girls get the bus to Annette’s cousin’s house. When they arrive they’re really nervous about meeting people they don’t know but they sit down in a corner and try to look inconspicuous. Annette comes over with a bottle of alcoholic lemonade for Tina and Maebh. Tina grabs the bottle enthusiastically, but Maebh is totally shocked that her two best friends are drinking. She certainly didn’t intend to drink. She looks around the room, everyone is drinking. People are beginning to look at the scene which is unfolding. Annette is getting impatient and tells Maebh to take the bottle. Maebh’s insides are doing somersaults – what will she do?

Discussion pointers:
- Maebh is clearly uncomfortable in this situation, what do you think she should do?
- Do you think Maebh’s peers are exerting any pressure on her?
- What would you do in Maebh’s situation?
- Do you think Tina and Annette are good friends to Maebh in this situation?

Everyone is going out with someone!
Niamh and Karen, both 15, are friends. Karen has a new boyfriend called John. They get on very well together and they try to include other friends in their outings. Niamh is sometimes present in their group. Karen has asked Niamh to go out with John’s friend Mark. Niamh likes Mark and enjoys the group of friends going out together but does not want a boyfriend just yet. She feels she is too young and the idea scares her a bit. She hasn’t worked up the courage to say this to Karen who keeps trying to arrange a date for her with Mark. Finally Karen comes straight out with it: ‘What’s wrong with you Niamh, everyone is going out with someone?’

Discussion pointers:
- What do you think Niamh should do?
- Do you agree with Niamh’s reasons for not wanting a boyfriend? Why/Why not?
- Should Niamh go out with Mark if she doesn’t feel ready for a relationship? Why/Why not?
- How could Karen be a better friend to Niamh?
I can't loose face with the lads!
Richard and Joe are both 16. Richard is Joe's best friend. They play most sports and share hobbies together. They live on the same road and see each other all the time. One Saturday in the local town, Joe and Richard and a few of the lads are waiting for a bus home. They browse in the newsagents beside the bus stop. Richard picks up a magazine with naked and semi-naked women on the cover and inside. Some of the lads snigger a bit, then Richard says he wants to buy the magazine. He doesn't have enough money and asks Joe to lend him a pound. Joe doesn't want anything to do with the magazine but feels he has to let Richard borrow the money rather than loose face with the lads. Now Richard is telling everyone that he and Joe bought the magazine together. Joe is upset about the whole episode. Richard told Joe's older brother Peter about the magazine. Peter is now threatening to tell his parents.

**Discussion pointers:**
- Describe how you think Joe is feeling?
- What do you think Joe should do in this situation?
- What kind of friendship do you think Richard and Joe have?
- Do you think Joe experienced peer pressure in this situation?

They always looked up to Fergal
Alan, Brian and Bill are close friends. Alan's brother, Fergal, is someone they've always looked up to. He's always had time for the three lads - playing football with them and showing them his latest video game. One Friday night Brian and Bill are in Alan's house listening to a CD Alan's brother has just bought. Alan tells Brian and Bill that Fergal is in the other room with his friends. They're on their way out to a rave. Fergal's friends got a hold of some ecstasy and they're taking it before they go. Alan says that they have one spare tab. Alan wants to know would they have enough money between them to buy it? Bill is visibly shocked and tells Alan that he's mad to even consider taking an e-tab. Does he know what can happen? People have died after taking ecstasy. Brian is relieved that Bill had the courage to stand up to Alan, as he didn't think he would have been able to. Bill and Brian leave the house immediately. On the way home, they both can't believe that Fergal could be so stupid.

**Discussion pointers:**
- Do you think any peer pressure was exerted in this situation?
- Was this a good or a bad thing?
- What do you think Bill would have done if Brian wasn't there?
- What would you have done in the same situation?
Peer pressure is something which is probably experienced by adolescents in several areas of their lives. Which one of us, as adults, can honestly say that we are not sometimes affected or put under pressure by our peers. Peer pressure is also cultural, an unwritten rule that is assumed. For example, it is assumed that you support your county if they are in the all-Ireland hurling final.

Sometimes it is hard to pinpoint covert peer pressure, particularly when we are a generation or more removed from today’s youth culture. The “in” words, the “in” look, the “in” music are less important than the reasons why young people follow the code. If they do so because they fear being different, being ridiculed, etc., they can be at risk from more serious forms of peer pressure. If they do so because it makes sense to them and they are being true to their values and beliefs, then they are more likely to make their own unpressurised decisions about more serious issues.

Adolescents have the added disadvantage of being at a stage where they are only beginning to mature into young adults able to make responsible decisions. Physically they are adjusting to the changes taking place in their bodies, their new shape, etc. Emotionally they are seeking a balance between looking to others for reassurance and being self-assured. Psychologically many adolescents, especially girls, experience a drop in self-esteem. It is to this area that teachers must be sensitive. It is only when we believe in ourselves and trust ourselves that we can be independent of others and make the right choices for ourselves. It is important that the teacher capitalise on every opportunity that arises in RSE to build up young peoples’ self-esteem. You may wish to link this lesson with Lesson 8: The Image of Me which explores some issues which may arise for adolescents when it comes to body image. Lesson 19: Self-Esteem, looks at the importance of recognising our own attributes.

Peer pressure can, on occasion, become bullying. Most schools will have a policy and resources developed to deal with this issue. It would be important for the teacher to be sensitive to past incidents of bullying which may have occurred in their class group. For the most part, this lesson deals with peer pressure with regard to smoking, drinking, taking drugs and having a girl/boyfriend. However, with some groups of students, peer pressure, in the area of sexual relations, may already be an issue. This will be dealt with in more detail in the senior cycle resources. Other lessons which link in with this topic and which you may consider necessary to cover with your group of students include: Lesson 12: The Miracle of New Life; Lesson 13: Pregnancy and Birth; Lesson 16: You’ve Got A Friend; Lesson 17: Boy/Girl Relationships; Lesson 19: Self-Esteem: Lesson 22: Time to Reflect.
It might also be important to note that not all peer pressure is bad. Peer pressure can be positive when it encourages us, lifts our performance at all levels and in all aspects of life; when the pressure is on us to do positive things. However, it is when the pressure is to do something against our better judgement or values, that there is a problem. In this situation we need the courage and wisdom to stand on our own two feet and to say 'no'.
Lesson 21

Take Care!
Lesson 21

Take Care!

Aim: To increase awareness and to acquire skills to ensure personal safety.

Outcomes:
As a result of participating in this lesson, students should:
● have deepened their understanding of how their behaviour can put them at risk;
● have been given an opportunity to think a situation through and subsequently act in a responsible and safe manner;
● be able to appreciate why their parents/guardians have rules about their behaviour;
● have produced a number of guidelines for themselves to help keep them safe.

Suggested age appropriateness: 1st - 3rd year

Time: 1 - 2 classes

Background information for the teacher: See Appendix II, Reference Sheet 21.

Possible home/school links: You could suggest that the students discuss with their parents/guardians how they can co-operate to ensure their own safety.

Other useful resources:
● Healthy Living, pages 183-195.

Materials needed for this lesson:
● Copies of Student Sheet 54(a)/55(a) for half the group.
● Copies of Student Sheet 54(b)/55(b) for the other half of group.
● Copies of Student Sheet 56 dealing with situations.
● Copies of Student Sheet 57 - Guidelines For Personal Safety.

Lesson Plan

1. Role play
2. Carousel/sharing exercise
3. Expression of emotions/feelings
4. Class discussion
5. Teacher input
6. Development of safety guidelines
7. Conclusion
1. (A) Student Sheet 54/55
Divide the class into two groups. Distribute Student Sheet 54(a)/55(a) to those in one group and Student Sheet 54 (b)/55 (b) to the other group. Ask the students to read through their student sheet without making any comment.

Optional Role Play: Ask for a volunteer from each group to role play the scene that occurs back in the apartment/caravan.

You could use the discussion pointers provided on the student sheet to stimulate small or a large group discussion. Alternatively you could ask the students to complete the questions at the end of their student sheet individually.

2. Carousel
Ask the student to form a carousel (two circles facing each other), Parent (Jack) on the inside and Young Person (Linda) on the outside. The participants share their answers to student sheets 54 (a) and (b)/55 (a) and (b) with someone from the opposite group. If time permits, the carousel can move so that the student can hear more than one Parent's/Young Person’s point of view. It is important to point out that no argument or comment is to be made about the answers at this stage.

3. Student Sheet 56
Distribute Student Sheet 56 or have the outline written on the chalkboard and ask each participant to fill it in. Ask the students to share what they have written in pairs. Alternatively you could ask them to role play their response to the student sheet.

4. Large Group Discussion:
Discussion pointers:
- What effect, do you think, the sharing of feelings would have on a conflict situation?
- Why, in your opinion, was there so much conflict initially?
- What feelings were portrayed by Linda and by Jack?
- What happened to the feelings when each of the parties understood the other person’s point of view?

5. Teacher Input:
Discuss with the students the fears that Jack had for Linda’s safety. At all stages of life there are threats to our personal safety. We are largely protected from these by our parents or guardians during childhood. Becoming independent however, involves being in more situations where we are less protected. What do you think are the risks to personal safety that parents and guardians try to protect us from? Brainstorm fears for personal safety from which guardians might try to protect their young. For example, rape, assault, abuse, indecent exposure, voyeurism, drugs, alcohol, smoking, sexually transmitted infections (STI’s), suicide, unwanted pregnancy, murder, etc.
Distribute copies of Student Sheet 57 to the students. Ask the students to read the student sheet. When they have done this ask them to add their own guidelines, if possible.

Optional Exercise: If you wish to further pursue some safety issues, Student Sheet 58 might be useful as a discussion starter. Distribute the student sheet. Read through the scenarios with the students. You could invite the students to answer the questions which follow each situation either in small groups or individually or as a class group.

Optional Lesson
In advance of the lesson ask the students to cut out incidents in the newspaper where people's personal safety has been threatened. Alternatively, you could gather a number of such articles yourself and distribute them to the students. Divide the class into small groups of 3/4. Ask each group to read one or more of the newspaper articles. Ask the students to compile a list of personal safety guidelines based on dangers to personal safety in our society today. When the groups have completed this exercise, ask one student from each group to feedback their list to the larger class group. Record the list of safety precautions on the chalkboard/Flipchart/OHP, etc. Compare this with the list on Student Sheet 57.

7. Conclusion
In this lesson we have:
- looked at situations where our personal safety could be threatened;
- explored the necessity of observing the guidelines our parents set out for us with regard to personal safety;
- taken responsibility for some of these and other guidelines for personal safety.
Jack is on holidays with his family. His eldest daughter (Linda, 15) has met up with a group of four other girls her own age. Jack suggests going to the local bar, about ten minutes away, for the evening. Linda asks if she can stay behind with her new friends. Jack has a good relationship with his daughter, who doesn't drink or smoke. He feels he has no reason not to trust her. During the course of the night, the film in the camera runs out and Jack decides to walk back to the apartment to get a new one. As he walks up to the apartments he notices a couple sitting by the secluded, and now dark, pool. As Jack continues walking the voices from the pool-side carry in the wind and he realises that the girl is his daughter. Jack’s heart feels as if it is about to stop as realisation dawns – this is his little girl. He storms down to the pool to find his daughter sitting with a local Greek lad who looks at least 21 years of age. Jack orders Linda to be in her room within ten minutes and says that he and the rest of the family will be back by then. As Jack leaves the pool he feels terribly guilty as all the 'what ifs' run through his mind.

Discussion pointers:

- What do you think are Jack’s feelings as he walks away from his daughter?
- Why do you think Jack reacted the way he did?
- What do you think were Jack’s fears for his daughter?
- Should Jack have allowed his daughter to stay behind with the girls?
- Do you think Jack will allow her this freedom again?
- Do you think Jack would have been as angry if the boy was Irish and Linda’s own age? Give reasons.
- How do you think Linda will feel towards Jack now and in the future?
- If Jack could have changed anything before this incident occurred, what do you think it would be?
Linda is fifteen, and is on holidays with her parents and younger brother and sister in Greece. Linda is having an OK time and is grateful to be brought on holidays but it is a bit boring because there are no people her own age around. After the first week a few more people arrive and Linda begins to hang out with four other girls her own age. It’s a good laugh, spotting all the local talent, and a bit of a challenge. Linda really likes one of the local barmen who is around eighteen years of age. He works in the apartment bar and to her delight, this is his night off. He stops to chat to her gang. It’s obvious that he likes Linda as he keeps on smiling and making eye contact and when Linda complains about the heat, he suggests that he and Linda would go to dip her feet in the pool. It is obvious to the others that they are not invited. Linda strolls down to the pool and they chat away by the side of the pool. This guy is really nice and Linda can sense he is about to kiss her when Linda hears her father’s voice. He comes towards Linda and orders her to go to the apartment. Linda feels like a baby and is mortified in front of her new Greek friend. How can her Dad do this to her? Linda is raging and can’t understand what all the fuss is about—she wasn’t even doing anything!

Discussion pointers:

- How do you think Linda is feeling walking up to the apartment?
- What do you think her Dad will say?
- Why do you think her Dad reacted the way he did?
- What do you think the Greek boy will think of Linda now?
- How do you think Linda’s father will feel towards her regarding this incident, now and in the future?
- If Linda could change anything she did tonight, to prevent a conflict with her Dad, what do you think it would be?
Student Sheet 55 (a)

A falling out in Co. Wexford

Jack is on holidays in Co. Wexford with his family. His oldest daughter (Linda, 15) has met up with a group of four other girls of her own age. When Jack suggests going to the local bar about ten minutes away for the evening, she asks if she can stay behind with her new friends. Jack has a good relationship with Linda, who doesn’t drink or smoke, and Jack feels he has no reason not to trust her. During the course of the night, the film in the camera runs out and Jack decides to walk back to the caravan to get a new one. As Jack walks up to the caravan he notices a couple sitting by the secluded and now deserted shower block. As Jack continues walking, the voices carry in the wind and Jack realises that the girl is his daughter. His heart feels as if it is about to stop as realisation dawns – this is his little girl. Jack storms over to the shower block to find his daughter sitting with a local lad aged at least 21 years of age. Jack orders his daughter back to the caravan. Jack tells her that he and the rest of the family will be back within ten minutes. As Jack leaves the beach, he feel terribly guilty as all the 'what ifs' run through his mind.

Discussion pointers:

- How do you think Jack is feeling as he walks away from his daughter?
- Why do you think Jack reacted the way he did?
- What do you think were his fears for his daughter?
- Do you think Jack should have allowed his daughter to stay behind with the girls?
- Do you think he will allow her this freedom again?
- Do you think Jack would have been as angry if the boy was someone he knew and was Linda's own age? Give reasons.
- How do you think Linda will feel towards Jack regarding his actions tonight, both now and in the future?
- If Jack could have changed anything he did before this incident occurred, what do you think it would be?
Linda is fifteen, and is on holidays with her parents and younger brother and sister in Co. Wexford. Linda is having an OK time and is grateful to be brought on holidays but it is a bit boring because there are no people her own age around. After the first week a few more people arrive and Linda begins to hang out with four other girls her own age. It's a good laugh, spotting all the local talent and a bit of a challenge too. Linda really likes one of the local barmen and to her delight, tonight is his night off. He stops to chat to Linda and her new-found friends. It's obvious that he also likes Linda as he keeps on smiling and making eye contact. When Linda complains about the heat, he suggests they go outside. It is obvious to the others that they are not invited. Linda strolls towards the caravan site and they chat away. This guy is really nice. They sit down by the deserted shower block and Linda can sense that he is about to kiss her, when she hears her father's voice. He comes towards Linda and orders her to go back to the caravan. Linda feels like a baby and is mortified in front of her new friend. How can her Dad do this to her? Linda is raging and doesn't know what all the fuss is about—they weren't even doing anything.

**Discussion pointers:**
- How do you think Linda is feeling walking up to the caravan?
- What do you think her Dad will say to her?
- Why do you think her Dad reacted the way he did?
- What do you think the boy she met will think of Linda?
- How do you think her father will feel towards Linda regarding this incident, now and in the future?
- If Linda could change anything she did tonight, to prevent this from causing a conflict, what do you think it would be?
Dealing with conflict situations

Keeping the other person’s point of view in mind

- Be direct in your conversation, use the person’s name, for example, Linda.

- Explain what your feelings were and why you felt that way. For example: ‘I felt... because...’

- Put yourself in the other person’s situation and try to understand what they were feeling and why they felt that way. For example: ‘You must have felt/been... because...’

- Don’t reject the other person or make them feel small: ‘It’s not that I don’t love you/want you to have fun’, etc.

- Suggest a compromise. For example: ‘Maybe next time we could...’
1. Avoid going to secluded or dark places with a stranger.

2. Always tell someone where you are going and with whom.

3. Don’t use cover up stories - if something happens to you nobody will suspect until it may be too late.

4. Never thumb lifts and don’t accept lifts from strangers.

5. When going out at night ensure you have a safe way of getting home.

6. Always carry a call card and some spare cash for the phone.

7. Never leave a friend alone if you had planned on staying together. Remember if you look out for your friends, they will look out for you.

8. If you are delayed ring whoever is expecting you to let them know.

9. If anyone threatens you, follows you, hits you, or even acts suspiciously, tell someone.

10. If you are travelling in the dark make sure you wear reflective clothing. If cycling, it is compulsory to have a white front light and rear red light and a reflector on the rear mud-guard. It is advisable to carry a light when walking at night.

11. Do not get into a car with someone who has obviously been drinking too much.

12. Do not pressurise anyone to do anything they don’t want to – remember it could be your word against theirs.

13. Avoid going into secluded areas on your own or at night, for example, public toilets or parks.

14. If you receive an abusive phone call hang up as soon as possible – never answer the phone by giving your name. If they continue, ask your local Garda for advice.

And finally...try to think of the possible consequences before you make your decisions!
Paul’s Decision

You and your friends are coming home from a disco. One of the lads, Brian, spots a big, flashy car. Before you realise what’s going on, Brian has broken into the car. The rest of the lads pile into the car. You are horrified, you don’t trust Brian’s driving and you believe stealing is wrong. All your friends are urging you to hurry up and get in.

Discussion pointers:
- What is the safest option for you to take in this situation?
- Would you take this option? Why/Why not?
- What are the possible consequences of getting into the car?
- What are the possible consequences in terms of your friendship with the lads if you don’t get into the car?

Ian is Overwhelmed

Ian is on holidays with his family in Spain. He meets up with some Irish lads in the apartment block. On the last night of the holiday, there is a disco organised for Ian’s age group and his parents let him go to it. Half way through the night Ian spots the girl he has been admiring at the swimming pool earlier in the day. She’s staying in the apartment next to his family’s, but he has never spoken to her. He plucks up the courage and asks her up to dance. She says yes, and they get on great together. He suggest that they walk home together. On the way home, he’s thinking of working up the courage to kiss her when all of a sudden she grabs him. She pulls him towards her and starts to kiss him passionately. Ian is shocked. He likes her but he didn’t expect things to move so quickly.

Discussion pointers:
- Ian is clearly uncomfortable in the situation described, what do you think he should do?
- If the girl’s parents came on the scene how do you think they would react? Give reasons for your answer.
- If Ian’s parents came on the scene how do you think they would react? Give reasons for your answer.
- Would the situation be different if Ian came on strong to the girl? Why/Why not?
This lesson may seem more suitable for all girl classes as they tend to be more vulnerable regarding crime and violence. On the other hand, highlighting how boys can be at risk, how they can help others to ensure their personal safety and how to avoid being in a situation where they could be blamed for something they did not do, would also be important issues to cover.

It is suggested in the cross-curricular links that this lesson could be tied in with Physical Education. This would be in the context of (a) assertive behaviour and (b) decision-making skills where students would examine the consequences of decisions, such as, “do you stand your ground (self-defence) or do you take flight”, to ensure your personal safety in any given situation. This lesson could be followed up by inviting a guest speaker to give an input on personal safety to the students. It would be important to check your school’s policy with regard to who could be invited to speak to the class about issues around personal safety.
Lesson 22

Time to Reflect
Lesson 22

Time to Reflect

Aim: To provide an opportunity for students to examine some of the implications of sexual activity.

Outcomes:
As a result of participating in this lesson, students should:
- have considered what they want from a relationship now and in the future;
- have examined two scenarios with regard to sexual activity;
- have explored the options with regard to sexual activity for themselves now and in the future.

Suggested age appropriateness: 3rd year – Senior Cycle

Time: 1 – 2 classes

Background information for the teacher: See Appendix II, Reference Sheet 22.

Materials needed for this lesson:
- Chalkboard/Flipchart and markers/OHP.
- A card (10cms X 15cms approx.) for each student.
- Copies of Student Sheet 59 and 60 for each student.

Lesson Plan
1. Warm up exercise
2. Teacher Input
3. Student Sheet 59 and 60
4. What do I want now? What will I want in the future?
5. Conclusion
Procedure in detail:
1. Warm up exercise
Distribute a blank card to each participant. Ask the students to write down on one side of the card three things they want or consider to be good in a relationship with a member of the opposite sex. On the other side of the card ask them to write down three things they can give to a relationship. When the students have finished this exercise ask them to share, only what they feel comfortable with, with the person beside them.

2. Teacher Input:
Most of the time we know what we want or would like in a relationship. Other times, however, we can find ourselves in situations where we are unhappy because we haven't thought about or made a decision about a relationship and what we want or need from it. During this lesson we are going to examine more closely what can happen when we haven't made a decision about what we want from a relationship.

3. Student Sheet 59
Distribute a copy of the student sheet to each student. Allow time for the class to read through the situation A outlined on the sheet. When the students have done this, you could use the following questions as pointers for a class discussion. Alternatively, you could divide the class into small groups of 3/4 and ask them to answer the following questions.

Discussion pointers:
- What thoughts do you think went through John's head in favour of saying 'yes'?
- What thoughts do you think went through John's head in favour of saying 'no'?
- What factors do you think would influence John when he is making his decision? For example, parent(s)/guardian(s) his personal values and beliefs/other family members/clergy/television/magazines/etc.
- What would you do in John's situation?

Invite the students to read situation B on the student sheet. Repeat the process as before using the following:

Discussion pointers:
- What thoughts do you think went through Mary's head in favour of saying 'yes'? 
- What thoughts do you think went through Mary's head in favour of saying 'no'?
- What factors do you think would influence Mary when she is making her decision? For example, parent(s)/guardian(s), her personal values, beliefs/other family members/clergy/television/magazines/etc.
- What would you do in Mary's situation?

Additional Exercise: You could ask the students to write a letter of advice/support to John or Mary.
4. Who influences me?
Distribute a copy of Student Sheet 60 to each student. Ask the students to spend some time thinking about their answers before writing anything down. Divide the large group into smaller groups of 3/4. Ask each group to come up with a comprehensive list of all the influences that they, a group of young people, experience. Separately ask them to compile a list of the most important factors which should be given consideration when making a decision. Reasons for their choices could also be given during feedback. When the groups have finished this exercise, take feedback from each group, recording a class consensus on the most important influences and factors to be taken into account.

5. Conclusion
In this lesson we have:
- examined what we want from a relationship now/in the future;
- explored the options with regard to sexual activity in a relationship;
- explored the factors which influence the decisions we make in relationships.
Situation A: John's Choice

John and his two friends, all aged 16, have got summer jobs in a seaside hotel. The nearby pubs and discos are full of foreign students and the craic is great. One night John is working late. His two friends have the night off. When he finishes work they are waiting for him, really excited. They tell him that they have been to the pub where they met up with three girls who are really 'cool' and 'with it'. They are camping near the beach and have invited the lads to a beach party and to spend the night with them. The lads have also bought beer. John's friends tell him it's going to be a great night, the girls as good as said they'll have sex with them. They want John to come with them to even up the numbers. John has to decide quickly.

- What decision do you think John will make?
- What factors do you think will influence John when he is making his decision? For example, parent(s) or guardian(s)/his values, beliefs/other family members/clergy/television/magazines/etc.
- List the possible consequences of this decision.
- List also the possible consequences of an alternative decision.

Situation B: Mary's Choice

Mary and her two friends, all aged 16, have got summer jobs in a seaside hotel. The nearby pubs and discos are full of foreign students and the craic is great. Mary's two friends have met up with loads of foreign men. Mary notices that often they don't come back to their rooms but stay out all night. Mary meets a really nice French guy called Henri (18). He takes her out on her nights off and she has a great time with him. He's a good laugh to be with but is tender and romantic as well - the perfect guy! One night when they are together he becomes very passionate and asks Mary to come back to his room for the night. Mary has to make a decision quickly.

- What decision do you think Mary will make?
- What factors do you think would influence Mary when she is making her decision? For example, parent(s) or guardian(s)/her values, beliefs/other family members/clergy/television/magazines etc.
- List the possible consequences of this decision.
- List also the possible consequences of an alternative decision.
Factors to be taken into consideration when making an important decision:
For example, parent(s)/guardian(s)/personal values, beliefs/other family members/clergy/television/magazines/etc.

1) ___________________________
2) ___________________________
3) ___________________________
4) ___________________________
5) ___________________________
6) ___________________________
7) ___________________________
8) ___________________________
9) ___________________________
The following information is intended for the teacher's information store rather than to be given in its raw state to the students. It would be unwise to use scare tactics to prevent young people from engaging in early sexual activity. It would also be counter-productive to preach to young people. This lesson is designed to enable the students to reach the decision to wait until the time is right, by looking at and examining the options in terms of what their values and beliefs are, and what they want and need from a relationship now and in the future.

It is also important that the teacher be sensitive to the fact that the students themselves may be children of teenage mothers or have an older brother/sister who was born when their mother was a teenager. They may have close family who have become pregnant during their teenage years, for example, a sister, cousin, etc. This lesson does not intend to judge or condemn teenage pregnancy but rather seeks to explore the huge disadvantages associated with an unplanned teenage pregnancy. Lesson 23: Teenage Pregnancy deals with this issue in more detail.

Sometimes, because of their immaturity when it comes to relationships, young people see love and sex as being always present together. However, in their teenage years, young people are not ready for the social, emotional, physical and moral implications of early sexual activity. For example, because young people are emotionally immature, early sexual experiences may lead to feelings of guilt, hurt, inadequacy or even revulsion of physical intimacy. Hence, their future sexual relationships may be affected by these early teenage sexual encounters. Other realities are that teenage pregnancies are on the increase and the number of teenagers travelling to Britain for an abortion seems to be on the increase. Because young people might fail to take account of the long-term consequences and risk of unprotected sex they can be more prone to contracting and spreading STI's. (See AIDS Education Pack Health Promotion Unit, Department of Health and Children.)
Lesson 23

Teenage Pregnancy
Lesson 23
Teenage Pregnancy

Aim: To enable students to reflect on the implications of teenage pregnancy.

Outcomes:
As a result of participating in this lesson, students should:
● have examined the physical, social and emotional outcomes of teenage pregnancy;
● have looked at the choices facing a teenager who becomes pregnant;
● have considered the consequences of these choices.

Suggested age appropriateness: 3rd year – Senior Cycle

Time: 1 – 2 classes

Background information for the teacher: See Appendix II, Reference Sheet 23.

Materials needed for this lesson:
● Chalkboard/Flipchart and markers/OHP.
● Copies of Student Sheets 61,62 and 63.

Lesson Plan
1. Warm up exercise
2. Option A: Ann’s Story
   Option B: Sean and Louise
3. Small group work
4. Conclusion
Procedure in detail:

1. Warm up exercise
Ask the students to individually write down the five things they enjoy doing the most. When they have done this ask them to cross out any activity that costs more than five pounds. Which of the activities they wrote down are done alone/with others? How many would be affected by having a six month old baby? Ask the students to turn to the person next to them and to share with them what they came up with.

2. (A) Ann’s Story
Ask the students to read through the story on Student Sheet 61. Alternatively, you could record yourself/someone else reading the story and play it for the students. When the students have read/heard the story you could use the following questions as discussion starters with the large class group. Alternatively, you could divide the students into small groups of 3/4 and ask them to discuss each pointer and to feed their responses back to the large group.

Discussion pointers:
- Why, do you think, Ann decided to have her baby adopted?
- What are the implications of Ann’s decision with regard to her family, friends, school, etc.?
- Is there anything else Ann could have done?
- What would you do in if you were in Ann’s situation? Give reasons for your answer.
- How did you feel hearing Ann’s story?

OR

(B) Sean and Louise
Read through the scenario on Student Sheet 62 with the students. Divide the students into small groups of 3/4. Ask the groups to discuss the following:

Discussion pointers:
- What are the problems which face Sean and Louise?
- What are their options in this situation?
- What do you think Louise’s main concern is?
- What do you think Sean’s main concern is?
- What/Who do you think will influence Louise’s decision? For example, her values and beliefs, parent(s)/guardian(s), brother/sister, friends, clergy, etc.
- What/Who do you think will influence Sean’s decision? For example, his values and beliefs, parents/guardians, brother/sister, friends, clergy, etc.
- Choose a decision for Sean and Louise. List the advantages, disadvantages and consequences of this decision.

Take feedback from the small groups.

3. Small group work
Divide the class into small groups of 3/4 or ask them to remain in their small groups. Distribute a card with one of the following options facing a pregnant teenager to each group along with Student Sheet 63 where the students will fill in the boxes.
**Possible options:**

1. To raise the baby in a one-parent family.
2. To ask extended family (for example, mother, sister, etc.) to raise the baby.
3. To have the baby adopted.
4. To have an abortion.
5. To marry the baby's father and to raise the baby in a two-parent family.
6. To talk to a pregnancy counselling service.

**4. Conclusion**

In this lesson we have:

- explored the options with regard to teenage pregnancy;
- looked at the advantages and disadvantages of different options;
- examined the physical, social, emotional, moral and other implications of teenage pregnancy.
Ann was 16 and pregnant when I first met her at the adoption agency where I work. The hospital had sent her to see me after her first visit there. Her mother was with her. Ann told me she wanted to give her child up for adoption because she felt too young to cope with a baby on her own. She told me she would be sitting the Leaving Certificate next year and hoped to study to become a nurse. During this first meeting I spoke to Ann about how pregnancy and birth were major experiences in a person's life. Her mother told me she and her husband were both very supportive of Ann's decision to have the baby adopted. I stressed that the decision to have her baby adopted was one which needed to be carefully thought out and should not be rushed into.

During a second meeting with Ann, it was clear to me that she was indeed determined to have her baby adopted. She stressed how she didn't feel ready or able to be the mother she would like to be. Her relationship with the father, who was very young and called Brian, was casual and she didn't see a future in it. She would like her baby to have a stable home, ideally with two parents. She told me when she first discovered she was pregnant she felt her life was over. She had plans to go to college to be a nurse, maybe even to travel. To her, adoption was the perfect solution for all concerned. Again, I cautioned Ann that it was early days in the pregnancy and that she should be prepared for possible conflicting feelings as her baby grew inside her. But I reassured her that I would put provisional plans for adoption in place.

During the next few meetings with Ann we discussed how her pregnancy was progressing, what her feelings were towards her growing baby and the birth. I described to her the feelings of other young women who had given their babies up for adoption: how they had experienced some feelings of loss and grief. Some found it very difficult to let go even though they felt they had made the right decision for themselves and for their babies. Ann told me that her parents were very supportive towards her. She said her mother didn't feel in a position to mind her baby. She told me that many of her friends were urging her to keep the baby telling her that they would help her out when the baby came. But she said she knew it was she who had ultimate responsibility and she felt she was making the right decision. I think Ann may have got some insight into how difficult it might be to let go of the baby the first time she felt movement inside her. She told me the experience was awesome - to think that a human being was growing inside her.

I met again with Ann's mother and for the first time with her father. I spoke to them about the grief they might experience upon losing their first grandchild. It was something neither had thought about beforehand, their main concern was for Ann's health and well-being. We discussed meeting with the prospective family who would adopt Ann's baby. I asked Ann if she had thought about the type of family she would like her baby to grow up in- she told me it was important to her that her baby would
have two loving parents who would help the child understand why s/he had been adopted.

I suggested to Ann that the next time we met she could bring Brian along with her. Ann seemed reluctant to do this at first—she told me the relationship wasn’t serious and he was fine about her decision to have the baby adopted. I emphasised that he too would have to grieve the loss of a child and that sometimes we don’t always anticipate how we will feel. It can help to talk things through with an independent person. I also explained that if she chose adoption, then Brian, as the baby’s father, would have to be told of the plan as he would have certain legal rights. As the time of the baby’s birth drew closer Ann talked more and more about the future. It seemed as if she was trying to see beyond her present circumstances, setting herself a goal. I spoke to her about acknowledging what she was feeling now about the baby and to try not to bury any sadness she might be experiencing.

I arranged for Ann and Brian to meet the prospective parents. The meeting was very successful. Any initial awkwardness was soon overcome. Ann spoke to the prospective parents about the ideal home she would like her baby to have. She told them she hoped they would tell her baby about his or her birth mother and how Ann had tried to make the best decision for the baby. I suggested that maybe Ann would like to write a letter to the baby that the parents could give it to him or her when s/he was old enough to understand. The prospective parents promised Ann they would send her photographs of birthdays and other significant moments in her child’s life. It was an emotional meeting for all concerned but worthwhile as each had a more realistic picture of the other.

Two days before her due date, Ann’s baby was born without too much difficulty—a beautiful baby girl, 8lb 9oz. Ann’s mother had been with her throughout the birth. Mother and baby were both doing well when I went into see them the next day. Ann seemed to be on an emotional high. She named the baby Niamh. She told me she wasn’t sure if she was making the right decision. She hadn’t realised she would feel such a strong bond with the baby. I told her that doubts at this stage were natural. I told her that the baby would go to a foster family for a few weeks before anything was finalised. She would have time to change her mind if that was what she wanted. While I was in the hospital with Ann, Brian came in. This seemed to surprise Ann greatly. I left them together at that point.

The day Ann was to leave the hospital I went in to collect Ann and to bring baby Niamh to her foster family. Ann was upset. I tried to reassure her that nothing was finalised yet and that she could take her time in making up her mind fully.

After Ann had been home a week from hospital, I called to see her. She seemed to me to be quite down in herself. We spoke about the baby. She told me she felt a deep sadness; an emptiness. She said some of her friends had called but they didn’t really know what to say to her. She said Brian had called once to ask how she was, but she didn’t want to see him.
During my next visit she told me she was up and down – some days it was on her mind every minute and other days she felt she could move on. When she thought about the people who were adopting her baby, she knew it would be for the best as they could give her love, a nice home, holidays, a good education, etc.

Ann was due to sit her Leaving Certificate in four months. She was trying to get down to some study but was finding it hard to concentrate. I arranged for Ann to visit Niamh in the foster home to say her final goodbyes.

Ann showed me the letter she had written to her baby to explain her circumstances. She showed me a silver chain she had bought her as a keepsake. Ann kept a photograph of the baby, one day old, beside her bed.

The day for signing the adoption papers came. This was a very difficult day but with her family’s support, Ann coped. When I met Ann a few weeks later, she was in brighter spirits. Things were settling into place for her and she had only one month to go to her Leaving Certificate. She had applied for her nursing course and she was looking forward to the following September when she would start college. She told me she was still sad and that she sometimes cried for her baby but she was confident that things would work out for the best.

**Discussion pointers:**
- What do you think of the decision Ann made?
- What are the implications of Ann’s decision with regard to her family, friends, school, etc.?
- What would you do in if you were in Ann’s situation? Give reasons for your answer.
- How did you feel hearing Ann’s story?
Sean and Louise go to the same school. Sean is 17, in his Leaving Cert. year and is doing really well. He hopes to go to college to study engineering. Louise is 16, in 5th year. She hopes to become a doctor when she leaves school. Sean and Louise have been going out together for over six months. Louise discovers she is pregnant after missing two periods. She tells Sean. They are both very upset. They planned to be together forever and to maybe have children together but much further down the road when both their careers are established. Now everything has changed.

Discussion pointers:

- What are the problems which face Sean and Louise?
- What are their options in this situation?
- What do you think is Louise's main concern?
- What do you think is Sean's main concern?
- What/Who do you think will influence Louise's decision? For example, her values and beliefs, her parents, brother/sister, friends, clergy, etc.
- What/Who do you think will influence Sean's decision? For example, his values and beliefs, his parents, brother/sister, friends, clergy, etc.
- Choose a decision for Sean and Louise. List the advantages, disadvantages and consequences of this decision.
- Write an ending for the story.
Option given on card: _____________________________

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Appendix II

Reference Sheet 23

Background Information for the Teacher

It is important that the teacher be sensitive to the fact that the students themselves may be children of teenage mothers or have an older brother/sister who was born when their mother was a teenager. They may have a close family member who has become pregnant during their teenage years. This lesson does not intend to judge or condemn teenage pregnancy but rather seeks to explore the huge disadvantages associated with an unplanned teenage pregnancy.

Some medical and social research shows that a teenage girl who is sexually active has a higher risk of developing cancer of the cervix that her non-sexually active peer. Because the teenage girl's body hasn't fully developed if she becomes pregnant, her baby does not have as good a chance of going to full term as an older woman's baby. For example, there are increased incidences of toxaemia in pregnant teenagers. There is also a risk that the teenager will try to hide her pregnancy for as long as possible and therefore may not be under proper medical supervision during the early mid-stages of her pregnancy.

Students who are concerned about pregnancy need to know that there is support available for them no matter what the circumstances. There are many services available to help with unplanned pregnancies, some of which can provide accommodation, help with employment, advice on adoption, etc. All of these services provide counselling for the expectant mother. Information about these services is available from your health board. It is important to consult your school's RSE policy when providing students with the names of particular agencies.
Lesson 24

Respect and Tolerance for Difference
**Lesson 24**

**Respect and Tolerance for Difference**

**Aim:** To increase student awareness of discrimination with a view to encouraging respect for different sexual orientations.

**Outcomes:**
As a result of participating in this lesson, students should:
- have a deeper understanding of the effect discrimination can have on ourselves and the wider community;
- become more aware of why people label and discriminate against others, especially people of homosexual orientation;
- be encouraged to respect and accept difference.

**Suggested age appropriateness:** 3rd year – Senior Cycle

**Time:** 1 class

**Background information for the teacher:** See Appendix II, Reference Sheet 24.

**Materials needed for this lesson:**
- A card from Student Sheet 64 for each small group of 3/4.
- Poster paper and marker for each small group 3/4.
- Copies of Student Sheets 65.

**Lesson Plan**
- 1. Warm-up exercise
- 2. Class Discussion
- 3. Student Sheet 65
- 4. Conclusion
Procedure in detail:

1. Warm-up exercise
Divide the class into small groups of 3/4. Give each group a card from Student Sheet 64. For the purpose of this exercise the students must not show any other group their card. Give each group a poster and marker. Ask each group to write on the page the assumptions people make about the person on their card. Ask them to do this in a way that doesn’t give away the identity too easily. Ensure that they do not use the word on the card. When they have done this, each group puts their poster up on the wall. Read through each group’s page individually. Ask the class group to guess who is being described on the poster.

2. Class Discussion
Following on from step one you might find the following questions useful as a discussion starter.

Discussion Pointers:
- Did anything on any of the posters surprise you?
- Are the images portrayed on the posters realistic? Why/Why not?
- Do you think any of the people described on the posters are discriminated against in our society? How?
- Do you think this says something about respect and tolerance in our society?

3. Student Sheet 65
Distribute a copy of Student Sheet 65 to each student. Ask the students to read through the statements, and answer whether they agree/disagree or are not sure. When the students have completed this exercise, collate the answers. You may wish to concentrate on the theme of respect and tolerance. Which of the statements are discriminatory? How would you respond to someone who made this kind of a statement?

4. Conclusion
In this lesson we have:
- examined a number of people who can be discriminated against in our society;
- looked at some misconceptions about homosexuals;
- explored the importance of respect and tolerance for difference.
Appendix I

Student Sheet 64

Cut up the following into cards and give one to each small group.

<table>
<thead>
<tr>
<th>Irish Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl who gets 8 As in her Junior Cert.</td>
</tr>
<tr>
<td>Male Farmer</td>
</tr>
<tr>
<td>16 year old boy who does part-time modelling for pocket money</td>
</tr>
<tr>
<td>Homosexual Male</td>
</tr>
<tr>
<td>Homosexual Female</td>
</tr>
</tbody>
</table>
Read through the following statements and answer whether you agree, disagree or are not sure.

1. You can change from being a homosexual.
2. Married men are not homosexual/married women are not lesbian.
3. You can tell by looking at someone that they are gay.
4. All lesbians are butch (masculine).
5. Effeminate men are gay.
6. All gays molest children.
7. Girls who don't wear make-up are lesbian.
8. Boys who don't play sport are gay.
9. Homosexuals shouldn't be allowed to marry.
10. All gays are HIV positive.
11. Homosexual people try to make others homosexual, especially young people.
12. People are gay because of the way they are brought up.
Many minority groups within Irish society experience a lack of respect and tolerance from members of the majority group. Some groups which may come to mind are Travellers, People with Disability, etc. Dealing with difference can feel threatening to one’s own values. If I choose to live and be in the world in a certain way, and the majority agree with me, why can’t you do the same? Sometimes our reaction to difference is to downgrade it or stereotype it. When we stereotype something we take one part of it, usually a seemingly negative part, and we portray it as the whole picture, as if that is all there is. To combat stereotyping, it can be useful to highlight any prejudice which is experienced by a group of people and to show how there is a much bigger picture.

This lesson aims to foster respect within the class group for those who are different. It is also intended that the fears and concerns of the individuals within the group be allayed. We all know how cruel students can be to each other. If it is the case that there is a student within the class group who questions her/his sexual orientation, or indeed the group may initiate their own questions, this should be treated as something to respect rather than to ridicule. This lesson tries to deal with some of the stereotyping which can surround sexual orientation. Teachers must be careful to ensure that students recognise that discrimination on the grounds of sexual orientation can devalue and be prejudicial to a person.

- It is thought that up to 10% of people are homosexual. Because true sexual orientation often remains hidden it is difficult to have correct statistics.

- The overriding feeling for young people who are struggling to establish and come to terms with sexual orientation as they grow up is one of isolation where they sense the negative attitude of peers and feel unable to approach parents or teachers for support.

- One of the tasks of adolescents is establishing a sexual identity and choosing sexual behaviours. As part of this, some adolescents may experience sexual feelings for the same sex. This is part of the development of a sexual identity; homosexual and heterosexual.

- According to some studies a lot of school bullying is homophobic, in other words, attacking a person who is gay because of fear and mistrust of difference.
AIDS Education Pack and video 'Don't Turn Away,'
Health Promotion Unit Department of Health and Children.

National Rehabilitation Board - Dublin.

Drink Awareness for Youth
A resource pack on alcohol misuse.
Health Promotion Unit, Department of Health and Children.

Exploring Sex Stereotyping – Video and Teacher’s/Facilitator’s Manual
Department of Education and Science.

Healthy Living,
First year programme of Social, Personal and Health Education with teacher’s manual and student work books.
McAuley B., Health Promotion Department, North Western Health Board.

Healthy Times,
Second year programme of Social, Personal and Health Education with teacher’s manual and student work books.
McAuley B., Health Promotion Department, North Western Health Board.

Healthy Choices
Third year programme of Social, Personal and Health Education with teacher’s manual and student work books.
McAuley B., Health Promotion Department, North Western Health Board.

Learning for Life
A three year programme in SPHE with teachers manual and student workbook.
North Tipperary VEC

Lifeways – Student text, teacher’s guide, video, work cards on marriage, relationships and sex education.
Veritas Publishing, Dublin, Ireland

On My Own Two Feet – A Substance Abuse Prevention Programme (SAPP)
Resource pack on themes of substance abuse, self-esteem, assertive communication, decision-making and feelings.
Our Bodies Ourselves for the New Century
Boston Women’s Health Book Collective

Social and Health Education
A One Year Programme for Senior Cycle pupils - Teacher’s handbook.
Dorr, F. and Lynch E.: Cork Social and Health Education Project.
Poverty in Focus, A Transation Year Supplement to Fair Shares?,
Combat Poverty Agency and ASTI, 1995

NB: A comprehensive Resource Catalogue listing materials for Relationships and Sexuality Education and Social, Personal and Health Education, was issued to post-primary teachers in the context of RSE training.