



**IF I WERE JACK: AN
EDUCATIONAL RESOURCE
ABOUT YOUNG MEN &
UNINTENDED PREGNANCY**

**CLASSROOM MATERIALS
SCOTLAND**



**QUEEN'S
UNIVERSITY
BELFAST**



CLASSROOM MATERIALS SCOTLAND

AN EDUCATIONAL
RESOURCE ABOUT YOUNG
MEN & UNINTENDED
PREGNANCY

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OVERVIEW OF THE *IF I WERE JACK* EDUCATIONAL RESOURCE

If I Were Jack is a Relationships, Sexual Health and Parenthood (RSHP) Education programme which focuses on young men and unintended pregnancy. The resource is based around an interactive video drama (IVD) which tells the story of Jack, a teenager who has just found out that his girlfriend Emma is unexpectedly pregnant. The user is encouraged to put themselves in Jack's shoes and consider how they would feel if they were in his situation.

The resource addresses the much-neglected role and perspectives of teenage men in relation to teenage pregnancy. However, it is designed to encourage reflection and discussion among teenage women, as well as teenage men, and to go beyond the gender stereotypes surrounding teenage pregnancy. It includes a computer-based IVD, educational materials to assist teachers in facilitating classroom discussions around the issues raised in the IVD and web-based educational materials for parents. Ideally, the IVD is viewed by students on individual computers but it can also be presented by teachers on an overhead screen. *If I Were Jack* can be used by both male and female students in same-sex and mixed-sex classrooms. It can be delivered by post-primary school teachers and external RSHP facilitators.

WHO HAS DEVELOPED THE RESOURCE?

If I Were Jack has been developed by a research team at Queen's University Belfast in collaboration with key stakeholders including health and education experts, teacher trainers, teachers, parents and young people from across the UK and is informed by the best evidence on what works for RSHP. Adapted versions of the resource tailored for use in Scotland, England and Wales were developed in consultation with researchers from University of Glasgow, London School of Hygiene and Tropical Medicine, University College London, Cardiff University, Public Health Wales, Education Scotland, NHS Scotland and the Scottish Government, as well as teachers, parents and young people.

KEY MESSAGES

If I Were Jack has the following key messages:

- Relationships, sex and pregnancy can be positive experiences when they are mutually consensual and an individual is prepared and ready for them.
 - Young men, as well as young women, have roles and responsibilities with respect to relationships, sex and pregnancy.
 - With the correct skills and knowledge, young men and young women can make safe and responsible decisions relating to relationships, sex and pregnancy.
 - Unintended teenage pregnancy can be a stressful experience for some people that may involve difficult decisions and potentially challenging outcomes.
 - It is important for young people to consider their personal values and beliefs regarding relationships, sex and pregnancy and to make a plan for positive experiences that are in line with these.
 - Confidential and impartial support and information is available locally and online for young people in relation to all aspects of their sexual health.
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EDUCATIONAL APPROACH

If I Were Jack takes a positive, comprehensive, objective and non-judgmental approach to RSHP. The **educational objectives** are to increase teenagers' awareness of:

- how relationships, sex and pregnancy can be positive experiences when they are mutually consensual and a person is prepared and ready for them;
- their own personal attitudes, values and beliefs with regard to relationships, sex and pregnancy and how to effectively communicate these to others;
- the attitudes, values and beliefs of their family and peers and those of the school ethos, in relation to relationships, sex and pregnancy;
- the importance of personal responsibility and agency in avoiding unintended pregnancy;
- gender norms and stereotypes associated with relationships, sex and pregnancy;
- reliable sources of online information on sexual health; and
- local sexual health support services.

The resource aims to provide an opportunity for students to explore and discuss these issues with reference to their own personal, familial, cultural and religious values, beliefs and attitudes.

More information on the resource and its theoretical foundations are available in the *If I Were Jack Information for Teachers* booklet. See www.qub.ac.uk/if-i-were-jack/resources/teachers

HOW SHOULD THE RESOURCE BE USED?

If I Were Jack is designed to fit within the Personal and Social Education component of the Curriculum for Excellence Health and Wellbeing area of learning and should be delivered at Level 3/4. It is in line with Education Scotland's Benchmarks for Social and Personal Education in the manner in which it focuses on positive relationships, sexual health and sexuality and the role of parent/carer.¹







The resource can be delivered in a way that suits your school's normal procedure for RSHP. Depending on the length of lessons in your school, you can choose from the following options:

- Four 50-60 minute lessons; or
- Six 35-45 minute lessons.

It can be delivered as one or two lessons a week over a number of consecutive weeks or during a one day-long session.

OVERVIEW OF THE CLASSROOM MATERIALS

The *If I Were Jack* resource is based around the *If I Were Jack* interactive video drama (IVD), which students should use during the first lesson. The IVD is followed by eleven other activities, one of which is an optional (but recommended) homework exercise. Explanations for symbols used throughout the document are provided below.

| | | | | | |
|---|---|---|--|---|---|
|  |  |  |  |  |  |
| Indicates preparation needed | Indicates discussion activity | Play film | Indicates written activity | Indicates survey | Indicates online activity |

This document provides two different delivery options for four or six classroom-based lessons followed by descriptions of how each of the activities should be delivered. Each activity has an associated worksheet or handout which can be photocopied.

¹ <https://education.gov.scot/improvement/Documents/HWBPersonalSocial%20EducationBenchmarksPDF.pdf>

DELIVERY OPTIONS & PROGRAMME OUTLINES

There are two programme outlines to choose from depending on how you will deliver the resource:

Use [Programme Outline A](#) if you are delivering the resource over four 50-60 minute lessons.

Use [Programme Outline B](#) if you are delivering the resource over six 35-45 minute lessons.

| <u>PROGRAMME OUTLINE A</u> Four 50-60 minute lessons | | |
|---|--------------|----------------|
| LESSON ONE introduces students to the topic of unintended teenage pregnancy, gives them an opportunity to use the IVD and consider some of the causes and outcomes of unintended pregnancy for the characters in the IVD. | | |
| i. Activity 1: Introduction to the programme | (3 mins) | Page 9 |
| ii. Activity 2: Ground rules | (5 mins) | Page 10 |
| iii. Activity 3: <i>If I Were Jack</i> interactive video drama* | (20 mins) | Page 11 |
| iv. Activity 4: <i>Pause: Fast-forward: Rewind</i> | (20-25 mins) | Page 16 |
| v. Wrap-up | (2 mins) | |
| * You will need to book a computer room/tablets and bring the earphones provided with the resource. | | |
| LESSON TWO encourages discussion of the potential outcomes of unintended pregnancy for Emma, consideration of how life might change with a baby, provides opportunities for communication about relationships, sex and unplanned pregnancy and introduces students to reliable sources of information and support. | | |
| i. Introduction to the lesson | (3 mins) | |
| ii. IVD recap video | (2 mins) | Website |
| iii. Activity 5: <i>What about Emma?</i> | (5 mins) | Page 18 |
| iv. Activity 6: <i>If I had to Look After a Baby</i> | (15-25 mins) | Page 20 |
| v. Activity 7: <i>Fact or Fiction?</i> | (15-20 mins) | Page 23 |
| vi. Wrap-up and handout - Activity 8: <i>JACK Wallet Card</i> | (3 mins) | Page 25 |
| LESSON THREE encourages further communication about relationships, sex and pregnancy and introduces students to further reliable sources of information and support. | | |
| i. Introduction to the lesson | (2 mins) | |
| ii. <i>Homework Review (Wallet Card)</i> | (3 mins) | Page 25 |
| iii. Activity 9: <i>Jack Forum Dilemmas</i> | (15-20 mins) | Page 27 |
| iv. Activity 10: <i>Online Scavenger Hunt*</i> | (25-35 mins) | Page 30 |
| v. Wrap-up & homework – Activity 11: <i>If I Were Jack Survey</i> | (3 mins) | Page 33 |
| * You will need to book a computer room/tablets for this lesson. | | |
| During LESSON FOUR students consider and practice communicating about issues surrounding sexual readiness and consent and social stereotypes related to relationships, sex and pregnancy. They also have an opportunity to make a personal plan to avoid unintended pregnancy. | | |
| i. Introduction to the lesson | (2 mins) | |
| ii. Group discussion - <i>Homework review (Survey)</i> | (2 mins) | Page 34 |
| iii. Activity 12: <i>Staying Safe Scenarios</i> | (20-25 mins) | Page 37 |
| iv. Activity 13: <i>Controversial Statements</i> | (20 mins) | Page 40 |
| v. Activity 14: <i>My Plan</i> | (5-10 mins) | Page 42 |
| vi. Wrap-up | (2 mins) | |

PROGRAMME OUTLINE B

Six 35-45 minute lessons

LESSON ONE introduces students to the topic of unintended teenage pregnancy, gives them an opportunity to use the IVD and consider how their life would change if they had to look after a baby.

| | | |
|--|--------------|----------------|
| i. Activity 1: Introduction to the programme | (3 mins) | Page 9 |
| ii. Activity 3: <i>If I Were Jack</i> interactive video drama* | (20 mins) | Page 11 |
| iii. Activity 6: <i>If I had to Look After a Baby</i> | (10-15 mins) | Page 20 |
| iv. Wrap-up | (2 mins) | |

* You will need to book a computer room/tablets and bring the earphones provided with the resource.

LESSON TWO encourages discussion of the potential causes and outcomes of unintended pregnancy for the characters in the IVD, including the female character Emma.

| | | |
|--|--------------|----------------|
| i. Introduction to the lesson | (3 mins) | |
| ii. Activity 2: Ground rules | (5 mins) | Page 10 |
| iii. IVD recap video | (2 mins) | Website |
| iv. Activity 4: <i>Pause: Fast-forward: Rewind</i> | (20-25 mins) | Page 16 |
| v. Activity 5: <i>What about Emma?</i> | (5 mins) | Page 18 |
| vi. Wrap-up | (2 mins) | |

LESSON THREE provides opportunities to practice communicating about relationships, sex and pregnancy and introduces students to reliable sources of information and support.

| | | |
|---|--------------|----------------|
| i. Introduction to the lesson | (2 mins) | |
| ii. Activity 7: <i>Fact or Fiction?</i> | (15-20 mins) | Page 23 |
| iii. Activity 9: <i>Jack Forum Dilemmas</i> | (15-20 mins) | Page 27 |
| iv. Wrap-up and handout – Activity 8: <i>The JACK Wallet Card</i> | (3 mins) | Page 25 |

LESSON FOUR gives students further opportunities to explore sources of sexual health information and support.

| | | |
|---|--------------|----------------|
| i. Introduction to the lesson | (2 mins) | |
| ii. Group discussion - <i>Homework Review (Wallet Card)</i> | (3 mins) | Page 26 |
| iii. Activity 10: <i>Online Scavenger Hunt*</i> | (25-35 mins) | Page 30 |
| iv. Wrap-up | (3 mins) | |

* You will need to book a computer room/tablets for this lesson.

LESSON FIVE provides students with an opportunity to practice communicating about issues surrounding sexual readiness and consent.

| | | |
|---|--------------|----------------|
| i. Introduction to the lesson | (2 mins) | |
| ii. Activity 12: <i>Staying Safe Scenarios</i> | (20-30 mins) | Page 37 |
| iii. Wrap-up & homework – Activity 11: <i>If I Were Jack Survey</i> | (5 mins) | Page 33 |

During **LESSON SIX** students consider social stereotypes related to relationships, sex and pregnancy and practice communicating about the issues involved. They also have an opportunity to make a personal plan to avoid unintended pregnancy.

| | | |
|--|--------------|----------------|
| i. Introduction to the lesson | (2 mins) | |
| ii. Group discussion - <i>Homework review (Survey)</i> | (2 mins) | Page 25 |
| iii. Activity 13: <i>Controversial Statements</i> | (20-25 mins) | Page 40 |
| iv. Activity 14: <i>My Plan</i> | (5-10 mins) | Page 42 |
| v. Wrap-up | (2 mins) | |

PREPARATION FOR THE LESSONS

The checklists below provide detail on the preparation you may wish to do for each lesson:



PREPARATION CHECKLIST FOR DELIVERY OPTION A: (Four 50-60 minute lessons)

| | PHOTOCOPYING | OTHER PREPARATION |
|------------------------|--|---|
| BEFORE LESSON 1 | <ul style="list-style-type: none"> Some teachers find it preferable to arrange photocopying of all the worksheets/handouts required for the four lessons at the outset. | <ul style="list-style-type: none"> Download the Teachers' Overheads Powerpoint file from www.qub.ac.uk/if-i-were-jack/resources/teachers Download and adapt the parents' letter and factsheet from www.qub.ac.uk/if-i-were-jack/resources/teachers and arrange for them to be posted to parents/carers. Decide if you will show the IVD on individual computers/tablets or on an overhead screen in the classroom. The former option is preferable because it helps students to engage fully with the IVD. Decide if you will use the online version of the film or have the hard copy version loaded onto the school network. The latter option is preferable if your internet connection is not reliable. If using the online version, ask the IT technician to unblock www.qub.ac.uk/if-i-were-jack for students and to <u>check the volume is not restricted on computers</u>. If students will be using individual computers, ask the IT technician for a set of temporary log-in numbers that students can use during the first session in case they forget their own log-in details. Also ask the IT technician to unblock the list of websites used in the <i>Online Scavenger Hunt</i> activity. A list can be downloaded from www.qub.ac.uk/if-i-were-jack/resources/teachers If using individual computers, bring earphones and book tablets or a computer room for lessons 1 and 3. Check that the IVD can be accessed and viewed in full in the classroom you will be using before the first lesson. |
| LESSON 1 | <ul style="list-style-type: none"> <i>If I Were Jack Questionnaire Worksheet A (only if showing IVD on overhead screen).</i> <i>Pause: Fast-forward: Rewind Worksheet B.</i> | <ul style="list-style-type: none"> Set up the IVD for viewing. Set up classroom so that students can view the film and complete the interactive questions privately (i.e. exam conditions). If using individual computers, bring earphones and turn on all computers at the start of the lesson. |
| LESSON 2 | <ul style="list-style-type: none"> <i>What about Emma Worksheet C.</i> <i>If I Had To Look After A Baby Worksheet D.</i> <i>Fact or Fiction handouts Worksheet E.</i> <i>Wallet Cards Worksheet F.</i> | <ul style="list-style-type: none"> Open the recap version of the IVD 'Previously on Jack' for viewing during the lesson www.qub.ac.uk/if-i-were-jack/resources/teachers Bring <i>If I Were Jack</i> Wallet Cards for distributing to students. |
| LESSON 3 | <ul style="list-style-type: none"> <i>Jack Forum handout Worksheet G.</i> <i>Online Scavenger Hunt Worksheet H.</i> <i>If I Were Jack Survey Worksheet I and Film Excerpt Worksheet J.</i> | <ul style="list-style-type: none"> If you are planning to do the <i>Online Scavenger Hunt</i> activity in class, you will need to book a computer room or tablets. You will also need to download and print the list of websites included in the activity and ask the IT technician to unblock them so that students can use them. |
| LESSON 4 | <ul style="list-style-type: none"> <i>Staying Safe Handouts K & L.</i> <i>Controversial Statements Cards Worksheet M.</i> <i>My Plan Worksheet N.</i> | <ul style="list-style-type: none"> Cut <i>Controversial Statement Cards</i> for distributing to students. |

PREPARATION CHECKLIST FOR DELIVERY OPTION B:

(Six 35-45 minute lessons)

| | PHOTOCOPYING | OTHER PREPARATION |
|------------------------|---|--|
| BEFORE LESSON 1 | <ul style="list-style-type: none"> Some teachers find it preferable to arrange photocopying of all the worksheets/handouts required for the six lessons at the outset. | <ul style="list-style-type: none"> Download the Teachers' Overheads Powerpoint file from www.qub.ac.uk/if-i-were-jack/resources/teachers Download and adapt the parents' letter and factsheet from www.qub.ac.uk/if-i-were-jack/resources/teachers and arrange for them to be posted to parents/carers. Decide if you will show the IVD on individual computers/tablets or on an overhead screen in the classroom. The former option is preferable because it helps students to engage fully with the IVD. Decide if you will use the online version of the film or have the hard copy version loaded onto the school network. The latter option is preferable if your internet connection is not reliable. If using the online version, ask the IT technician to unblock www.qub.ac.uk/if-i-were-jack for students and <u>to check that the volume is not restricted on computers.</u> If students will be using individual computers, ask the IT technician for a set of temporary log-in numbers that students can use during the first session in case they forget their own log-in details. Also ask the IT technician to unblock the list of websites used in the <i>Online Scavenger Hunt</i> activity. A list can be downloaded from www.qub.ac.uk/if-i-were-jack/resources/teachers If using individual computers, bring earphones and book tablets or a computer room for lessons 1 and 4. Check that the IVD can be accessed and viewed in full in the classroom you will be using before the first lesson. |
| LESSON 1 | <ul style="list-style-type: none"> <i>If I Were Jack Questionnaire</i> Worksheet A (<u>only if showing IVD on overhead screen</u>). <i>If I Had To Look After A Baby</i> Worksheet D. | <ul style="list-style-type: none"> Set up the IVD for viewing. Set up classroom so that students can view the film and complete the interactive questions privately (i.e. exam conditions). If using individual computers, bring earphones and turn on all computers at the start of the lesson. |
| LESSON 2 | <ul style="list-style-type: none"> <i>Pause: Fast-forward: Rewind</i> Worksheet B. <i>What about Emma</i> Worksheet C. | <ul style="list-style-type: none"> Open the recap version of the IVD 'Previously on Jack' for viewing during the lesson www.qub.ac.uk/if-i-were-jack/resources/teachers |
| LESSON 3 | <ul style="list-style-type: none"> <i>Fact or Fiction handouts</i> Worksheet E. <i>Jack Forum handout</i> Worksheet G. <i>Wallet Cards</i> Worksheet F. | <ul style="list-style-type: none"> Bring <i>If I Were Jack Wallet Cards</i> for distributing to students. |
| LESSON 4 | <ul style="list-style-type: none"> <i>Online Scavenger Hunt</i> Worksheet H. | <ul style="list-style-type: none"> If you are planning to do the <i>Online Scavenger Hunt</i> activity in class, you will need to book a computer room or tablets. You will also need to download and print the list of websites included in the activity and ask the IT technician to unblock them so that students can use them. |
| LESSON 5 | <ul style="list-style-type: none"> <i>Staying Safe Handouts</i> K & L. <i>If I Were Jack Survey</i> Worksheet I and Film Excerpt Worksheet J. | |
| LESSON 6 | <ul style="list-style-type: none"> <i>Controversial Statements Cards</i> Worksheet M. <i>My Plan</i> Worksheet N. | <ul style="list-style-type: none"> Cut <i>Controversial Statement Cards</i> for distributing to students. |

UNBLOCKING WEBSITES



Due to the fact that most of the websites used in the resource activities contain the word 'sex' they may be blocked from the school network. Therefore, you will need to ask a school computer officer or IT technician to unblock the websites below. If you want to email the list of websites to the technician, the list is available on the *Teacher Resources* section of the *If I Were Jack* Website: www.qub.ac.uk/if-i-were-jack/resources/teachers

If you experience any difficulties unblocking the websites, you could ask students to do the *Online Scavenger Hunt activity* as a homework exercise or you could print the relevant pages from the websites for discussion in class. If you will use the online version of the IVD, you must have unblocked the *If I Were Jack* website.

- If I Were Jack www.qub.ac.uk
- NHS Inform service directory www.nhsinform.scot
- Sexual Health Scotland www.sexualhealthscotland.co.uk
- Young Scot <http://young.scot>
- Respect Yourself www.respectyourself.info
- FPA Sexwise <https://sexwise.fpa.org.uk>
- Brook www.brook.org.uk
- BISH www.bishuk.com
- Family Planning Association www.fpa.org.uk
- Child Line www.childline.org.uk

INTRODUCING AND WRAPPING UP THE LESSONS

At the beginning of the first lesson you can use the *If I Were Jack Young People's Theory of Change Model* to explain to students what you will cover during the lessons and why.

Introduction and wrap-up slides for each lesson and a diagram of the Theory of Change Model are provided in the *If I Were Jack Teachers' Overheads* PowerPoint file available on the *Teacher Resources* section of the *If I Were Jack* website www.qub.ac.uk/if-i-were-jack/resources/teachers

IF I WERE JACK ACTIVITIES

ACTIVITY 1: Introducing the *If I Were Jack* Programme

(3 minutes)

OVERVIEW

During the first lesson students are introduced to the *If I Were Jack* resource. You can tell them briefly what it is about and show them the *If I Were Jack* Theory of Change Model provided in the teachers' overheads. This paints a picture of what students will learn about in using this resource.

INTRODUCTION

- Explain that during the next four/six lessons you will be learning about unintended teenage pregnancy.
- Explain that unintended teenage pregnancy is when a teenager gets pregnant without expecting to or wanting to at that time. It's the same thing as 'unplanned pregnancy'.
- Indicate that if students find anything upsetting during the next few lessons they can come and talk to you or make an appointment to see the school counsellor or school nurse (or other designated person).
- Explain that some parts of the lessons may not appear relevant to those who may not ever see themselves in a heterosexual relationship or others who think that the issue of unintended pregnancy may never apply to them. However, many of the things that will be discussed are relevant to everyone. For example, there is information on staying safe and contraception that will be relevant to both LGBT and straight young people throughout their lives and other information that would be useful to those supporting a friend experiencing such issues.

THE IF I WERE JACK THEORY OF CHANGE MODEL

- Explain that in order to help students learn about unintended teenage pregnancy, you will be using the *If I Were Jack* resource.
 - Explain that this resource is a little different than other resources because it has been developed by a team of researchers, teachers, health professionals and teenagers. It is also the only resource about teenage pregnancy that considers the boy's (and the girl's) point of view.
 - Tell them that the resource is based around a film about a young couple, Jack and Emma. You will watch this film today. Then there are 11 other activities related to the film that you will do together over the next few lessons.
 - Put the Theory of Change Model on the overhead (see teachers' overheads).
 - You might say: *"Relationships, sex and pregnancy can all be really positive experiences when you are prepared and ready for them. As you can see, the purpose of this resource is to give you the knowledge, information and skills you need to help you avoid unintended pregnancy and make informed decisions and to plan for positive relationships and sexual experiences when you are ready for them"*.
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ACTIVITY 2: If I Were Jack Ground Rules

(5 minutes)

OVERVIEW

During the first or second lesson (depending on which lesson plan you follow) you should discuss 'ground rules' for the lessons to follow. These are 'rules' for the lessons that help ensure students feel as comfortable as possible discussing the, at times sensitive, issues raised.



PREPARATION

Put the **RICES** Rules Slide on the overhead (See JACK Teachers' Overheads).



INTRODUCTION

If you have not previously agreed ground rules you might use the following:

- Explain that you would like to agree on some 'ground rules' to help guide our discussions while using the *If I Were Jack* resource.
- Propose using the R.I.C.E.S. system. Explain what each letter stands for:
 - R:** Respect for everyone's contribution by listening to one another's views;
 - I:** Involvement in the discussions and activities, when you feel comfortable doing so;
 - C:** Confidentiality - that we are not going to talk about our own personal stories but we can talk about relationships in general;
 - E:** Equality - we want to acknowledge that everyone's experiences and opinions are OK and that there are no 'right' or 'wrong' opinions (related back to R – respect other people's different opinions);
 - S:** Stays – what is said in the room, stays in the room (i.e. we don't talk about what other people said outside the classroom)
- Ask if anyone would like to add anything further.

WRAP UP

You might ask "Are we all agreed?" You could go around the class and ask all students to say 'agreed'.

Finally, explain that all of the written activities that form part of the *If I Were Jack* lessons (including answers to the IVD) will be confidential. That is, none of the written work will be collected and, while students are encouraged to share their opinions in the class discussions, they will not have to share their views on any of the issues raised.

ACTIVITY 3: *If I Were Jack* Interactive Video Drama

(20 minutes)



OVERVIEW

Students use the interactive video drama (IVD) which aims to engage them in a 'real life' scenario about unintended teenage pregnancy. Students are asked to put themselves in 16-year-old Jack's shoes and consider how they would feel and what they would do if they were in his situation. Ideally, the IVD should be viewed by students on individual computers/tablets with headphones. If this is not possible, you can show the film on an overhead screen and give students paper copies of the *If I Were Jack* questionnaire (Worksheet A) to complete as you show the film. Some teachers ask pupils to vote on whether they would like to watch on an overhead screen or individual computers.



PREPARATION

| |
|--|
| 1. Decide if you will show the IVD on individual computers/tablets or on an overhead screen in the classroom. The former option is preferable because it helps students to engage fully with the IVD. |
| 2. Decide if you will use the online version of the film or have the hard copy version loaded onto the school network. The latter option is preferable if your internet connection is not reliable. |
| 3. If using the online version, ask the IT technician to unblock www.qub.ac.uk/if-i-were-jack for students. If using the internet, we recommend considering a back-up option in case of internet difficulties (e.g. a hard copy of the IVD or asking the technician to load to the school network). |
| 4. If students will be using individual computers, ask the IT technician for a set of temporary log-in numbers that students can use during the first session in case they forget their own log-in details. |
| 5. If you show the film on an overhead screen you will need to print copies of the <i>If I Were Jack</i> questionnaire for students (Worksheet A). |
| 6. If using individual computers, book tablets or a computer room for the lesson. <u>Under no circumstances should you allow students to use the IVD in pairs or small groups</u> as they will not be able to consider their own responses in private. If there are not enough computers, show the film on an overhead screen. |
| 7. Students can access the <i>If I Were Jack</i> IVD on the <i>If I Were Jack</i> website www.qub.ac.uk/if-i-were-jack/resources/ivdnis or (if showing on an overhead screen) you can use the <i>If I Were Jack</i> memory stick on your PC. Check that the IVD can be accessed and viewed in full in the classroom you will be using before the first lesson. Ensure you bring the username and password provided so that students can access the IVD. |
| 8. Set up the classroom so that students can view the film and complete the interactive questions privately (i.e. exam conditions). If possible, stay at the front of the classroom throughout so that students are sure you cannot see their answers. |
| 9. If using individual computers, bring earphones and turn on all computers at the start of the lesson. |

INTRODUCTION

- Explain that you are going to use the *If I Were Jack* film. You might say the following:
- *"You will hear Jack and his girlfriend's Emma's story and, as you watch the film, questions will appear on the screen that will ask you to consider how you would feel if you were Jack or Emma. Sometimes it's hard to imagine how we would feel in situations like this, so the point of this film is to give you a little understanding of what it might be like to experience an unintended pregnancy."*
- *"You will watch the video from start to finish and answer the questions that appear as you go along."*
- *"You will answer the questions on the screen/questionnaire on your own. **Your answers are private and will not be recorded by the computer/collected.** If you wish you can bring your paper questionnaire to the office to be shredded after class."*
- Note: If viewing on an overhead screen it is best to tell students that you will always tick the first answer that appears on screen so that they are not distracted wondering if the boxes you tick are your 'true' responses.
- *"I will stay at the front of the class but if you have any questions or need help, please raise your hand."*
- *"It should take around 15 minutes but if you finish early you can get on with other work (quietly)."*
- Show/tell students how to access the film.
- Access the *If I Were Jack* video on the school system or the *If I Were Jack* website. The website details are on JACK Teacher Overheads if you want to put on the slide for students to see.
- The IVD interface is very simple but you may need to help some students to access the resource and navigate through the video.

WRAP-UP

Ask for opinions on the film and tell students that you will talk more about Jack and Emma in the next activity/lesson.

IF I WERE JACK QUESTIONNAIRE

Watch the film and write your answers to the questions when prompted to do so.



| Questions | Answers | Tick |
|---|------------------------------------|-----------------------|
| 1a If you were Jack, what would be your <u>strongest</u> feeling? <i>Tick one box</i> | Shocked | <input type="radio"/> |
| | Happy | <input type="radio"/> |
| | Confused | <input type="radio"/> |
| | Excited | <input type="radio"/> |
| | Frightened | <input type="radio"/> |
| | Something else | <input type="radio"/> |
| 1b How do you think Emma would feel? <i>Tick as many boxes as you like</i> | Shocked | <input type="radio"/> |
| | Happy | <input type="radio"/> |
| | Confused | <input type="radio"/> |
| | Excited | <input type="radio"/> |
| | Frightened | <input type="radio"/> |
| | Something else | <input type="radio"/> |
| 2 If you were Jack, what would your best friend most likely say? <i>Tick one box</i> | What??!! | <input type="radio"/> |
| | It'll work out OK. | <input type="radio"/> |
| | It's her problem, not yours. | <input type="radio"/> |
| | Didn't you use a condom? | <input type="radio"/> |
| | You would make a great father. | <input type="radio"/> |
| | Something else. | <input type="radio"/> |
| 3a If you were Jack, would you tell your mother(s)/ female carer(s)? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | No | <input type="radio"/> |
| | This question doesn't apply to me. | <input type="radio"/> |
| 3b If you were Jack, what would your mother(s)/female carer(s) most likely say? <i>Tick one box</i> | You've really messed up! | <input type="radio"/> |
| | It'll work out OK. | <input type="radio"/> |
| | Didn't you use protection? | <input type="radio"/> |
| | You would make a great father. | <input type="radio"/> |
| | Something else. | <input type="radio"/> |
| | This question doesn't apply to me. | <input type="radio"/> |
| 4a If you were Jack, would you tell your father(s)/male carer(s)? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | No | <input type="radio"/> |
| | This question doesn't apply to me. | <input type="radio"/> |
| 4b If you were Jack, what would your father(s)/male carer(s) most likely say? <i>Tick one box</i> | You've really messed up! | <input type="radio"/> |
| | It'll work out OK. | <input type="radio"/> |
| | Didn't you use protection? | <input type="radio"/> |
| | You would make a great father. | <input type="radio"/> |
| | Something else. | <input type="radio"/> |
| | This question doesn't apply to me. | <input type="radio"/> |

| | | | |
|----|---|---|-----------------------|
| 5 | If you were Jack, would you wish she'd just disappear out of your life? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | | No | <input type="radio"/> |
| 6a | If you were Jack, would you go with Emma to the clinic? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | | No | <input type="radio"/> |
| 6b | If you were Jack, would you feel able to help Emma? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | | No | <input type="radio"/> |
| 7a | If you were Jack, wondering if you might have to leave school, how would you feel? <i>Tick one box</i> | I'd make a go of it, I'd be OK. | <input type="radio"/> |
| | | I wouldn't care. | <input type="radio"/> |
| | | My life would be messed up and I would never get a decent job. | <input type="radio"/> |
| 7b | How do you think Emma might feel if she had to leave school for a while? <i>Tick one box</i> | She'd make a go of it, she'd be OK. | <input type="radio"/> |
| | | She wouldn't care. | <input type="radio"/> |
| | | Her life would be messed up and she would never get a decent job. | <input type="radio"/> |
| 7c | If you were Jack, do you think Emma would want to live with you? <i>Tick one box</i> | Probably | <input type="radio"/> |
| | | Probably not | <input type="radio"/> |
| 8a | What do you think about abortion? <i>Tick one box</i> | I think it should be Emma's choice alone. | <input type="radio"/> |
| | | I think it's OK. | <input type="radio"/> |
| | | I don't agree with it. | <input type="radio"/> |
| | | I feel confused. I don't know enough about it. | <input type="radio"/> |
| | | Something else. | <input type="radio"/> |
| 8b | If you were Jack, would having a baby change your life? <i>Tick one box</i> | A great deal. | <input type="radio"/> |
| | | Quite a bit. | <input type="radio"/> |
| | | Not much. | <input type="radio"/> |
| | | Not at all. | <input type="radio"/> |
| 8c | If you were Jack, would Emma having an abortion change your life? <i>Tick one box</i> | A great deal. | <input type="radio"/> |
| | | Quite a bit. | <input type="radio"/> |
| | | Not much. | <input type="radio"/> |
| | | Not at all. | <input type="radio"/> |
| 8d | If you were Jack, would having the baby adopted change your life? <i>Tick one box</i> | A great deal. | <input type="radio"/> |
| | | Quite a bit. | <input type="radio"/> |
| | | Not much. | <input type="radio"/> |
| | | Not at all. | <input type="radio"/> |
| 9a | If you were Jack, how would you feel if you left Emma now? <i>Tick one box</i> | Guilty and sad for leaving. | <input type="radio"/> |
| | | OK, lots of guys do it. | <input type="radio"/> |
| | | Off the hook, relieved. | <input type="radio"/> |
| 9b | How do you think Emma might feel if Jack left her now? <i>Tick one box</i> | Upset and lonely. | <input type="radio"/> |
| | | OK, she'd just get on with her life. | <input type="radio"/> |
| | | Off the hook, relieved. | <input type="radio"/> |

| | | | |
|-----|--|--|-----------------------|
| 10a | If you were Jack, could you cope with being a father now? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | | No | <input type="radio"/> |
| | | I don't know | <input type="radio"/> |
| 10b | Could Emma cope with being a mother now? <i>Tick one box</i> | Yes | <input type="radio"/> |
| | | No | <input type="radio"/> |
| | | I don't know | <input type="radio"/> |
| 11 | If you were Jack, how would you feel now? <i>Tick the box that applies most</i> | I'd feel angry that I've been dragged in to a health centre. | <input type="radio"/> |
| | | I'd feel embarrassed talking about personal things. | <input type="radio"/> |
| | | I'd feel excluded from what is happening. | <input type="radio"/> |
| | | I'd feel supported. | <input type="radio"/> |
| | | I'd feel relieved to talk to someone. | <input type="radio"/> |
| 12a | If you were Jack, what might be the possible advantages of having the baby? <i>Tick as many boxes as you like</i> | It might make my relationship with Emma stronger. | <input type="radio"/> |
| | | I'd feel better if I took responsibility for my actions. | <input type="radio"/> |
| | | Emma wouldn't have to experience an abortion. | <input type="radio"/> |
| | | I'd enjoy being a dad. | <input type="radio"/> |
| | | It would give me a purpose in life. | <input type="radio"/> |
| | | The baby could grow up to have a worthwhile life. | <input type="radio"/> |
| 12b | If you were Jack, what might be the possible disadvantages of having the baby? <i>Tick as many boxes as you like</i> | It could ruin my future. | <input type="radio"/> |
| | | I'd be a useless father. | <input type="radio"/> |
| | | I could lose friends. | <input type="radio"/> |
| | | Babies cost a lot of money. | <input type="radio"/> |
| | | I'd lose sleep and have to deal with nappies. | <input type="radio"/> |
| | | It would be too much responsibility for me now. | <input type="radio"/> |
| 13a | If you were Jack, what might be the possible advantages for you if Emma had an abortion? <i>Tick as many boxes as you like</i> | I could forget this ever happened. | <input type="radio"/> |
| | | It wouldn't change any of my plans. | <input type="radio"/> |
| | | It wouldn't upset my family and no one need know. | <input type="radio"/> |
| | | I could avoid being a really young parent. | <input type="radio"/> |
| | | I'd be free to split with Emma if I wanted to. | <input type="radio"/> |
| | | The child would not grow up disadvantaged. | <input type="radio"/> |

| | | | |
|-----|---|---|-----------------------|
| 13b | If you were Jack, what might be the possible disadvantages for you if Emma had an abortion? <i>Tick as many boxes as you like</i> | I would worry that it could be physically and mentally risky for Emma. | <input type="radio"/> |
| | | I might be disappointed because part of me actually wants a baby. | <input type="radio"/> |
| | | It's morally wrong. | <input type="radio"/> |
| | | You can't change your mind afterwards. | <input type="radio"/> |
| | | I might regret it for the rest of my life. | <input type="radio"/> |
| | | We'd have to organise it all and there would be doctors and counsellors involved. | <input type="radio"/> |
| 14a | If you were Jack, what might be the possible advantages for you about having the baby adopted? <i>Tick as many boxes as you like</i> | The baby would be adopted by a good family. | <input type="radio"/> |
| | | I could forget this ever happened. | <input type="radio"/> |
| | | I could avoid being a young parent. | <input type="radio"/> |
| | | I'm free to split with Emma if I want to. | <input type="radio"/> |
| | | The child wouldn't be disadvantaged. | <input type="radio"/> |
| 14b | If you were Jack, what might be the possible disadvantages for you about having the baby adopted? <i>Tick as many boxes as you like</i> | I might always wonder what has happened to the child. | <input type="radio"/> |
| | | My family would have to get involved with social services. | <input type="radio"/> |
| | | I might never be able to forget about it. | <input type="radio"/> |
| | | Someone else would be the child's father. | <input type="radio"/> |
| | | I might feel guilty wondering if the child is unhappy without its biological parents. | <input type="radio"/> |
| 15 | If you were Jack, what would you think is the best option for you? <i>Tick one box</i> | I would want us to keep the baby. | <input type="radio"/> |
| | | I would want Emma to have an abortion. | <input type="radio"/> |
| | | I would want to have the child adopted. | <input type="radio"/> |
| | | It's totally up to Emma. | <input type="radio"/> |
| | | I can't decide. | <input type="radio"/> |
| 16 | If you were Jack, how do you think Emma would feel about your opinion? <i>Tick one box</i> | OK | <input type="radio"/> |
| | | Happy | <input type="radio"/> |
| | | Relieved | <input type="radio"/> |
| | | Afraid | <input type="radio"/> |
| | | Angry | <input type="radio"/> |
| | | Upset and lonely | <input type="radio"/> |
| | | Something else | <input type="radio"/> |

ACTIVITY 4: Pause - Fast-Forward - Rewind

(20 - 25 minutes)



OVERVIEW

Students are given an opportunity to think about Jack and Emma's story and the implications the pregnancy might have for their current and future lives and how they might have avoided an unplanned pregnancy.

PREPARATION



Handouts: *Pause: Fast-forward: Rewind* (Worksheet B).

INTRODUCTION

- Explain to students that they are going to discuss Jack and Emma's situation and consider the outcomes of the pregnancy for them now and in the future. They will also have to think about how they might have avoided an unplanned pregnancy in the first place.
- Hand out Worksheet B and ask students to consider and talk about the questions for 10-15 minutes in pairs or small groups.

DISCUSSION

- After 10-15 minutes put the questions on an overhead screen (see *If I Were Jack* Teachers Overheads) and discuss with the whole group. You might consider:



Whose decision is it anyway?

- Explain to students that while it is normal for couples to talk about their decision regarding an unintended pregnancy, legally it is the woman's right to make decisions about the pregnancy.
- You might say: *"Deciding what to do about an unintended pregnancy is a personal thing and there are no 'right' or 'wrong' decisions. Jack and Emma did the right thing going to speak to someone who could help them to think things through. Other teenagers might go to their parents, older sisters or brothers or friends first. The important thing is to talk and think things through before making a decision."*

How could Jack and Emma have avoided unintended pregnancy?

- Explain that there are two options: not having sex or using contraception (such as the implant, the pill or condoms). Not having sex is the only fool-proof way of avoiding pregnancy, however, using contraception (correctly every time you have sex) is also very effective in avoiding pregnancy. If you are planning to have sex and want to avoid pregnancy then you should consider carefully what kind of contraception you want to use.
- If for whatever reason Jack and Emma had sex without contraception or the condom split, Emma could have got emergency contraception. Different types of emergency contraception include the emergency intrauterine device and the emergency contraception pill (also known as the morning after pill). Free emergency contraception can be obtained from any sexual health clinic, a GP, a young person's service, and some pharmacies. Depending on the type of emergency contraception, it can be used up to five days after having unprotected sex. While it can be effective in avoiding pregnancy, it is not as effective as using other methods of contraception, and it does not protect against sexually transmitted infections.
- Explain that later students will be given a list of websites where they can find out more about contraception.
- Clarify that condoms are the only method of contraception that protect against pregnancy and sexually transmitted infections.

Can you think of any positives about becoming a teenage parent?

- There may be some students in the room who are parents and/or were born to teenage parents. We do not intend to give the impression that being a teenage parent is a negative thing.
- Brainstorm positives with the group. Positives might include being closer in age to children and having more energy.
- With the right support, for some young people teenage pregnancy can be life affirming.

PAUSE - FAST-FORWARD - REWIND



Instructions:

It's time to talk about Jack and Emma! In pairs or in small groups, discuss your thoughts on the questions below and then share your thoughts with the whole group.

PAUSE:

Let's talk about the film...

- How did you feel watching the film?
- How would you feel if you were in Jack or Emma's situation?
- What would your friends and parents most likely say?
- How do you think Jack handled the situation?
- How do you think Emma handled the situation?
- Whose decision do you think it should be about the pregnancy?

FAST-FORWARD:

Let's talk about what might have happened next...

What do you think Jack decided he wanted to do?

How might Jack and Emma's decision affect their...

...relationship? ...school? ...family? ...future?

How might continuing with the pregnancy impact on them...

...emotionally? ...socially? ...physically? ...financially?

How might having an abortion impact on them...

...emotionally? ...socially? ...physically? ...financially?

REWIND:

Let's talk about what might have happened...

- How might Jack and Emma have ended up in this situation?
- How might Jack and Emma have avoided unintended pregnancy?

ACTIVITY 5: What about Emma?

(5 minutes)



OVERVIEW

Students brainstorm the outcomes of the different pregnancy resolution options referred to in the video and discuss the positives and negatives of each decision for Emma.

PREPARATION



Handouts: *What about Emma* Worksheet (Worksheet C). The worksheet is available in the JACK Teachers' Overheads.

INTRODUCTION

“Jack and Emma have a difficult decision to make about the pregnancy. They must decide whether to keep the baby, have the baby adopted, or have an abortion. The counsellor advised them that the best way to start was to make a list of the pros and cons of each alternative. When we watched the film, we considered the positives and negatives for Jack. Now we are going to consider the positives and negatives for Emma.”



DISCUSSION

- Bring up the 'What about Emma?' worksheet on the overhead and brainstorm as a whole group.
 - Allow a couple of minutes for brainstorming and then discuss the different outcomes as a group. Reinforce the message that it might be a very difficult decision to make.
 - You might say: “In Great Britain (England, Scotland and Wales) the law allows a woman to have an abortion up to 24 weeks of pregnancy, if two doctors agree that it is less likely to cause harm to her physical or mental health than continuing with the pregnancy. More than 90 per cent of abortions are carried out before 13 weeks of pregnancy. More than 98 per cent are carried out before 20 weeks. Abortion is available free if you are referred through the NHS. Abortion is also available through private clinics and hospitals where you will have to pay. The decision to have an abortion is a matter between you and your healthcare team. All information and treatment is confidential whatever your age. This means that information cannot be shared with anyone else without your agreement.” (source: <http://www.fpa.org.uk/unplanned-pregnancy-and-abortion/abortion-your-questions-answered>)
 - Remind students that this would be a personal decision based on their own values and individual circumstances so there is no universally right decision.
-

WHAT ABOUT EMMA?



Instructions:

Think about the possible positive and negative outcomes for Emma of keeping the baby, having the baby adopted or having an abortion.

| Alternative 1: Keeping the baby | |
|--|-----------|
| POSITIVES | NEGATIVES |
| | |
| Alternative 2: Having the baby adopted | |
| POSITIVES | NEGATIVES |
| | |
| Alternative 3: Having an abortion | |
| POSITIVES | NEGATIVES |
| | |

ACTIVITY 6: If I Had to Look After a Baby...

(15-25 minutes)

OVERVIEW

This activity asks the student to complete a worksheet which compares the schedule of a typical six-month old baby and parent to their own current schedule and to consider the possible impact that having a baby might have on their current life and future goals.

PREPARATION

Handouts: *If I Had to Look After a Baby worksheet* (Worksheet D).



INTRODUCTION

- Explain that this activity aims to help students to think about what life might be like if they had to look after a baby.
- Hold up the worksheet and explain that on one side is the schedule of a typical 6-month-old baby and their parent and on the other side is space for them to fill in what they would be doing at each time on an average Saturday.
- Explain that when they have filled in the schedule they should then answer the questions on the back of the sheet.
- Clarify that this is a real schedule. Of course, every day is different and every child is different but this is an actual schedule of what a typical day with a 6-month old would look like.
- Give 5 minutes for students to fill in the worksheet and then discuss as a class.

DISCUSSION

- What did you think of the schedule?
 - Do you think having to look after a baby now would have an impact on your life?
 - Would you miss anything if you had a baby now?
 - What might be the positives of having a baby now?
 - What would be the hardest thing for you about having a baby now?
 - Would having a baby now impact on your future? How?
-



IF I HAD TO LOOK AFTER A BABY...



Instructions: Look at the schedule for a typical 6-month old baby and their parent. In the second column write what you would normally be doing at that time of day on a normal Saturday and then answer the questions on the back.

Of course, not every baby or every day is the same but this is a real schedule!

| My schedule if I had a baby... | | My normal Saturday schedule... | |
|--------------------------------|--|--------------------------------|--|
| 6.30am | Baby wakes up, change nappy | 6.30am | |
| 7am | Feed baby and have own breakfast | 7am | |
| 7.30am | Clear away breakfast things | 7.30am | |
| 8am | Wash and dress baby and self | 8am | |
| 8.30am | Play with baby | 8.30am | |
| 9am | Change baby's nappy, put down for nap, do household chores | 9am | |
| 9.45am | Baby wakes up, change nappy | 9.45am | |
| 10am | Take baby to playgroup | 10am | |
| 11am | Feed baby & play | 11am | |
| 12pm | Change baby's nappy and put down for nap | 12pm | |
| 12.40pm | Baby wakes up crying. Re-settles after 10 minutes of cuddles | 12.40pm | |
| 1pm | Have lunch. Do household chores | 1pm | |
| 1.30pm | Relax | 1.30pm | |
| 2pm | Baby wakes. Change nappy | 2pm | |
| 2.15pm | Feed baby | 2.15pm | |
| 3pm | Take baby on an outing | 3pm | |
| 4pm | Change baby's nappy and give drink of water. Play with baby | 4pm | |
| 5.30pm | Bath baby and dress for bed | 5.30pm | |
| 6pm | Feed baby | 6pm | |
| 7pm | Put baby to bed | 7pm | |
| 7.30pm | Eat dinner and relax | 7.30pm | |
| 8.00pm | Baby wakes. Re-settle | 8.00pm | |
| 8.30pm | Relax | 8.30pm | |
| 10.30pm | Baby wakes. Feed and re-settle | 10.30pm | |
| 11pm | Bed | 11pm | |
| 2am | Baby wakes. Re-settles after 40 mins | 2am | |
| 4.30am | Baby wakes. Re-settles after 30 mins | 4.30am | |

Would you miss anything if you had to look after a baby now?

List three goals for your future...

1.

2.

3.

How would having a baby impact on these goals?

ACTIVITY 7: Fact or Fiction?

(15-20 minutes)



OVERVIEW

The fact or fiction activity aims to debunk some of the myths surrounding relationships, sex and pregnancy so that students can make informed decisions. Students are shown a number of statements on the overhead and asked to put up their hands or shout out if they think the statement is true (fact) or false (fiction). Alternatively, they can discuss in small groups before responding. Students are provided with a handout that contains the answers and more detail on the statements.

PREPARATION

Handouts: *Fact or Fiction* (Worksheet E).



INTRODUCTION

- “The next activity asks you to question some of the things you might think you know about relationships, sex and pregnancy. We are going to do a little ‘fact or fiction’ quiz to see if everything we think we know is true.”
- “For the purposes of this quiz, sex is defined as ‘vaginal intercourse’ as that’s the practice that’s relevant for pregnancy. However, we should keep in mind that sex/what counts as sex might be different for different people, and sex is not always between a man and a woman.”
- Show statements one at a time. Ask for response and then read the answers from the handout.
- If you prefer, you can ask students to discuss in pairs or small groups before responding as a whole group.

DISCUSSION

- Did you learn anything new?
- What fact surprised you most?
- What myth surprised you most?
- Check that students are clear about what is fact and what is fiction.





FACT OR FICTION? SCOTLAND



1. Most teenagers do not have sex before they are 16.

FACT By the age of 15, around 71% of boys and 77% of girls in the UK have NOT had sexual intercourse. This means that the vast majority of teenagers do not have sex before they are 16 (Health Behaviour in School-Aged Children Study, 2016).

2. You can get pregnant the first time you have sex.

FACT While there are times during a woman's menstrual cycle that she is less likely to get pregnant, it is possible that she could get pregnant EVERY TIME she has sex without using contraception. This includes the first time you have sex; if you have sex when the woman has her period; if the woman goes to the loo or washes after sex; if you have sex standing up, in the sea or with your eyes closed; after having an abortion; and if the man pulls his penis out of the woman's vagina before ejaculating. A woman will be most likely to get pregnant at the time of ovulation (when an egg is released from her ovaries) which usually occurs 12-14 days before her next period starts. However, sperm can sometimes survive in the body up to seven days after having sex and sometimes a woman's ovaries can release an egg earlier than expected. You can find out more about ovulation, conception and contraception here: <https://sexwise.fpa.org.uk>, www.sexualhealthscotland.co.uk, www.brook.org.uk/

3. Teenagers who have a child together usually end up getting married to each other.

FICTION Only around 2 out of 10 teenagers who have a child together marry each other.

4. The only way to prevent pregnancy is to not have sex.

FICTION While not having sex is the only 100% effective way of avoiding pregnancy, contraception (such as the pill or condoms) when used correctly prevent pregnancy in the vast majority of cases. Long-Acting Reversible Contraception (LARC methods) such as the implant or an intrauterine device (the coil), last for several years, and are highly effective in preventing pregnancy. It is important to remember that while condoms protect against sexually transmitted infections as well as pregnancy, other methods do not. Lots of people choose to use condoms and another method. Before you start having sex, you should think about which methods of contraception are right for you and make sure that you know how to use them correctly. Find out more about contraception <https://sexwise.fpa.org.uk>, <http://young.scot>

5. Contraception is really expensive.

FICTION You can get free contraceptives, including condoms, from all sexual health clinics, most GPs, and young people's services. Some school nurses give out free condoms, or can advise where you can get them near you. You can also buy condoms in supermarkets and chemist shops for around £6-12 for a box of 12. That's less than one pound per condom. Youth-friendly services such as sexual health clinics provide non-judgmental advice about contraception as well as free condoms! You can find out where to get free contraception near you on these websites: www.nhsinform.scot and www.fpa.org.uk/

6. When teenagers have sex the first time, most of them use condoms.

FACT 86% of young people who have sex use condoms to protect themselves from pregnancy and sexually transmitted infections (National Survey of Sexual Attitudes and Lifestyles, 2013).

7. In Scotland, it's illegal to have sex before the age of 16.

FACT The age of consent in the UK is 16. This means that it is illegal to have sex with someone under this age. Find out more about sex, pregnancy and the law here: www.childline.org.uk/ and www.bishuk.com/

ACTIVITY 8: The JACK Wallet Card

(3 minutes)

OVERVIEW

Students are provided with a JACK Wallet Card to take away and advised to have a look at the websites listed and keep the card safe for possible future use. The aim is to introduce students to reliable sources of sexual health information.

PREPARATION

Handouts: The *JACK Wallet Card* (Worksheet F).



INTRODUCTION

- Tell students that you are going to give them a wallet card that contains the details of a number of websites with information on relationships, sex and pregnancy and sources of information on where they can find local sexual health clinics or other sources of support if they need them.
 - Tell them that these websites are reliable and contain correct and impartial information, unlike many other websites that they may come across when they browse the internet.
 - Tell them that they should keep the card for future use but you would advise them to have a look at some of the websites for homework as they have some interesting and useful information on them.
 - Tell them you will have a chat about the websites during the next lesson.
-

**SEXUAL HEALTH WALLET CARD:
SCOTLAND**



**SEXUAL HEALTH WALLET CARD:
SCOTLAND**



Need information on relationships and sex?

Young Scot <http://young.scot>
 FPA Sexwise <https://sexwise.fpa.org.uk>
 Sexual Health Scotland
www.sexualhealthscotland.co.uk
 Brook www.brook.org.uk
 BISH www.bishuk.com/
 Respect Yourself www.respectyourself.info

**Need to speak to someone about relationships,
sex or pregnancy?**

Childline www.childline.org.uk
 Brook www.brook.org.uk

**Need to find a sexual health service near you or
get contraception?**

NHS Inform service directory www.nhsinform.scot
 Young Scot <http://young.scot>

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**SEXUAL HEALTH WALLET CARD:
SCOTLAND**



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SCOTLAND**



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 FPA Sexwise <https://sexwise.fpa.org.uk>
 Sexual Health Scotland
www.sexualhealthscotland.co.uk
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 BISH www.bishuk.com/
 Respect Yourself www.respectyourself.info

**Need to speak to someone about relationships,
sex or pregnancy?**

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 Brook www.brook.org.uk

**Need to find a sexual health service near you or
get contraception?**

NHS Inform service directory www.nhsinform.scot
 Young Scot <http://young.scot>

**SEXUAL HEALTH WALLET CARD:
SCOTLAND**



**SEXUAL HEALTH WALLET CARD:
SCOTLAND**



Need information on relationships and sex?

Young Scot <http://young.scot>
 FPA Sexwise <https://sexwise.fpa.org.uk>
 Sexual Health Scotland
www.sexualhealthscotland.co.uk
 Brook www.brook.org.uk
 BISH www.bishuk.com/
 Respect Yourself www.respectyourself.info

**Need to speak to someone about relationships,
sex or pregnancy?**

Childline www.childline.org.uk
 Brook www.brook.org.uk

**Need to find a sexual health service near you or
get contraception?**

NHS Inform service directory www.nhsinform.scot
 Young Scot <http://young.scot>

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 Young Scot <http://young.scot>

ACTIVITY 9: The Jack Forum Dilemmas

(15-20 minutes)



OVERVIEW

Students are given an opportunity to read and discuss 'real-life' dilemmas relating to relationships, sex and pregnancy posted on the fictional 'Jack Forum'. The activity aims to reinforce knowledge already gained by applying it to hypothetical real-life scenarios.


PREPARATION

Handouts: *Jack Forum Dilemmas* (Worksheet G)



INTRODUCTION

- This activity can be done in the classroom or, if time is limited, students can be given a copy of the handout to take away.
 - If giving the handout to take away, ask students to read it and spend a few minutes discussing it at the beginning of the next lesson. Bring extra copies of the handout to the next lesson to facilitate this.
 - If doing in class, distribute the handouts and ask pupils to spend 5 minutes reading the dilemma posts and replies. Ask pupils what they thought about each post and the advice given.
 - Advise students that the JACK Forum is fictional – that is, it is not a real forum.
-



The JACK
FORUM

Relationships, Sex and
Pregnancy Advice

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TOPIC: Pregnant!! **POSTED BY:** Amy148 **ON:** Thursday August 24th 9:02am **TOTAL REPLIES:** (5)

Advice please!! I'm two months pregnant. I haven't told anyone apart from my boyfriend and he just went quiet and said that he needed time to think. That was two days ago and I haven't heard from him since. My mum and dad will kill me if I tell them and I'm too embarrassed to tell anyone else. I know I should go and see my doctor but I'm afraid he'll tell my parents and, as I'm only 16, I'm afraid my boyfriend (who is 17) will be arrested for having sex with a minor. I don't know who to turn to. I feel so alone and confused. Please help! ☹

REPLY (1): **POSTED BY:** JILL54 **ON:** Thursday August 24th 9:30am
Hi Amy148. You sound worried! I think you should talk to someone ASAP – maybe a friend or family member? You don't have to go to your own GP. There are also counsellors that you can talk to about pregnancy. Maybe try ChildLine and they can put you in touch with a service near you.

REPLY (2): **POSTED BY:** JoeMod **ON:** Thursday August 24th 10:30am
Good advice above. Also, the legal age of consent in the UK is 16 so your boyfriend is not breaking the law and you have the right to confidential advice and support from your GP or a clinic or whatever so they can't tell anyone unless you are at risk of harm. Good luck!


TOPIC: Last Virgin in School **POSTED BY:** KevvO **ON:** Thursday August 24th 6:17pm **TOTAL REPLIES:** (3)

I hope you can help. The problem is that I'm the only virgin in my whole year at school. My friends think I'm a total loser and keep asking me when I'm going to do it. They've all had sex before and that's all they talk about. I do feel like I'm missing out sometimes and think maybe I should just do it (or pretend that I have) just so they will stop pestering me but, to be honest, I want to wait and have sex with someone I'm really into. Is there something wrong with me?

REPLY (1): **POSTED BY:** SoloG **ON:** Thursday August 24th 6:34pm
I feel the same. Sometimes I feel like I'm the only guy in the world who isn't interested in having sex as soon as possible!

REPLY (2): **POSTED BY:** JoeMod **ON:** Thursday August 24th 6:34pm
KevvO you are not a loser and you are most likely not the only virgin in your whole year. Actually, we learned in class that the vast majority of 15-year olds are not having sex! Some teenagers say they have sex when they haven't because they feel under pressure. There is nothing wrong with you! It's totally all right to wait until you are ready.

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TOPIC: Condom? **POSTED BY:** KatsIce **QN:** Monday August 21st 8:17pm **TOTAL REPLIES:** (17)

My boyfriend and I are planning to have sex for the first time and he says we shouldn't use a condom because it will spoil the mood and that I won't get pregnant because he will pull out early. He also says that condoms are really expensive. My friend Annie says that we should always use a condom because she heard that you can get pregnant any time you have sex without one. I told Tom this but he just got mad and said he did that loads of times before with his ex-girlfriend and she never got pregnant. I don't know what to do!!??

REPLY (1): **POSTED BY:** Da8ta **QN:** Monday August 21st 9:05pm
That dude has it all wrong! You can get pregnant even if he pulls out early! Your friend is right - you can get pregnant EVERYTIME you have unprotected sex!

REPLY (2): **POSTED BY:** Da8ta **QN:** Monday August 21st 9:08pm
Also...condoms protect you against sexually transmitted infections and if he's had unprotected sex in the past and has not been tested for STIs then he may pass them on to you. Tell him to cover it up or forget it!!

REPLY (3): **POSTED BY:** Sally990 **QN:** Tuesday August 22nd 8:30am
KatsIce you are totally right to be safe! Let him know how you feel and if he doesn't respect what you want to do then you need to think about whether or not you want to continue with that relationship.

TOPIC: HELP!! **POSTED BY:** DanMan **QN:** Wednesday August 23rd 6:17pm **TOTAL REPLIES:** (9)

Last week my girlfriend told me that she's pregnant and I don't know what to do. Sometimes I think she might be lying or that maybe she has had sex with someone else behind my back because we almost always used condoms when we had sex. Now she says that we need to talk about what we are going to do but I haven't got a clue. I can't even imagine what my mum would say if she found out. There's no way I'm ready to be a father. I'd have to quit school and get a crap job and might even have to give up playing for the football team. I told her to do whatever she wants to do but she says it should be a joint decision. I'm not even sure I want to be with her anymore. Please help!

REPLY (1): **POSTED BY:** JoeMod **QN:** Thursday August 24th 9:35am
DanMan you say that you almost always used condoms – unfortunately in order to avoid pregnancy 'almost always' is not enough. Every time you have unprotected sex you risk pregnancy. It sounds like your girlfriend wants your help in deciding what to do. While it is ultimately her decision, lots of couples discuss what they want to do together and it's normal for a woman to want to know how her boyfriend feels about the situation. Have you considered talking to someone about how you feel? You could both go and see a pregnancy counsellor together that they would help you to think things through? Maybe try your local sexual health clinic or Childline for more advice?

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ACTIVITY 10: Online Scavenger Hunt

(25-35 minutes)



OVERVIEW

Students search a number of different sexual health websites for the answers to a number of questions. The aim is to introduce students to reliable sources of sexual health information.

PREPARATION

Handouts: *Online Scavenger Hunt Worksheet H*.



INTRODUCTION

- This exercise can be done in class or given as a homework exercise.
- If doing the exercise in class you will need to ask the IT technician to unblock the websites listed in the exercise so that students can access them. You will also need to book a computer room/lab or tablets for this activity.
- Explain that the activity is an online scavenger hunt and the purpose is to show them that there is lots of information about relationships, sex and pregnancy available on the internet.
- Hold up the worksheet and explain that they should find the answers to the questions by checking the listed websites.
- Indicate that the answer to the first question can be found in the first website, the answer to the second question is in the second website etc.
- Tell them that all of these websites have lots of reliable information about relationships, sex and pregnancy. Advise them that when they are looking for this kind of information online they should always be aware that not every website is trustworthy and some can include inaccurate information.

DISCUSSION



ASK: Did they find all the information? Did they find the websites interesting? Would they know where to get information on sexual health and pregnancy?

ANSWERS (in case students had difficulties finding the information):

Q1: List 11 things you should think about before you decide to have sex.

The 'Am I Ready Checklist' lists the following:

1. Condoms (where to get them and how to use them)
2. Sexual Health Services (what they offer and where they are)
3. Where are you going to do it? (somewhere safe and comfortable)
4. Know yourself (know what you like and how your body works)
5. Turned on? (being aware of how you feel)
6. Know your limits (safe limits, able to say no when you want to)
7. Know what you want (separate what you want from what others want)
8. Communicate (about how you feel and what you want)
9. Someone to talk to (about sex that you trust)
10. Separate sex from love (often go together but are not the same thing)
11. For better or worse (sex can change your relationship)

This might be a good place to discuss the reasons why some teenagers have sex, even when they don't feel ready e.g. peer pressure, coercion, to be like everyone else etc.

Q2: List four places where you can get free contraception.

A sexual health/family planning clinic, a young people's service; your GP or another GP (if you don't want to go to your GP).

Q3: Find out one thing you didn't know about sex and the law.

- The 'age of consent' in the UK is 16.
- Even if you are under 16 you have the right to a confidential service for condoms, contraception, check-ups and advice.

- A young woman under the age of 16 can have an abortion without her parents knowing if two doctors agree that she is capable of giving consent.
- Abortions are legal in Great Britain up to 24 weeks after conception, although more than 90% take place before 13 weeks.

Q4: List seven methods of contraception. Which method prevents both sexually transmitted infections and pregnancy?

There are many methods of contraception including: condoms, contraceptive injections, patches, implants, intrauterine device, intrauterine system, the contraceptive pill.

Only condoms protect against STIs. Many people use condoms and another method of contraception.

Q5: What number could you call for confidential information and advice about relationships, sex and pregnancy? What other ways can you contact ChildLine?

- ChildLine: 08001111
 - It is also possible to email Childline or chat to them online.
-

Activity 11: *If I Were Jack* Survey

(3 minutes)



OVERVIEW

Students are asked to interview their parent(s), carer(s) or another trusted adult about their thoughts on Jack and Emma's situation. The aim is to encourage students to have a conversation with a trusted adult about the issues raised by the resource, if the time is right for them, and to give them an opportunity to practice communicating about relationships, sex and pregnancy. Additionally, the activity gives parents and carers an opportunity to share their values and beliefs with the teenager. You should encourage students to do the activity but there should not be any repercussions if they decide not to. The timing may not be right for them and that is OK.

PREPARATION:



Handouts *If I Were Jack* Survey (Worksheet I) and Film Script Excerpt (Worksheet J).

- Explain that for today's homework students should complete the '*If I Were Jack* Survey'.
 - Show students the worksheet and explain that they should conduct a short survey with one or both of their parents or another trusted adult such as a carer, grandparent, aunt/uncle or older brother or sister.
 - The adult must watch *If I Were Jack* on the website shown on the handout (or read the excerpt of the script) and then answer the questions on the sheet.
 - Explain that the purpose of this is to give them an opportunity to speak to an adult that they trust about these issues and to find out their opinions.
 - Let students know that parents/carers have been sent a letter telling them that they will be asked to complete this survey so they should not worry that their parents/carers will think they are pregnant/have got someone pregnant.
 - Tell students that you will discuss the homework in the next lesson but their survey responses are confidential and they will not be asked to discuss them or hand in the worksheet.
 - Give students a copy of the survey and video script to take home.
-

IF I WERE JACK SURVEY

HOMEWORK ACTIVITY



Instructions:

- You can do this activity with your parent(s), carer(s), or another adult that you trust such as a grandparent, older brother or sister, or aunt/uncle.
- Tell them that you are learning about teenage pregnancy in school and that you watched a video called *If I Were Jack* which told the story of a young couple who experienced an unplanned pregnancy.
- Ask them to watch an excerpt of the video online www.qub.ac.uk/if-i-were-jack/resources/parents or to read the video script excerpt.
- When they have finished, start a conversation with them using the questions below. Write their answers in the space provided.

Please note:

- Your parent(s)/carer(s) were sent a letter from the school telling them that you are using the *If I Were Jack* resource in school and that you would be asking them the questions below. You can still ask another adult that you trust instead of your parent/carer, if you prefer.
- **In school, you will not be asked to share your parent/carers answers and you do not have to hand in the worksheet.** The purpose of this activity is to give you an opportunity to talk to your parents about these issues so that you can understand what they think about teenage pregnancy.

1. What did you think of Jack and Emma's story?

2. If you were Jack or Emma's parent what would you say and do when they told you that Emma was pregnant?

3. What would you advise them to do? Why?

IF I WERE JACK VIDEO SCRIPT EXCERPT

Sixteen-year-old Jack narrates the story. The camera lens is life through his eyes. He finds out his girlfriend is pregnant. He tries to get his head around the news, imagines his parents' and friends' reactions, attends a counselling session with his girlfriend and decides what he thinks they should do about the pregnancy. He asks himself questions throughout the video and viewers are asked to put themselves in Jack's shoes and ask themselves what they would think and do if they were Jack.

Spoken parts are in **bold**, with Jack's voiceover (VO) in **bold italics**.

Jack VO: Hi, I'm Jack. I'm going to tell my story and I want you to put yourself in my shoes. You'll be seeing the world through my eyes. You'll be me. I want you to imagine making some decisions for me, helping me sort some stuff out, cos things are starting to get difficult around here.

A teenage boy's room. He is 16. He is packing his sports bag, thinking aloud about the prospect of a happy, free day ahead with his friends.

Jack VO: Saturday. Great. Looks like a good day. Heading out to meet my mates.

His mobile phone rings, he sees caller ID and before answering says:

Jack VO: It's Emma. Been going out with her for a while now. I actually really like her.

He picks up the call.

The girl is seen briefly talking on the phone to him, in her bedroom, in private and away from her parents hearing.

Jack: All right Emma?

Emma: Jack.... can we meet up. I need to speak to you.

Jack: Well ...I'm just heading out now. What is it?

Emma: Look. I really need to talk to you.

Jack: Is everything all right?

Emma (interrupts): No. Jack. I need to meet you now. Can you come to the Greenway?

Jack: Right. Well... ok... I'll see you down there in 10 minutes.

Jack VO: I wonder what's up with Em. Doesn't sound good. Hope she doesn't finish with me. I let the lads know I'm gonna be late, and head down to meet her.

Park Bench. Emma sits on the bench looking worried. Jack kisses her.

Jack: Are you OK?

Emma: No Jack ...I'm not.

Jack: What's up with you?

Emma: ...You're not gonna believe this ... I'm pregnant.

Jack drops his arm to look at her in disbelief.

Jack: You're ...what? Shit. Are you serious?

Emma: Yes. I am serious. I did a test from the chemist and it's positive.

Jack goes quiet and shakes his head and sighs.

Jack: So what are we gonna do now?

Emma: I don't know.

Jack: ...Well I don't know either.

Emma: Maybe I should go and see someone.... Like a doctor or a counsellor or something.

Jack: Have you told anyone else?

Emma: Not yet....I'm scared to. I think my mum and dad will guess. I look terrible and I haven't slept properly in days.

Jack: Shit.. your dad's gonna kill me.

Jack VO: Emma starts crying. I just put my arms around her... I don't know what to think.. all this stuff is going through my head...

Question appears on screen: If you were Jack, what would be your strongest feeling?

Jack is seen walking along Greenway deep in thought.

Jack VO: Emma went to hers and I took the long way home. Needed time to think.

Shit ...pregnant. I just couldn't stop thinking about Emma. How she'd be feeling now,

Question appears on screen: I wonder how Emma would feel?

Jack walking along a street. Phone bleeps. Text from his mates. Where are you?

Jack VO: I forgot about meeting them. What are they gonna say when they hear about this?

Jack imagines what his friends would say. Video of friends sitting around in Jack's living room.

Friend 1: What? You're taking the piss?

Friend 2: Listen, it's her problem, not yours. Tell her to sort it out.

Friend 3: Are you gonna tell her to get rid of it?

Friend 4: You're going to be a dad?Good for you man!

Friend 2: Well, look on the bright side... at least you know you're not firing blanks.

Friend 1: She's got you now mate. Listen, she's a slag – tell her it's not yours.

Friend 5: Did you not use a condom? Were you not using something?

Friend 4: I suppose you won't be hanging about with us so much.

Friend 6: You've got a lot to deal with mate. What about getting it adopted?

Friend 5: Look, don't let it get you down. You've always got us you know.

Question appears on screen: If you were Jack, what would your best friend most likely say?

Jack arrives home, looking about him for other people.

Jack VO: I get home everyone is out, at least that much, so I don't have to face them yet I try to imagine what they will say...

Jack imagines the various reactions of his mum and dad and what they might say. Parents act out all these different views.

Mum: I can't believe this. She's ruined your life

Mum: The best thing she can do is to have an abortion.

Mum: You'll have to have the baby, take the consequences.

Mum: What are people going to think about us?

Mum: You're a stupid idiot, you've really messed up.

Mum: What about school ... college... your future?

Mum: Well...I suppose I always wanted to be a granny.

Mum: It's all right son. No matter what happens we'll be here for you.

Question appears on screen: If you were Jack, would you tell your mother(s)/ female carer(s).

Question appears on screen: If you were Jack, what would your mother(s)/female carer(s) say?

Dad: She's what. How could you be so stupid? Did you not take precautions?

Dad: Well, it's your problem Jack, you're a man now. You decide what to do.

Dad: After all we've done for you; this is how you repay us...

Dad: She's got her hooks in you now. That's you tied to her for life.

Dad: And who do you think is gonna pay for all this?

Dad: Get out; I don't want to see you again.

Dad: Well... I hope it's got her looks and not yours!

Dad: Look it's not the end of the world. We'll work it out.

Question appears on screen: If you were Jack, would you tell your father(s)/ male carer(s).

Question appears on screen: If you were Jack, what would your father(s)/male carer(s) say?

CONTINUED...

Activity 12: Staying Safe Scenarios

(20 - 25 minutes)

OVERVIEW

This activity introduces the concept of sexual consent and the importance of using contraception if having sex in order to avoid unintended pregnancy and sexually transmitted infections. Students are asked to consider 'real-life' scenarios in which sexual consent or safe sex practices are central. By considering what they would say and do if they found themselves in such a situation, students begin to understand the importance of protected sex and sexual consent and are provided with language that they might use if they found themselves in such situations.

PREPARATION

Handouts: *Staying Safe Scenario* worksheets and *Staying Safe Scenarios* answer sheets (Worksheets K & L).



INTRODUCTION

- Either hand out the *staying safe* worksheet or present to the class on an overhead screen.
- Ask students to work in pairs or small groups to spend 5-10 minutes considering each question and a possible response.
- Tell students that, if they wish, they can role-play the scenarios in their groups.

DISCUSSION

- Discuss the scenarios and possible responses as a whole group.
- Use the *staying safe scenarios* 'answer sheet' as an example of what might be said or done and highlight the 'please remember' lessons at the bottom of the answer sheet.
- Give students a copy of the answer sheet handout to take away.



WRAP UP

- Remind students that if they found anything about this or any other lesson upsetting they can speak to you, the school counsellor or the school nurse.
-

WHAT WOULD YOU SAY? WHAT WOULD YOU DO?



Instructions: Working in pairs or small groups, read the scenarios below and agree on the best thing to say or do in each situation. Share your answers with the whole group.

| |
|--|
| 1. You go to a party and have way too much to drink. The next thing you know you are in a bedroom with someone who is expecting to have sex with you. This is not what you want. |
| <i>What would you say?</i> |
| 2. Someone wants to have sex with you but neither of you have a condom. The other person thinks you should risk it. You don't think it's a good idea but they keep trying to persuade you. |
| <i>What would you say?</i> |
| 3. Your boyfriend/girlfriend wants to have sex with you but you don't feel ready. |
| <i>What would you say?</i> |
| 4. You really want to have sex with your girlfriend/boyfriend but she/he doesn't want to. |
| <i>What would you say?</i> |
| 5. You have sex with someone and afterwards you realise that the condom has split. |
| <i>What would you do?</i> |
| 6. You want to have sex with a girl and you don't have a condom. She says 'it's OK' and you assume she's on the pill. Later you regret having unprotected sex. |
| <i>What would you do?</i> |
| 7. You are with someone who is drunk. She/he says she/he wants to have sex with you now. |
| <i>What would you do?</i> |

WHAT WE WOULD SAY... WHAT WE WOULD DO...



Here's what we would say and do in these situations...

| |
|--|
| 1. You go to a party and have way too much to drink. The next thing you know you are in a bedroom with someone who is expecting to have sex with you. This is not what you want. |
| <i>What we would say...</i> "I don't want to have sex right now." |
| 2. Someone wants to have sex with you but neither of you have a condom. The other person thinks you should risk it. You don't think it's a good idea but they keep trying to persuade you. |
| <i>What we would say...</i> "I was talking to my sister/brother and she/he told me that you can get pregnant anytime you have sex so I want to wait until we have a condom." |
| 3. Your boyfriend/girlfriend wants to have sex with you but you don't feel ready. |
| <i>What we would say...</i> "I want to wait until... I feel ready/ we've been together longer/ I'm older/I'm married." |
| 4. You really want to have sex with your girlfriend/boyfriend but she/he doesn't want to. |
| <i>What we would say...</i> "That's OK" or "I respect your decision." |
| 5. You have sex with someone and afterwards you realise that the condom has split. |
| <i>What we would do...</i> If you are a woman get emergency contraception as soon as possible and advice about being tested for Sexually Transmitted Infections (STIs). If you are a man, get advice about being tested for STIs and suggest that your partner gets emergency contraception. |
| 6. You want to have sex with a girl and you don't have a condom. She says 'it's OK' and you assume she's on the pill. Later you regret having unprotected sex. |
| <i>What we would do...</i> Get advice about being tested for STIs and if your partner is not using contraception, suggest that she get emergency contraception. |
| 7. You are with someone who is drunk. She/he says she/he wants to have sex with you now. |
| <i>What we would do...</i> We would say "I don't want to have sex right now". |
| PLEASE REMEMBER... |
| If you are having sex, <u>always</u> use a condom. It will protect you from unplanned pregnancy and sexually transmitted infections (STIs). |
| If you have unprotected sex you should get emergency contraception as soon as you can and get checked for STIs. |
| The 'age of consent' is 16 but this <u>does not</u> mean that you should have sex at that age. This law exists to protect those under 16 from sexual abuse. It's totally OK to wait until you are ready. |
| Never assume the person you are having sex with is sorted for contraception. If you want to avoid pregnancy and STIs, you need to know what contraception you will use. |
| If you think you might have sex, you should always carry condoms with you. |
| No always means no. If you want to have sex, you must always make sure that you're both happy and comfortable doing so, and that the other person has consented. |
| Having sex with someone who is drunk or has taken drugs is wrong because they may not be able to consent to having sex – that is fully say yes to having sex. When someone doesn't consent, that's sexual assault. |
| Boys and girls have equal responsibility to avoid unintended pregnancy. |

Activity 13: Controversial Statements

(20-25 minutes)



OVERVIEW

A discussion activity that encourages students to consider stereotypical norms in relationships, sex and pregnancy.

PREPARATION

Copy and cut two or three sets of the cards in Worksheet M.



INTRODUCTION

- *“In the world we live in, pregnancy is often seen as a ‘women’s issue’. Of course, women get pregnant, but as we have been learning, unintended teenage pregnancy is something that involves and affects both men and women. So why is it considered a women’s issue? Partly, because of what we call ‘stereotypical gender norms’ – that is statements that are not based on fact that define or compare women and men. So, for example, you might hear things like ‘Men are better drivers than women’ and ‘Women are better listeners than men’. While these may be true for some men and women, of course they are not true for all. Stereotypical norms like these are also used to compare ‘rich’ and ‘poor’ people or ‘religious’ and ‘non-religious’ people. They are wrong because they assume that everyone from a particular group is the same. We know that cannot possibly be true. If we don’t stop and think about these stereotypes then we carry on assuming that ‘men are like this and women are like that’ or ‘that only happens to poor people’ and then we can make incorrect judgments or miss out on things that we might otherwise enjoy.”*
- *“So now we are going to look at some stereotypical statements that relate to relationships, sex and pregnancy. We are going to discuss them and consider whether or not they are true for all men and all women.”*
- Remind students that everyone has a right to express their opinion and that we should respect the fact that different individuals will have different points of view. Students do not have to reach agreement on any of the statements.

DISCUSSION:

Put students in 4 or 5 groups and give each group 3 or 4 statements. Allow 5 minutes for the groups to discuss and then spend 10 minutes discussing the statements as a whole group.

WRAP UP

Remind students that when it comes to relationships, sex and pregnancy both men and women have roles and responsibilities. When we hear stereotypical statements or feel that we are expected to do, say or feel something just because we are a man or a woman, or because we come from a certain area, then we should stop and consider what is right for us as individuals.

CONTROVERSIAL STATEMENTS **DISCUSSION ACTIVITY CARDS**



| | | | |
|---|---|--|--|
| <p>Some women wear clothes that ask for sex</p> | <p>A woman's place is in the home</p> | <p>Religious women would never have an abortion</p> | <p>Men are better at making decisions than women</p> |
| <p>Women who carry condoms are sluts</p> | <p>Only people with money have abortions</p> | <p>Marriage is an end to freedom</p> | <p>The only thing men think about is sex</p> |
| <p>Men should go out to work and women should stay at home and look after the children</p> | <p>Men pretend they've had more sex than they really have and women pretend they've had less sex than they really have</p> | <p>Teenagers from poor families are more likely to have an unplanned baby than teenagers from rich families</p> | <p>If you haven't had sex by the time you're 18, there must be something wrong with you</p> |
| <p>Pregnancy is a women's issue</p> | <p>Contraception is a woman's responsibility</p> | <p>You should be married before you have children</p> | <p>Abortion is always wrong</p> |

Activity 14: My Plan

(5-10 minutes)



OVERVIEW

This activity aims to consolidate learning and asks students to make a plan for avoiding unintended pregnancy and staying safe.

PREPARATION

Handouts: *My Plan* worksheets (Worksheet N).



INTRODUCTION

Show students the handout and explain that they must answer the questions on the sheet and then decide on their own personal plan for avoiding unintended pregnancy and/or staying safe.

WRAP UP

You might finish up by asking students how confident they are in their plan. Encourage them to speak about what further information they might need and to seek help and information when they need it.

MY PLAN WORKSHEET

Instructions: Think about how you would feel if you were in a heterosexual relationship and you or your partner got pregnant now. Think about the questions below and write your answers in the spaces provided. Your answers are confidential and will not be collected by the teacher.



1. How would you feel if you or your partner were pregnant now?



2. Do you think you are ready to have a baby now? Why/Why not?

3. Under what circumstances would you like to have a baby in the future? e.g. when you have finished studying, are married, have a steady job etc.

4. What will you do to ensure that you avoid unintended pregnancy and stay safe?

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