

EXERCISE 5 "Teen Scenes" Min: 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

- " In a moment you are going to get some short scenes between two or more teenagers. Each scene represents situations that teenagers might meet in their relationships. They look at how the biological changes of going through puberty might affect teenagers' feelings and relationships.
- " By the end you should have a better understanding of how challenging teenage relationships can be.



Organise

Takes: 1 min; 18 left

- " Get yourselves into pairs, threes is fine and fours may be OK. There are two sorts of scripts here. One sort of script has scenes for boy groups and the other for girl groups (Hand out a piece of paper to write on and laminated double sided scripts E5 S1 to match the gender of the group and allocate each group ONE of the scenes (i.e. front or back - F or B on bottom right of the script).
- " If you want to work in a mixed group, that is great, you will need to be creative and make sure all the characters are read.
- " It may look like there are only two characters but there are ways of sharing the lines around so three or more can read them. As I give out the scripts I will tell you which scene to concentrate on. Make sure you can read the scene I give you really well before you start looking at another.
(Each scene will probably be looked at by at least one group.)



Apause Ground Rules

- ⊗ No put downs
- ⊗ No personal comments
- 👂 LISTEN



On-task

Takes: 4 mins; 14 left

- " Rehearse your own scene a few times so you can read it clearly without any mistakes. Next, working together, decide on your answers to the questions and write them down on your piece of paper.
- " You have four minutes. If you finish quickly have a go at the other scene on your sheet.



Out-loud

Takes: 11 mins; 3 left

- " Make sure you can read the scene reasonably well, because I will be asking you to read your scene out-loud to the class. Then I will ask you to read back the answers your group gave to the questions.
- " Which group is going to start off then?
- " What is the number and title of your scene?

(It is far better to use volunteers rather than coerce groups to read out-loud their scenes. Therefore the order they come in will not be the same number order in which they appear in the scripts - or in this guide.)

There may be some scenes which some groups are too self-conscious to read out-loud. Leave those until last and ask them to summarise the scene and then go on to ask the questions. You may try asking another group if they would like to read it out-loud.)

(TIMING: NB If you intend to complete this exercise in 20 minutes, only ask the first two questions. If you wish to expand the exercise ask the questions which are in these extension boxes.)

1. 'Why can't they leave us alone?' (Two or more boys)

- " How normal is it for teenagers to be inquisitive about other people's puberty changes or have physical feelings or affection for members of their own sex?
- " ☐ This is a common part of puberty.
- " Do these feelings mean they are gay or lesbian? ☐ No. ☐ A teenager may find that these feelings are indeed the beginning of being gay or lesbian, but ☐ such feelings are common ☐ often simply curiosity ☐ a normal part of growing up and ☐ may develop or be replaced by an interest in the opposite sex.

- " How do you feel about bullying or verbally abusing people because of who they hang round with? ☐ You have the right to choose your friends ☐ Others may be jealous.
- " Why does bullying like this happen? ☐ Difference ☐ Bullies' insecurity.

2. 'Rumours' (Two or more girls)

- " How often do people change the way they behave towards their friends because of what other people might think or say? ☐ Quite often
- " What should these friends do? ☐ Ignore the bullies ☐ tell a teacher ☐ Think about "do as you would be done by."
- " Is calling people 'gay' or 'lesbian' bullying? ☐ Can be and often is.

- " Should schools do anything about it? ☐ Yes! ☐ It shows disrespect for others even if not bullying.
- " What actions should a teacher take if they thought someone was being bullied in this way? ☐ Apply the standard bullying policy.

3. 'Lost for words' (Two or more boys)

- " How hard is it to make the first move with someone you fancy? ☐ Harder than friends think!
- " Why do people sometimes find it so hard? ☐ Danger of rejection ☐ Naturally shy

- " What is the very first move someone might make towards someone they fancy? ☐ Just looking ☐ get closer to them ☐ talking casually
- " Is it easier for girls? ☐ Perhaps more difficult ☐ Society often judges girls differently.
- " What about if you fancied someone of the same sex? ☐ Might be even more difficult.

4. 'The trouble with Mum' (Two or more girls)

- " Does this Mum sound reasonable? ⚡ **Get reasons for and against hoping for wins.**
- " Why might she want her child to come home early during the week? ⚡ **Keep up with homework**
⚡ **Not get overtired.**

- " In what way might a new mobile improve the relationship between the mother and the child?
⚡ **Give mum more confidence in her whereabouts and safety.**
- " Does the child really need a new mobile? ⚡ **For debate** ⚡ **previous one ok for mum but fashion!?**

5. 'How far do you go?' (Two or more boys)

- " Is B1 putting B2 under pressure, or is he just curious? ⚡ **It feels like pressure**
- " What sort of feelings or thoughts might B2 have now? ⚡ **He might be feeling his friend thinks he is slow.**

- " How would a couple know if they were ready to take things further? ⚡ **Not as easy as it seems**
⚡ **must be able to talk.**
- " Should he be talking to a friend about how far he's gone? ⚡ **Probably not to this friend.**

6. 'Fancy him? - or just good friends?' (Two or more girls)

- " How often do people have friends who are members of the opposite sex? ⚡ **Often - a good idea.**
- " How often do situations like this happen in real life? ⚡ **For debate.**

- " Suggest a reason why G2 does not fancy Rikki? ⚡ **They are just good friends and they like that.**
- " Is one girl more mature than the other? Give reasons. ⚡ **One has a more mature understanding of friendship.**
- " Should G2 try to go out with Taz and stop being friends with Rikki? Give reasons
⚡ **why should she?** ⚡ **Even if she did she could still be friends with Ricky.**

7. 'Boner on the bus' (Two or more boys)

- " What are these boys talking about? ⚡ **Involuntary erections.**
- " Boys and men can get erections at times when they don't want them and girls can get aroused
- " What might be the cause of unwanted sexual arousal for boys or girls? ⚡ **Lots of different things** ⚡ **It is a combination of hormones** ⚡ **Physical stimuli -like the motion of a bus** ⚡ **Imagination** ⚡ **Things a person sees and** ⚡ **strong feelings of attraction.**

- " Can sexual feelings be controlled? ⚡ **Feelings can be controlled to some extent** ⚡ **but it is not always easy** ⚡ **the important thing to control is how these feelings make you behave.**

8. Sex, Pregnancy and Religion (Mixed group or girls group of four)

- " Why is it that many religious people view sex outside marriage or a committed relationship as wrong?
- ☛ Many -but not all- religions consider the only purpose of sex is to create new life. Life is sacred and therefore so is sex. It should only happen between people who have made a commitment to their faith, each other and to their children.
 - ☛ Other religions consider sex has the important purpose of strengthening the sacred bond between man and wife. Therefore sex outside marriage weakens the status of marriage and lowers the value of sex.
 - ☛ Many people argue that religions are built on good practice for happy and healthy lives and sex outside a committed relationship is often associated with health risk and unhappiness.
 - ☛ Sex has too much religious and social importance to be done simply for pleasure.
- " What reasons do some religious people give for not using contraception – even within a marriage?
- ☛ A new child is the work of God and contraception is interfering with God's work.
- " Many religious and non-religious people view masturbation as wrong – why might this be?
- ☛ Some Christians, Jews and Muslims view male masturbation as wrong because it is 'wasting the male seed' or simply throwing away something which by God's law has the purpose of creating new life.
 - ☛ Masturbation, like sex, is seen as something that should not be done for pleasure. This view seems to be particularly strongly held for female masturbation.
- " Many religions, the most widely practiced being Islam and Judaism require male circumcision, suggest some reasons for this.
- ☛ It is sign of a person's commitment to that religion.
 - ☛ Circumcision in men reduces a number of health risks to both men and women.
 - ☛ These include: cervical cancer for women ☛ infections for men and ☛ more recently HIV.
 - ☛ This may be another example of religions giving practical rules for healthier lives.

If you want to take more time over this exercise do it here.

ALLOW 3 minutes for the Overview

Main Optional expansions

+ 5-10 mins Teacher led focus

(Read out-loud more scenes rather than have a quick report on the scenes.)

Build up discussion around the questions that weren't dealt with first time – 3rd, 4th & 5th questions.)

Groups work out their answers to all the questions about their new scenes.

+ 10-15 mins Group work focus

(Give groups more time to try out scenes they didn't have time to look at first time round.)

Build up discussion around the questions that weren't dealt with first time – 3rd, 4th & 5th questions.

Include comments from the groups who had finished quickly and had answered the questions to their second scene but not read back the scene – see description at beginning.)



On-task

(Students should be reading and writing their answers)



Out-loud

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



Overview

Takes: 3 mins; 0 left

- " What would you say is the general theme of the scenes we have been considering?
- " Would you agree that all of these scenes are examples of situations and behaviours that can cause challenges for young people as they experience puberty?
 - ☛ **All of them have something to do with the biological changes that take place as part of puberty.**
- " How much control do we have over those biological changes and what happens as a result?
 - ☛ **As young people get older, they are expected to have more control over their behaviour and take more responsibility for the consequences of their behaviour.**
- " How does our society try to help young people take control?
 - ☛ **Through parenting, religious practice, education, health care provision, laws.**
- " What in our society makes it difficult to be responsible to ourselves and others in relationships?
 - ☛ **The images of casual and unprotected sex in heterosexual and gay relationships.**
- " If someone in this school had a concern about sexual health or a relationship problem, and they wanted to act responsibly, where could they go to around here to get help?
 - ☛ **A parent or relative ☛ School nurse ☛ counsellor ☛ local sexual health services ☛ a religious adviser.**
- " I hope these scenes give you some ideas of why it is important to accept that we are all different and that treating people with respect can make the difference between feeling OK about life and feeling really miserable.

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:

- " Did the 'Teen Scenes' represent the concerns of most teenagers fairly? What other concerns should have been shown?

Professional(s): How easy or difficult was it to facilitate the reading 'Out-loud' of the 'Teen Scenes'?

What other participatory methods can you think of which reveal young people's relationships concerns?

- " Well done everyone.

EXERCISE 5 "Teen Scenes"



Using the Five Os

— *PLAN*

Mins
Takes Left



Outcome

1 19

(Briefly explain intended learning outcomes)

- You will be reading out-loud short scenes which show a range of challenging situations in teenagers' relationships.
- After each scene there will be a short class discussion to share your understandings.
- You should build up some of your own ideas about the personal, social and cultural influences which add up to your emotional and relational health.



Organise

(Set up and run)

- Work in groups of 2, — 3s are OK.
- Distribute scripts **E5 S1** according to gender make-up and a piece of A5 paper.



Apause Ground Rules

1 18

- ✗ No put downs
- ✗ No personal comments
- 👂 LISTEN



On-task

4 14

(Active learning processes)

- Groups practise reading aloud scenes.
- Complete questions.
- Early finishers can try another script or work with nearby group to cross reference answers.



Out-loud

11 3

(Feedback to class)

- Each group reads back their scene – no specific order.
- After each scene, depending on time, teacher asks two or more of the preset questions.
- Individuals contribute to class discussion around points raised.



Overview

3 0

(Review, Reflection and Evaluation)

- Discuss the general theme underpinning all the scenes and how individual physiological changes can impact on feelings and behaviour.
- Identify how young people come to take more control over and responsibility for their behaviour and how society and services can help them.
- Establish the importance of accepting that we are all individuals and face unique challenges and that treating each other with respect can determine the quality of all our lives.

Total time without Optional Expansion

20 minutes

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

Teacher needs: White board & marker pen.

Resource Includes :

Teacher's Booklet (E5 T)

An A4 pocket with 4 pockets inside, each with 4 double sided A5 laminated scripts containing 8 scenes altogether, paired by gender (E5 S1)

Teacher's Booklet

EXERCISE 5 - "Teen Scenes"

RATIONALE

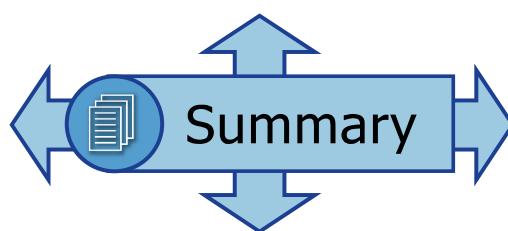
- Puberty is a complex development. Driven by hormones and physiology, personal and social challenges are central to the adolescent experience.
- Some challenges are codified as scripts – this is not an attempt to transcribe from authentic conversations. The device of a dramatic representation gives license to represent, through a public medium, thoughts, feelings and conversations which may normally be very private or never expressed at all.
- By reading the scripts out-loud the students have the opportunity to share, hear and reflect upon aspects of adolescence which they do not normally consider in a public forum. Equally, it could be something they have experienced in social isolation (eg feeling attracted to members of the same-sex).
- By enriching their understanding of the experiences of themselves and others, the exercise aims to engender greater tolerance, self-acceptance and appropriate vocabularies for fulfilling relationships.

EXPECTATIONS

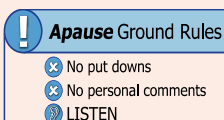
- A greater appreciation of the variety of challenges, - personal and social - faced by teenagers.
- Enhanced sense of personal acceptance and well-being around their own experience of adolescence.
- Engender greater understanding and tolerance of other peoples' experiences, values and beliefs.
- Vocabulary and social skill with which to meet these challenges.

METHODS

- Self-select pairs or threes.
 - Match scripts to gender mix - distribute
 - Pairs practise reading one scene out-loud and write answers to preset questions.
 - Quick workers look at the other scenes.
 - Each script encapsulates one aspect of the range of social and personal challenges faced by young teenagers.
 - Teacher uses plenty of support, praise and encouragement as every pair reads out-loud their scenes and answer the questions.
 - This builds on established routine of students preparing and reading out-loud material. This time every script is expected to be read out-loud – a mere description of content is second best!
 - In some instances the teacher may give support by reading a character, or another pair may volunteer to read if it proves too difficult for original pair.
- NB Ground Rules**
- Brief, whole-class discussion may be appropriate to examine some scenarios.
 - Time availability will determine how much time is spent on each scene – extra questions and extension.



SYNOPSIS



- Students work on a series of scripts featuring conversations between adolescents about puberty and relationships.
- Allows them to identify a diverse range of teenagers' challenges and recognise that sometimes there are no easy solutions.
- Treating each other with respect often prevents people feeling bad or being bullied.
- This is probably what most young people want for themselves so "Do as you would be done by."
- The extension allows coverage of whole set of scripts and fuller discussion of points of interest.