

EXERCISE 3 “Love and Sex for Aliens”20 mins



Using the Five Os

TEACHER GUIDELINES

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



Outcome

Takes: 1 min; 19 left

- ” This exercise explores what we understand about ‘sex’, ‘making love’, ‘relationships’ and ‘consequences’.
- ” In a moment you will receive printouts of a Facebook conversation between two Aliens and two Earthlings. The Aliens are trying to find out about how humans reproduce and the humans are trying to explain what they understand about ‘sex’ and ‘relationships’.
- ” The exercise is designed to help you understand that we all have values and beliefs that can be difficult to explain – whether you are a teenager or an alien, old or young. By hearing what others have to say and sharing your own thoughts, it should be easier to develop your own personal values and beliefs.



Organise

Takes: 2 mins; 17 left

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

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

! **Apause** Ground Rules

- No put downs
- No personal comments
- LISTEN

- ” Organise yourselves into groups of four. If you find yourself in a group of two or three it doesn't matter – I will help to sort out the groups.
- ” Now, I am going to give out some scripts **(E3 S1), two per group** and a piece of paper . I will tell you which section of the script to concentrate on – there are six sections.

(NB Section 3 is potentially embarrassing to report on out-loud. It may help to choose a more extrovert group for this section.)

(Start to distribute scripts)

- ” You are group one, practise as a group reading aloud section 1. Write down your answers to the questions on your paper. If you have time left over, quickly read the other 5 sections. You have about three minutes.

(Continue to distribute scripts)

" You are group two, practise as a group reading aloud section 2. Write down your answers to the questions on your paper. If you have time left over, quickly read the other 5 sections. You have about three minutes.

(Continue until all the students are allocated a group and a section, individuals who are struggling to form a group can read in pairs a section of their choice.)



On-task

Takes: 3 mins; 14 left

(Once students are on task, explain to the whole class that they will be expected to read out-loud their section and answer the questions underneath.

Quickly go round each group checking that they know the answers – see teacher's master version. Find out how willing the groups are to read out-loud, if there is real resistance ask them to be prepared to explain to the class what their section was about.)

" Ok group one, in a moment I am going to ask you read out-loud your section....
(If you think you are going to be short of time or groups are very reluctant to read out-loud, they may explain their scene.)

" ... and then I am going to ask you the same questions you have in your box, make sure you can answer those questions.

(Continue to remind each group what they will be expected to do.)



Out-loud

Takes: 12 mins; 2 left

(After about 3 minutes, ask for silence. Once the class is silent you will be asking each group to read their section. After each group read back, ask the set questions about their section. It should run in the same order as in the script.)

(Depending on time availability and enthusiasm for discussion, they either read the scene out-loud or give a brief description.)

" Ok, you've had about 3 minutes to prepare, and we've got another 14 minutes to go on this exercise. So now I'm going to ask you to read back and report on your section.

(NB less than 2 minutes per group feedback on average.)

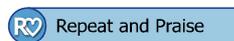
" **Group one**, could you please read/summarise section one?

" **(Section 1 summary: ☹ Aliens notice that Earthlings: ☹ have an increasing population, and, ☹ they are all different - these two phenomena are down to SEX.)**

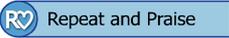
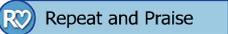
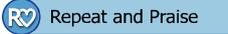
" Good reading/explanation. Well done!

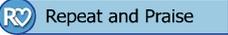
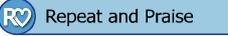
" What are the two things that the Aliens notice about Earthlings which are caused by sex?

☹ The growing population, ☹ Everyone is different



" Well done! Let's move on to group two.

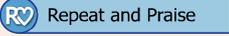
- " **Group two**, could you please read/summarise section 2?
- " (Section 2 summary: ☹ Aliens learn that Earthlings are either male or female and that ☹ Sexual reproduction can only take place between opposite sexes. ☹ Sex cells -sperm and egg meet inside the female body.)
- " What are the names of the male and female sex cells?
 ☹ Sperm and egg.
- " Where do the sex cells meet?
 ☹ They meet inside the female body. 
- " **Group three** I know this is a tricky one to read and explain, but give it your best shot!
- " (Section 3 summary: ☹ Aliens learn that sperm get into the female body by the penis being placed in the vagina. ☹ It takes nine months for a baby to grow in the mother's womb.)
- " Well done!
- " What are the hands used for during sex?
 ☹ To make the other person feel good and ☹ to prepare the body for sex.
- " What does the alien compare the penis and sexual intercourse with?
 ☹ An injection 
- " Well done and thank you for being so mature about it.
- " **Group four (ask for their feedback)**
- " (Section 4 summary: ☹ Birth is an ordeal, but causes great happiness to parents. ☹ Childhood lasts around eighteen years. ☹ Sex feels fantastic, especially in a loving relationship - ☹ then it is called "making love".)
- " How does the Earth parent describe birth?
 ☹ The baby has to be pushed out by the mother. ☹ It is very hard work and often very painful.
- " What does the Earth Teen think love means?
 ☹ Wanting to have sex
- " Why does the Earth Parent disagree?
 ☹ The parent thinks love is when you want to care for someone ☹ to spend a long time together ☹ help them to be successful in their life. 
- " **Group five (ask for their feedback)**
- " (Section 5 summary: ☹ Aliens learn that sex and love is not the same thing, and ☹ sex has consequences ☹ which usually only adults can handle.)
- " Why does the Earth teen want to make love?
 ☹ Because the earth parent says it feels fantastic.
- " Why does the Earth Parent say the Earth Teen can't make love?
 ☹ Because if you have sex, you have to be able to handle the consequences. 

- " **Group six (ask for their feedback)**
- " **(Section 6 summary:** ☹ Aliens learn that consequences include: having a baby and potentially fatal diseases. ☹ Earthlings can love in heterosexual and same sex relationships and ☹ they can split up. ☹ Consequence affects children, ☹ friendships and ☹ feelings.)
- " What does the Cyber teen think is definitely not cool?
 - ☹ Catching a disease that can cause death.
- " List two good things and two bad things about making love.
 - ☹ **Good things** ☹ it is loving ☹ it feels fantastic ☹ can bring happiness through a baby ☹ can keep a couple bonded.  Repeat and Praise
 - ☹ **Bad things** ☹ can spread STIs ☹ can cause unwanted pregnancy ☹ can cause regret and ☹ unhappiness ☹ can affect your reputation.  Repeat and Praise

**If you want to take more time over this exercise, this is the place to do it.
 NB ALLOW 2 Minutes for Overview.**

Optional expansions

NB reading aloud at "out loud" section can be an extra 5 – 10 minutes

- + 3-10 mins **Teacher led focus:** *(Go back to one or more of the sections and explore class responses to the dialogues more thoroughly, giving different individuals opportunity to express themselves.)*  Repeat and Praise

+ 5-20 mins **Group work focus**

- " In the Facebook conversation have a look at some of the things the aliens said about sex and relationships that seemed silly! Can anyone remember any of them?
 - ☹ Sex lasts nine months?! ☹ Babyling walking out of the vaginal!
- " The young earthling had some strange ideas too and got the wrong end of the stick!
- " Can you think of any possible misunderstandings that children and young people, or even aliens might have about relationships, intimacy and making love? Have a look at the scripts to get some ideas – ☹ The alien might have wondered how the sperm got through the eggshell!
 - ☹ Many young children think babies come through the tummy button!

On-task **3-5 minutes**

- " Make a few notes so that you can feed back to the class.

Out-loud **Group feedbacks 3 – 10 minutes**

(Invite other class members to comment and share their views)  Repeat and Praise



Overview

Takes: 2 mins; 0 left

” So, the Earthling parent and the Earthling teenager appeared to have different ideas about sex, making love and relationships. What were the main differences between their points of view?

- ☞ This teenager seemed to think it was OK to make love as often as possible, but the parent tried to explain that is it much safer in a committed relationship.
- ☞ The parent thought a teenager needed to learn how to handle the consequences.

” These ideas are difficult to explain in a Facebook conversation. How easy is it for a parent to explain these ideas to a young person?

- ☞ It does not appear to be at all easy for some parents.

” Why might some parents find this kind of conversation hard?

- ☞ Embarrassment
- ☞ Feel the ideas are inconsistent with their own behaviour.
- ☞ Poor relationship with their child.

“ **Just before we go, (or ‘move on’ if doing another exercise) how was it for you? (15-30 secs)**

(Both students and professional(s) work in silence. They may either write down or simply consider what their response is to the following assessment texts).

Students: “The adult and teenage earthlings did not agree on everything. When did you think the adult was right and when did you side with the teenager?

Professional(s): Encouraging students to read out-loud and share their thinking is an important but challenging part of Apause, how well did the students rise to that challenge?

Link to next exercise:

” **The Earthlings have invited the Aliens to join them so that they can discuss the problems using some cards. These have been prepared by the adult earthling.**

EXERCISE 3 “Love and Sex for Aliens”

Using the Five Os – PLAN

Mins
Takes Left

Outcome 1 19 **(Briefly explain intended learning outcomes)**

- This exercise explores what we understand about ‘sex’, ‘making love’, ‘relationships’ and ‘consequences’.
- The exercise is designed to help you understand that we all have values and beliefs that can be difficult to explain.
- By hearing what others have to say and sharing your own thoughts, it should be easier to develop your own personal values and beliefs.

Organise 1 18 **(Set up and run)**

- Ground Rules.
- Work in six groups of approximately 4.
- Distribute **Exercise 3 Scripts E3 S1** - one between two.
- Each group focuses on one section, answers questions and prepares to read out-loud.

 **Apause Ground Rules**

-  No put downs
-  No personal comments
-  LISTEN

On-task 4 14 **(Active learning processes)**

- Each group focuses on one section and reads it amongst themselves
- Each group answers questions on their section
- Each group can practise reading out-loud their section.

Mins
 Take †
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 **Out-loud**

(Feedback to class)

- In chronological order groups read out-loud or report their section.
- After each section they read-back their answer(s) to their question(s).
- Individuals contribute to class discussion around points raised.
-  Repeat and Praise

12 2

 **Overview**

(Review, Reflection and Evaluation)

- Identify some of the differences in attitudes shown by the parent and the young person.
- Consider the parent's reason for not accepting the young person's view point.
- Understand that these can be difficult conversations for parents and their children to have and identify some of the reasons for this difficulty.

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Total time without Optional Expansion: 20 minutes

Other Equipment: A5 paper, pens or pencils – one between two.

Resource Includes : Teacher's Booklet (E3 T),
 An A4 pocket with 14 x laminated Facebook Scripts (E3 S1)

Teacher needs: White board & marker pen.

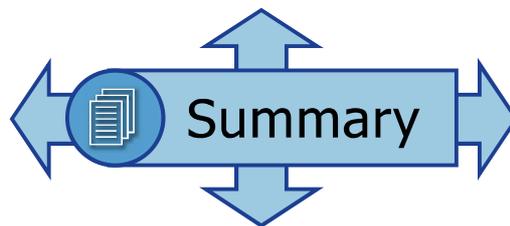
EXERCISE 3 - "Love and Sex for Aliens"

RATIONALE

- This exercise is not primarily about the details of sexual intercourse (Apause Yr 7 & 8 and/or KS3 Science)
- Key themes which might distinguish a parent's values and beliefs on sex and sexuality from a teenager's are 'safely explored' through an imaginary conversation with aliens.
- Using 'interspace translator software' common discrepancies seem less intractable, once explained to outsiders.
- This is the first time scripts are used and the routine of each group having to prepare something they are going to read-back or relate out-loud is introduced and re-enforced. The script's apparent 'silliness' has a serious purpose. It enables students to engage with sensitive issues in a non-didactic way and ensures quieter students contribute equally.
- The process of performing and sharing ideas is designed to build consensus around the central values of: family, responsibility, commitment to partner (including same-sex) and sex as positive, planned & responsible.

EXPECTATIONS

- Brief revision of reproductive biology from Apause Yr 7 & 8 Science
- Exploration and consensus around themes of:
 - "Love" meaning commitment to: the relationship; welfare of partner; and children involved. True for both heterosexual and same sex couples.
 - The value of committed relationships and "Making love" are contrasted with the consequences of sexual intercourse without responsibility.
 - Relationship breakdowns impact on family, friendships and children.



SYNOPSIS

- This exercise uses the device of a Facebook exchange between Earthlings and Aliens (of parent and young person ages) to try and help the Aliens understand human relationships, sex and reproduction.
- Groups of students examining the script and answering questions enables exploration of differences in intimate relationships for young people and for parents in exclusive relationships who might want babies.
- Exercise 4 ideally follows-on from exercise 3 and in a session of 40 mins + may be immediately introduced.
- Extensions allow further exploration of texts and/or brainstorming of other possible mythunderstandings.

METHODS

- Class works in groups of around 4. Simple scripted texts are distributed.
- (Scripts are a Facebook conversation between earthling teenager and parent and alien teenager and parent).
- Introduction to the pattern of preparing a presentation which is shared with the whole class.
- Ideally, most groups read out-loud to the class short scripts but may describe the texts they have been working on.
- They also give prepared answers to questions.
- Plenty of praise and encouragement is essential.
- The dialogues demonstrate the relative simplicity of explaining the biology of reproduction in contrast to the complexity of sexuality, relationships, responsibilities, consequences and cultural norms.
- Whole-class listening and discussion skills are engendered and rewarded with praise.
- Ground Rules may need to be enforced to establish the routines, but fulsome praise of efforts should be the main incentive.

