

# EXERCISE 4 "Relationships Sorted" Min: 20 m



## 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

- " In a moment you will be given a set of cards with pictures and words. If you did Exercise 3 you may remember there was a Facebook conversation between Earthlings and Aliens. These cards were prepared by an ADULT Earthling to help Aliens understand something about intimate relationships. The pictures were carefully chosen to help the Aliens understand that over a lifetime Earthlings may have many different kinds of relationships and ways of experiencing physical closeness. They show that there are many different ways of expressing sexual feelings apart from sexual intercourse.
- " The adult Earthling is in a permanent and committed relationship and therefore does not consider sex to carry any personal, emotional or health risks. How true would this be for a teenager?
  - ☛ **Not likely to be true for most teenagers - short relationships without commitment are probably riskier both physically and emotionally.**
- " As you work through the exercise you should build up your own ideas about different kinds of relationships. It is important to be clear about the changes and consequences that occur in different kinds of relationships and different kinds of physical closeness.



## 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 about four. I am going to give out one set of picture cards per group. Share the 6 cards out amongst your group. Take it in turns to read out-loud the words on the pictures then lay them on the table so everyone can see the images.

*(Give out the 6 picture cards E4 S1)*

- " Working as a team, sort the cards into the correct order. Put them in a line. At one end of the line should be the card which describes the relationship with the least physical closeness and at the other end the most physical closeness. You have about two minutes.



## On-task

Takes: 2 mins; 15 left

*(They should be working on the sorting exercise.)*

*(Check to make sure they are arranged in the correct order.)*

D  
Flirting

A  
Going out

F  
Steady

C  
Serious

E Very serious – committed

B  
Permanent Committed

*(Remind them that they will need to read out-loud.)*

" Be prepared to read out-loud the different words for kinds of relationship eg 'going out'. You are not expected to read out what the couple are actually doing together.



### Out-loud

**Takes: 3 mins; 12 left**

" OK, **Group 1**, what kind of relationship involved the least physical closeness?

" **Group 2**, what was the relationship with the next level of closeness?

*(Ask various groups to contribute until the correct order is established.)*



### Organise

**Takes: 1 min; 11 left**

" OK keep your cards where they are. Now I am going to give you a second set of cards.

" These give more information about different kinds of intimate relationships and forms of closeness.

" Remember, they have been **prepared by the adult** to try to explain sex and relationships to Aliens. *(Give out the text cards E4 S2)*

" Working as a team, read all the information and match this set of cards to the picture cards.



### On-task

**Takes 3 mins; 8 left**

*(Make sure they are reading the cards, preferably out loud amongst the group. They should then be sorting and matching them to the first line of cards.)*

" It might be helpful to read the information out-loud, especially if one of your group is a confident reader and someone else is not so confident. You have three minutes.

D Flirting	A Going out	F Steady	C Serious	E Very serious – committed	B Permanent Committed
1	2	4	5	3	6

*(As you go round the groups explain that they will be expected to answer one or two questions about just one kind of relationship, but they will not be expected to talk about body changes.)*

" OK in a few minutes I will go round each group and ask one question about one of the kinds of relationships, so make sure you are familiar with the cards – I won't ask you to talk about body changes.



### Out-loud

**Takes: 3 mins; 5 left**

" I will ask the groups in reverse order a question about relationships and sex – you must answer using the information given on the cards. You may disagree with the cards, and we will have time to talk about that later. *(Only 30 secs per group!)*

### Group 6

" Which kind of physical closeness or intimacy can happen almost anywhere?

☉ 'Flirting.'

" What is the emotional health risk of flirting? ☹ **Feel stupid if ignored, feel great if they flirt with you.**

### Group 5

" Which kind of relationship is given a four star rating for strength of feelings?  
☹ **'Serious.'**

" What is the emotional health risk of a serious relationship? ☹ **Feels terrible if you break up.**

### Group 4

" What is the star rating for body changes in a relationship where you are just 'going out'?  
☹ **Two star.**

" What is the physical health risk of just going out? ☹ **Nothing serious - low rating.**

### Group 3

" If a couple were 'going steady' would they be having sexual intercourse? ☹ **No.**

" What is the social risk of going steady? ☹ **Slight, if the wrong person.**

### Group 2

" If a couple were in a 'very serious-committed' relationship how strong are their feelings – what is the star rating? ☹ **Five star.**

" What is the physical health risk of making contact between the mouth and sexual areas? ☹ **The response on the card is 'None that I know of' and it is rated as Low, but ☹ there is a risk of passing on some Sexually Transmitted Infections through oral sex.**

" Do you agree with the social risk rating on the card? ☹ **Their answer should be NO! (Young people often regret it when people find out they have been intimate)**

### Group 1

" Which kind of relationship has a five star rating for strength of feeling? ☹ **'Very serious committed', and 'permanent committed'.**

The card suggests there is no physical health risk with sexual intercourse it says 'No worries for me' – do you agree with this and why does it say there is a low physical health risk? ☹ **They should disagree because there are physical health risks with sexual intercourse, ☹ but the parent who designed the cards was in a permanent and committed relationship and was not at risk, ☹ in contrast, a teenager having sex probably would be.)**

### Optional expansions

+5-10 mins Teacher led focus

(Give an A5 sheet to each group These are some more general questions for discussion)

" These cards have been designed by an adult who is in a permanent, committed relationship and is the parent of a teenager. How old do you think the adult is and why? Can you write your group answers to these questions on your bit of paper.

" Is the language the adult uses to describe different kinds of relationships different from a teenager's – for example would a teenager say they are 'Going steady' or 'Going out'?

" What different words or phrases do young people use to describe relationships?

" What about the kinds of intimacy that are described in the second set of cards, how well do they match young people's relationships?

" Why might a teenager expect different kinds of intimacy in their relationships?

+ 10 – 15 mins **Group work focus**

" These cards have been designed by an adult who is in a permanent and committed relationship and is the parent of a teenager. If the teenage daughter or son of this person had designed the cards instead, are there any ratings or descriptions which a teenager would do differently from the adult? Who is right?

*(For 'health risk' the teenagers should give oral sex and intercourse higher ratings because they should recognise that people of their age cannot be in a fully committed relationship.)*

*(Hand out an A5 sheet of paper to each group)*

" Read through the cards (scored by an adult) again and on a piece of paper note new ratings or descriptions for any you think would not be the best ratings for teenagers.

*(Go around the groups to check on the work they are doing, after 3 - 5 minutes ask for attention and use the information you have gathered to get a discussion going.)*

*(It may be useful to use some of the questions above.)*



**On-task**

*(Students should be reading and writing on their piece of paper.)*



**Out-loud**

*(Students respond to teacher's questions – teacher tries to include as many students as possible in discussion.)*



**Overview**

**Takes 5 mins; 0 left**

- " So, these cards and the explanations on them were done by a parent of a teenager. How does this help us to understand and explain different kinds of relationship?
- " Only one card has a five star rating for both body changes and strength of feelings – which kind of sexual intimacy is it referring to? *(Penetrative vaginal intercourse or sexual intercourse)*
- " The parent explained that this kind of intense sexual intimacy took place in a permanent committed relationship. What about if a couple had five star feelings and five star intimacy in a relationship without much commitment, for example if they were 'Going out'? **☹ This question often provokes answers (usually from boys) about ☹ one-night-stands or ☹ casual sex to which you might respond with a question to the group.**
- " Do you think casual sex helps people to make good relationships?
- " Does it make sense to suggest that the closer the physical intimacy, the more committed the relationship?
  - ☹ **Yes, but not always - many couples are extremely committed without having close physical intimacy.**
- " What might be a problem with having sexual intimacy without commitment? **☹ Less sense of responsibility for oneself and the other person - ☹ risks may be taken eg unprotected sex; ☹ feelings get hurt ☹ loss of sense of personal value ☹ Much harder and riskier to break up .**
- " Let's look at the pictures and decide which image you think is the most 'sexy'?
- " What's the letter of the picture you have chosen?
  - ☹ **Most groups suggest image [E], or at least will rank it second highest.**

- " What would you say to someone who says that couples can only enjoy intense intimacy through sexual intercourse? ☹ **It is hoped they will disagree and conclude that there are many ways of enjoying intense intimacy without having sexual intercourse.**
- " What about social risks – are a teenager's risks different from those for a person who is in a permanent committed relationship? ☹ **YES.**
- " **These cards were prepared by an adult and represent an adult view point. Overall, how different is this adult's point of view about sex and relationships from a teenager's?**

*(We are hoping that, with the exception of a difference in perception of risk, the overall values and understandings expressed in these cards accord with the student's view points and expectations.)*

### **Just before we go, 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:**

- " There were six different levels of sexual closeness described on the cards, what difference would it make to a relationship if a couple only knew about two of these – for example flirting and serious?

**Professional(s):** These cards were designed through visual images, the written and spoken word to challenge stereotypical depictions of intimate relationships. At what points in the exercise was this most and least successful?

- " Thanks for your work. Put your cards together so that I can collect them up.

# EXERCISE 4 "Relationships Sorted"



## Using the Five Os

– PLAN

		Mins	
		Takes	Left
	<b>Outcome</b> (Briefly explain intended learning outcomes) <ul style="list-style-type: none"> <li>Following on from exercise 3 you will be given a set of cards with pictures and words prepared by adult Earthling to help the Aliens understand something about relationships and sex.</li> <li>They show different kinds of relationships and ways of expressing sexual feelings.</li> <li>You should build up your own ideas about different kinds of relationships and their consequences.</li> </ul>	1	19
	<b>Organise</b> (Set up and run) <ul style="list-style-type: none"> <li>Ground rules.</li> <li>Work in six groups of approximately 4.</li> <li>Distribute picture card <b>E4 S1</b> (group sorting and sequencing exercise).</li> </ul>	2	17
<div style="border: 1px solid blue; padding: 5px; display: inline-block;">  <b>Apause Ground Rules</b> <ul style="list-style-type: none"> <li> No put downs</li> <li> No personal comments</li> <li> LISTEN</li> </ul> </div>			
	<b>On-task</b> (Active learning processes) <ul style="list-style-type: none"> <li>Groups study, discuss and sequences picture cards - teacher circulates.</li> </ul>	2	15
	<b>Out-loud</b> (Feedback to class) <ul style="list-style-type: none"> <li>Teacher asks each group in turn, questions to check students' understanding.</li> </ul> <div style="border: 1px solid blue; padding: 2px; display: inline-block; margin-top: 5px;">  Repeat and Praise         </div>	3	12
	<b>Organise</b> <ul style="list-style-type: none"> <li>Teacher distributes second set of text cards <b>E4 S2</b>.</li> </ul>	1	11

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 **On-task** (Active learning processes) 3 8

- Groups read out-loud text cards, discuss, and match second set of cards to the first – teacher circulates.
- Early finishers critique and adjust descriptions and ratings.

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 **Out-loud** (Feedback to class) 3 5

- Teacher questions groups, in reverse order, about relationships and sex.
- Students read out-loud their answers.
- Individuals contribute to class discussion around points raised.

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 **Overview** (Review, Reflection and Evaluation) 5 0

- Discuss the general pattern in which greater physical intimacy is related to greater emotional involvement and commitment.
- Consider consequences of situations when high levels of emotional and physical involvement are not matched with similar levels of commitment.
- Critique the cards from a young person's perspective. In what ways are the adult's descriptions and ratings different and similar to a young person's?

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**Total time without Optional Expansion: 20 minutes**

**Other Equipment:** Paper, pens or pencils – one between two.

**Resource Includes:**

Teacher's Booklet (E4 T)

An A4 pocket with 7 pockets, each with a set of 6 laminated picture cards (E4 S1)

An A4 pocket with 7 pockets, each with a set of 6 laminated text cards. (E4 S2).

**For Extension:** An A5 piece of paper for each group.

**Teacher needs:** White board & marker pen.

## EXERCISE 4 "Relationships Sorted"

### RATIONALE

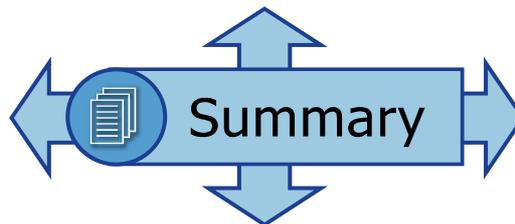
- Young people are at greater risk when they are unable to anticipate and discriminate between appropriate degrees of intimacy and their consequences.
- This makes it less likely that they will have the social models and mental constructs which enable them to progress through kinds of intimacy in a considered and controlled manner.
- They will also lack the language and normative beliefs which will enable them to negotiate a level of intimacy that is 'right' for them.
- This exercise uses visual images and text to indicate 'difference' in relationships in terms of kinds of intimacy, sexual orientation, race, degrees of commitment and consequences.
- Using two sets of cards in an activity equivalent to 'The Top Trumps of Sexual Relationships', learners work in groups and as a class to construct a vocabulary and explicit framework within which to place and consider the progress of their emergent sexuality and relationships.

### EXPECTATIONS

- Sexual relationships are placed on a continuum of physical intimacy ranging from no physical contact to penetrative intercourse.
- A broader picture of factors is considered: commitment, feelings, body changes and physical / emotional / health consequences and risk.
- Conclusions: a) greater intimacy goes with greater consequences, b) fulfilling intimacy may be enjoyed without sexual intercourse and with reduced health risks, c) intimacy should be consensual and planned.

### METHODS

- Self-select groups of around 4.
- Distribute first set of cards to groups (Picture cards illustrate six relationships with text).
- Groups grade cards on intimacy.
- Teacher asks, in turn, each group to report on one card.
- Distribute second set of cards (Text only, with attributes and ratings for different relationships).
- Students match second set of cards to first.
- Groups, in turn, answer teacher's questions to ensure full understanding of how different relationships vary in character and consequences.
- Using the correctly matched cards as a point of reference, the teacher interrogates the students' understandings and normative beliefs eg "What about if a couple have five star intimacy in a relationship without much commitment?"
- The class are invited to decide - if sexual intercourse is the only way couples can enjoy intense intimacy?
- A high tempo activity.
- Grounds Rules and routine where all group report ensure collaborative learning.



### SYNOPSIS

- Builds on the Aliens exercise in which an ADULT described their views of relationships to the aliens.
- Six pictures are sorted by small groups into order of intimacy of relationship.
- Text cards are matched to these describing place, exclusivity, feelings, body changes and physical and emotional risk.
- Confirms benefits of intimacy being linked to and dependent on, commitment. (Adult, exclusive and stable relationships are low risk)
- Extension examines the differences in language and risks of different activities for teens as opposed to the adult who wrote the cards.