

Sheffield Sex and Relationships Education (SRE)

Sheffield Secondary Schools

Lesson Plans Key Stage 4 - Year 11



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9) Lesson Plans & Resources Key Stage 4 - Year 11

Sex, Drugs & Alcohol

Learning aims

- To explore links between alcohol, drugs and sexual behaviours.
- To develop attitudes and skills to equip students to make responsible and well informed decisions about their lives

Lesson Outcomes

By the end of the lesson the students will be able to:

- Describe how alcohol affects the body
- Explore the possible consequences of alcohol and drugs and behaviour
- Develop communication skills to resist pressure from peers to experiment with alcohol, drugs and sex.

Preparation

- Flip chart and pens and 2 x 4 sheets of flipchart paper joined together large enough for a draw around the body exercise
- Photocopy the scenario sheets
- Get copies of leaflets:
 - How does your night end? - Drinking, you and your mates. Available from DH Publications Orderline Tel 0300 123 1002
 - Frank-the truth about drugs (Know the Score). Available from 0800 77 66 00
 - Emergency contraception and STIs (see website to order: www.fpa.org.uk and go to fpa shop, publications and resource)

Starter

- Ask class to give examples of brands of alcohol and different drugs and write up on flip chart
- Divide the class into 2 groups. Give each group the large piece of flipchart paper and lots of flipchart markers.
- Ask each group to do the following. Ask for a volunteer to be drawn around.

- Ask the class write on the body the effects that alcohol and drugs would have on the brain, reproductive organs and other parts of the body
- Make sure that the group know that alcohol and drugs affect the ability to make good decisions, alcohol effects the ability to get an erection and can have detrimental effects on a foetus

Main activity

- Split the class into groups of no more than four
- Work through the consequences activity
- Ask each group to feed back to the rest of the group

Plenary

- Ask each group to feedback on how they felt during the role play
- Ask the students individually to reflect on how hard it can be to resist pressure to behave the same way as their friends
- Engage the whole class in the 'priceless' activity

9) Lesson Plans & Resources Key Stage 4 - Year 11 Sex, Drugs & Alcohol - Teacher's Notes

This lesson plan addresses the non-statutory key stage 4 framework for PSHE -

Developing confidence and responsibility and making the most of their abilities

1b, 1d

Developing a healthy, safer lifestyle

2a, 2b, 2e

Developing good relationships and respecting the differences between people

3e

At the time of devising the group agreement it is particularly important to remind the pupils that they have the choice not to take part in any of the activities and that it is not acceptable to ridicule anyone for making a mistake, no question is too silly to be asked. It is also valuable to reinforce respecting each other, different cultures and faiths have different views about sexual activity before marriage. Remind the group that no assumptions that students are having or about to start having sex and that they have the right to wait until they are ready.

This session helps to develop the students' knowledge and understanding of the personal, health and psychological effects of alcohol, tobacco and drugs have on the body and how these substances alter the ability to make good decisions.

Distancing techniques using the case study are helpful in allowing students to explore their own beliefs and attitudes and also consider the views of other people.

Consideration must be given those pupils who might have already become sexually active, smoke and/or consume alcohol. This session needs to be handled sensitively encouraging personal private reflection on current behaviour in order to affect behaviour in the future.

It is important to have good clear information leaflets and be able to signpost to support agencies for example sexual health services and local drug action/awareness centres.

Differentiation

Less able groups may need to concentrate only on one of the suggested activities.



Consequences Activity

What to do:

- Give each group a different scenario
- Ask the groups to discuss the scenario, think about what the effects on the central person in the scenario might be
- Ask the group to make up an ending and act out their scenario detailing the effect on the person drinking/smoking/taking drugs and what the consequences of their actions might be, for example - person persuaded by friends to drink, got drunk didn't know what they were doing fell over and sustained a head injury. Or got drunk and had unprotected sex with someone they didn't know etc.
- Ask each group to present their scenario to the whole group
- Ask the groups watching to feedback other potential consequences for the scenario



Scenario-Mel

Mel has two friends, Chris and Sam. Both Sam and Chris have been smoking cigarettes for 2 months; Mel thinks it is wrong to smoke as no-one in Mel's family do. Sam and Chris think that Mel would look really cool if they all smoked together.



Scenario-Louise

Louise thinks she is over-weight and her Mum has said that she doesn't want to give up smoking because she will gain weight. Louise thinks that if she starts smoking she will lose weight.



Scenario-Chris

Chris and some mates are out on the town, they have had a few drinks already and Chris (who managed to "borrow" Mum's car) offers to drives them all on to the nightclub.



Scenario-Carla

Carla has been going out with Jack for three weeks. He has been asking her to sleep with him and says that if she loved him she would have sex with him. Carla and her friends are having a few drinks while getting ready to go out and she thinks it might help her to relax and give in to Jack and have sex with him.



Scenario-Kim and Sharon

Kim and Sharon have been friends for years, Kim has had lots of boyfriends and had sex with most of them, she tells Sharon all about it and says that Sharon should try it as she is the only virgin left in the school.



Scenario-Alix

Alix has an older brother who smokes cannabis. Alix has been feeling really fed up recently and worries about what the bullies will do next. Alix feels there is no one to talk to and no way out of the situation at school, perhaps smoking some cannabis will help forget about the bullies?



Priceless

Whole group activity:

- Ask the group to silently think of the best gift they have ever been given. For example - teddy bear, jewellery, Xbox, iPod, mobile phone, laptop, sentimental gift from a family member/close friend etc.
- Pose the question - would you be able to put a value on the gift that you are thinking of? Ask them not to just think of it in a monetary sense but in terms of what it means to them the value they put on it e.g. priceless, irreplaceable.
- Now pose the question 'Would you give this gift away to the first person you thought was OK?' hopefully the students will all say 'No way!'
- Make the point that this is how you want them to think about themselves, their virginity, their reproductive organs, and their sexuality. Say that when you have sex it is not just a physical act; you give part of yourself to the other person on an emotional level. Valuing yourself enough to delay sexual intercourse until you feel you are doing it with someone worthy is not 'tight' 'frigid' or 'soft' it is demonstrating that you value yourself and want sex to be with someone special and only when you are ready.



9) Lesson Plans & Resources Key Stage 4 - Year 11

Fantasy 'Saturday Night Out'

Learning aims

- To illustrate by means of a locally suggested scenario what can happen to people on a night out and links between alcohol, drugs and sexual behaviours.
- To develop attitudes and skills to heighten awareness of personal safety issues, decision making and negotiating skills.

Lesson Outcomes

By the end of the lesson the students will be able to:

- Describe where local sexual health services are situated
- Explore the possible consequences of alcohol and drugs on personal safety and behaviour

Preparation

- Flip chart and pens
- Read instructions for Fantasy 'Saturday Night Out' activity
- Get copies of leaflets:
 - How does your night end? - Drinking, you and your mates. Available from DH Publications Orderline Tel 0300 123 1002
 - Frank-the truth about drugs (Know the Score). Available from 0800 77 66 00
 - emergency contraception and STI (see website to order: www.fpa.org.uk and go to fpa shop, publications and resource)

Starter

- Ask class to think about situations that could put personal safety at risk
- Record their ideas on a flip chart or whiteboard.

Main activity

- Undertake Fantasy "Saturday Night Out" activity

Plenary

- Ask each group to feedback on how they felt during the role play
- Share one new thing learnt from the content of this lesson



9) Lesson Plans & Resources Key Stage 4 - Year 11

Fantasy 'Saturday Night Out' - Teacher's Notes

This lesson plan addresses the non-statutory key stage 4 framework for PSHE -

Developing confidence and responsibility and making the most of their abilities

1b, 1d

Developing a healthy, safer lifestyle

2a, 2b, 2e

Developing good relationships and respecting the differences between people

3e

At the time of devising the group agreement it is particularly important to remind the pupils that they have the choice not to take part in any of the activities and that it is not acceptable to ridicule anyone for making a mistake, no question is too silly to be asked. It is also valuable to reinforce respecting each other, different cultures and faiths have different views about sexual activity and may be forbidden to drink alcohol. Remind the group that no assumptions that students are having or about to start having sex and that they have the right to wait until they are ready.

Distancing techniques used in this session helps to develop the students' knowledge and understanding of the personal, health and psychological effects of alcohol, tobacco and drugs have on the body and how these substances alter the ability to make good decisions. It also helps students to consider the actions and consequences of the fictional characters from other people's perspective for example the parents or a friend.

It is important to have good clear information leaflets and be able to signpost to support agencies for example sexual health services and local drug action/awareness centres.



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Fantasy 'Saturday Night Out' - Resources

FANTASY 'SATURDAY NIGHT OUT'

By kind permission of Karin O'Sullivan, Specialist Sexual Health Nurse, Teenage Pregnancy, Croydon PCT.

Descriptor:

This is an interactive group activity. The facilitator should have a clear idea of the issues they want to address during the activity and the end point of the activity e.g. 2 characters will have sexual intercourse at the end of the evening either with or without condoms. However, with a little guidance from the facilitator, the group can decide what happens to the characters during the night out. This means that the 'Night Out' is different every time but the same issues can always be addressed

Aims of activity:

To illustrate by means of a locally suggested scenario what can happen to people on a night out and what sexual health-related issues could be on the agenda
To raise awareness of:

- sexual health issues particularly Emergency Contraception and condom use
- alcohol and drug use related to sexual health
- personal safety issues, decision making and negotiating skills
- Where to go for help/advice and support services locally

Materials required:

- Flip chart paper and pens. Space for small and large group work.

Time required:

- 40 - 45 minutes minimum

Suggested number of participants for activity:

- class size - approx. 30 although can also be adapted for smaller or larger groups i.e. 6 - 100 [lecture]

Method:

Set the scene

- Ask the group to name 2 fictional characters [A and B] that are going to go out tonight and decide how old they are
- If one of the characters is under 16 this enables discussion about consent, sex and the law etc. If the group choose older characters the facilitator can always ask 'What if one of the characters were under 16?' at a relevant point in the scenario
- Name 2 friends for both A and B. and, depending on the size of the group, parents for A and B
- Decide on a venue - night club/pub/entertainment venue

Develop the characters:

(see examples below)

- Split everyone into six groups - A, B, A's friends, B's friends, A's parents and B's parents
- Each group is then given a piece of flipchart paper and pen. Their task is to draw and/or write about their character/s including: - what they look like, what they are wearing?

For A and B:

- Where do they live, alone or with parents/friends?
- Are they still at school or working and if so, what do they do?
- Drinking/smoking/drug habits?
- Previous relationships, sexual orientation, sexually active?
- What do they want out of the evening?
- What are their aims for the evening? To have fun, get drunk/stoned/laid/meet someone?

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Fantasy 'Saturday Night Out' - Resources

For A and B's friends:

- What sort of friends are they? A good or bad influence?
- Drinking/smoking/drug habits?
- Previous relationships, sexual orientation, sexually active?

For A and B's parents:

- What is the parent's relationship like?
- What is their lifestyle like?
- What is their relationship with their child/children like?
- What do they think about their child/children

The Night Out:

Ask each group to identify one person to 'speak' for their character/s. The facilitator then takes the group through the scenario together by asking the spokespeople questions such as:

- Having arrived at the venue what are the characters doing? Are they drinking and if so what? Smoking/taking drugs?
- After being at the club for 2 hours how much have the characters had to drink? What are they doing, thinking, wanting, feeling etc?

Time out. At relevant points the facilitator asks the group such questions as:

- What do you know about the effects of alcohol, the drug they've taken etc? What do the friends/parents think?
- This brings the topics out in the open to discuss in a safe environment as it is the characters actions that are being discussed

The facilitator then takes the scenario further using suggestions from the group, e.g.

- where do they then go?
- What state are they in?
- Who is with whom?
- What is going on?
- How are they getting home?

Time out. The facilitator can bring up discussion points such as:

- What do you think about drinking and driving?
- Ask the parents if any of the characters have a curfew and if so do you think it is reasonable?
- Is it safe to go off with a stranger?
- What could happen What advice would the friends give to make the situation safer?

The facilitator then brings the scenario to a close by asking the spokespeople if any of the characters are going to have sex at the end of the night.

- If so where are they?
- What are the circumstances, someone's house, back of a car, in an alleyway?
- Are they going to use condoms?
- How would they negotiate condom use?

Time out. If the group decide that the characters don't have sex the facilitator can ask 'but what if they did?' before moving on to:

- Are there any personal safety issues e.g. rape?
- Is it ok to say no? What messages could the characters be giving out by the way they look, act and dress?
- Did this influence the outcome?
- What assumptions/judgements did the group make about the characters?

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The next morning:

- How do the characters feel?
- Have their needs been met?
- What advice/support would the friends give? e.g. the need for emergency contraception, Sexually Transmitted Infection screening, rape counselling/support?
- What do the parents think about their child?
- What advice/support could they offer?
- Where are the local services?
- How would you find out about them?

Depending on time this could be taken further to see what happens in 6 weeks if a period is missed or a Sexually Transmitted Infection is diagnosed.

De-roling

Sometimes participants identify so strongly with their character and can't disengage, so the facilitator should ensure that they are enabled to de-role by re-engaging them with the present e.g. asking them for their real name and for something they are going to do later on.

Evaluation

Reinforce the learning outcomes of the session by asking participants to tell the rest of the group something that they have learnt or enjoyed about the session.

Examples of characters

The year 9 pupils of a Bromley school devised the two characters shown below.

AGE 15

Just broken up with boyfriend Dexter (a 35 yr old History teacher, transvestite, bisexual and temporarily unemployed)

Wants to get back together with Dexter

Plans to pull Bernard/Norman/anyone

Get pregnant pretend it is Dexters baby

Wants to leave school, get a flat and money


Not into Drugs

Out for a good time

Wearing boob tube and mini skirt

Cynthia.

Gets drunk



AGE 25

Librarian

Living with his mum

Very shy

Wants to get drunk

Wants to pull Cynthia

Wants to look 'cool' in front of Cynthia + Bernard

Needs to be admired by Bernard


Wants to lose his virginity

Norman.

very skinny

Jeans, white T-shirt, trainers

Wants to have a good time







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www.healthyschools.gov.uk