

EXERCISE 7 "Relationships-explore the rules"

20mins



Using the Five Os

TEACHER GUIDELINES



Outcome

Takes: 1 min; 19 left

- " We are going to be looking at how a couple might build a good relationship. Would you agree that nobody knows exactly how a relationship will develop?
- " What sorts of things make relationships difficult to predict?
 - ☑ People are not always certain what they want for themselves or what the other person wants
 - ☑ Cultural differences, age differences, different kinds of previous experience etc

Repeat and Praise

- " Most people would agree that a relationship will gradually pass through different stages. Usually for each new stage to happen someone has to make the first 'move' - for example, offer a suggestion or try something new. We are going to be looking at some of the stages in a relationship.
- " We will be talking about how a person can be in control and let the other person know how far and how fast the relationship progresses.



! **Apause** Ground Rules

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



Organise

Takes: 2 min; 17 left

- " Organise yourselves into seven groups of about 4 per group. We are going to be thinking about two young people who are physically attracted to each other.
- " In a moment you will get a set of 24 laminated cards. They represent the different 'moves' two people might make as they build up a relationship.
- " Each set has 12 light grey cards and 12 darker grey cards (*Hand out the sets of cards –(E7 S1)*).
- " There are two types of moves. Looking at the cards you have, can anyone suggest what the two types of move are?

☑ Dark grey = Physical/sexual/private Repeat and Praise

☑ Light grey = Social/conversational/public Repeat and Praise

(clarify and agree that the cards can be reasonably grouped as either physical or social moves)

Hold eye contact	Hug
"Move in with me"	Unprotected intercourse



On-task

Takes: 4 min; 13 left

" Arrange the social moves in a sequence. Like a time line. Show how the social side of a relationship might progress ie from least socially involved to most socially involved.

(allow about 2 mins)

" Now create a second parallel line arranging the cards representing physical moves in sequence from the least physically involved to most physically involved. *(allow about 2 mins)*



Out-loud

Takes: 2 min; 11 left

" OK, well done. So, what did you decide was the move which showed least social involvement?

☛ Hold eye contact

" What about the move representing the most social involvement?

☛ "Move in with me"

☛ "Let's get married"

" Why might some people think "Let's get married" is not as socially involved as "Move in with me"?

☛ Because some couples might agree to get married long before they move in together

" Good. Let's move on to the physical moves.

" Which move represents the least physical involvement?

☛ Hug

" What about most physical involvement?

☛ Unprotected intercourse

" Why does unprotected intercourse represent the most physical involvement?

☛ Because it means the couple are in a fully committed relationship, they may both have had STI tests and they trust each other enough not to worry about passing on STIs. They may even be trying to start a family.



Organise

Takes: 1 min; 10 left

(Hand out laminated worksheet (E7 S2) – one per group)

(As you give out the worksheets give each group a number from 1 to 7 and give each group a sheet of A5 paper to write on)

" Working as a group, read the question you have been given and write your answer on the piece of paper. If you get through that quickly, have a go at questions 8,9,10, or 11. You don't have to do them in that order. Be prepared to read back at least one of your answers. You have 2 minutes.



On-task

Takes: 2 min; 8 left

(Each group should be able to answer at least one question from the worksheet and many could answer several more. Move around the groups giving encouragement and suggest follow up questions they could do – make sure all 11 questions have been addressed)



Out-loud

Takes: 6 min; 2 left

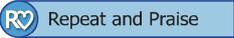
OK. Let's share our ideas. First group, please read out Question 1.

(NB. The suggested answers below are only indicative. They might prompt useful discussion.)

1. "Why might there be a difference between how fast a relationship progresses socially and how fast it progresses sexually?"

" Well done. Now the same group read out your answer.

☞ The social side of a relationship involves more parts of a person and their life, it can involve friends and members of the family and is more public. 

☞ The physical and sexual side is usually much more private and only involves the couple - it can seem less complicated. 

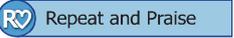
" Excellent. Now can we hear any other ideas from the rest of the class.

" OK. Now the second group – could you read out Question 2.

(Continue briskly through the rest of the questions, one group focusing on each question.)

2. "What differences could there be between what a boy might want and what a girl might want from a relationship?"

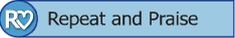
☞ Some people might think that boys are more interested in the physical and sexual side of a relationship, and that girls are more interested in building the social side of a relationship but is this always true? Research shows that most boys, like most girls, consider the social side of their relationship to be more important than the sexual side. Research also shows that girls consider the physical side of relationships very important.

 Repeat and Praise

3. "How often in a relationship are both partners happy at the way the relationship is progressing? How would it show?"

☞ It depends on the relationship. If both people are clear about what they want and can find a way of letting the other person know, it can work out fine. They would be open, relaxed and comfortable together.

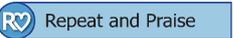
☞ If one partner is not happy with the way the relationship is progressing it could affect their moods. They might be more irritable, less respectful, jealous, aggressive or even depressed. They might look for ways of starting arguments. One or both of them should try to talk about it as soon as possible.

 Repeat and Praise

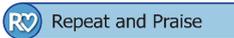
4. "What problems might there be if one person tries to push the relationship along faster than the other one wants? What could someone do to prevent it?"

☞ It can spoil the relationship. One or both of them is not in control. They might break up.

☞ It depends if they are pushing the social or sexual side of the relationship. If they are pushing the sexual side the partner will need to find ways of slowing it down (eg push their hand away gently and say " I am not ready for that yet.") If it is the social side they might have to slow it down, saying something like, "We're not in that kind of relationship."

 Repeat and Praise

5. "How might a person feel about themselves and the relationship if they end up going too far or too fast before they are ready?"

☞ Anxious, frightened, out of control, regretful, used or cheap 

6. "People often describe relationships with labels like 'going out' or 'serious'. Can you suggest 4 more labels to cover all the physical and social moves?
 Ⓒ Flirting, going steady, serious, very serious, married, permanent commitment
7. "Some people have relationships with members of the same sex as themselves, which of the answers to these questions would apply equally to same sex relationships? Why?
 Ⓒ All of the answers would apply to same sex relationship
 Ⓒ Because whatever relationship a person is in they need the same basic things: e.g. love, respect, feeling in control, that your partner cares about your needs, good communication.
- (Questions 8, 9, 10 and 11 are optional if there is no time pressure, but may be 'skipped')*
8. "Were there any moves which might have been both social and sexual? Make a list of them. Suggest a situation and a move that might cause confusion.
 Ⓒ Hug. Quick kiss on cheek. "Let me walk you home"
 Ⓒ When two 'friends' are saying goodbye at the end of the evening  Repeat and Praise
9. "How long might it take for a couple who meet as teenagers to progress through the full sequence of social moves?
 Ⓒ A few months to a few years.  Repeat and Praise
10. "How long might it take for a couple who meet as teenagers to progress through the full sequence of sexual moves?
 Ⓒ A few hours to several years.  Repeat and Praise
11. Are there any physical moves on the cards that only one person in a relationship would do?
 Ⓒ No. Although some might suggest some things are OK for boys and not for girls or the other way round  Repeat and Praise

If you want to take more time over this exercise, this is the place.

(At the end allow an extra 3 mins for Overview.)

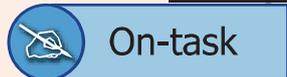
Optional expansions

+3-5 Teacher led focus:

(On their A5 pieces of paper ask the class to write down their own ideas for social moves and physical moves)

(Ask the groups to read back some of their ideas)

+5-8 Group work focus:



(Each group organises itself into two teams. They keep the two rows of cards out and find a way of playing a game in which they take it in turns to offer moves.)



(Ask them if they managed to find a way of playing a game?)

" What sort of rules did you create?

" How did you show things were going too far or too fast?

" Did the boys want to make different kinds of moves from girls?

" Were there any other things apart from just social and physical moves that might make the game more like real life?



Overview

Takes: 2 mins; 0 left

Class discussion points:

- " Looking at your two sequences of cards, does it make sense to see them as a series of moves that two people might be making within a relationship?
- " In all games you get some players who do well and others who don't do so well.
- " If someone usually does not do well in relationships what sort of mistakes might they be making?
 - ☉ They might be too pushy. Not confident enough. They don't like playing games.
 - ☉ They might not understand the moves the other person is making.
 - ☉ They might not like where the relationship is going, but do not know how to slow down or stop it.
 - ☉ They might not know enough moves or have enough money etc.
- " What is the value of being more in control in a relationship?
 - ☉ More chance of relationship working out, happier, less regret, fewer risks
- " One of the cards says "'Safe' sexual intercourse". For most young people this would mean using a condom, but what if using contraception was against a couple's beliefs, what would 'safe' mean to them?
 - ☉ Using natural family planning (rhythm method) and
 - ☉ being certain you and your partner have had no previous sexual partners or
 - ☉ Both getting checks for STIs
 - ☉ Using withdrawal (not very effective against pregnancy)
 - ☉ Having sex deliberately to start a family
- " Do we all agree that finding ways of being more in control in our relationships is worthwhile?

Reflection:

- " Just before we go, (or 'move on' if another exercise) how was it for you? (15-30 secs)

For students:

(They will probably not need to feedback – just silent reflection)

- " Using this set of cards there were a limited number of moves you could choose from when building a relationship. In real life do you have a greater choice or a lesser choice of moves?
- " Do you get more choices or less choices as you get older?
- " Decide for yourself how important it is in your life to make choices and have control in your relationships. What things can you do now or in the near future that will give you more choices?

For professional(s):

Were you able to monitor any of the activity that occurred as the students explored the game? What kind of learning might have been happening as they were working out their moves?

EXERCISE 7 Relationships – explore the rules”



Using the Five Os

– PLAN

Mins
Takes Left



Outcome

(Briefly explain intended learning outcomes)

1 19

- Looking at how couples build successful relationships.
- Using cards sequence social moves and physical moves.
- Importance of planning and being in control.



Organise

(Set up and run)

2 17

- Organise class into 7 groups of about 4
- Distribute 1 set of light grey laminated cards per group and 1 set of dark grey laminated cards per group
- Sequence the moves into two vertical time lines



On-task

(Active learning processes)

4 13

- Groups sequence the cards. Physical moves from least sexually involved to most sexually involved
- Groups sequence the cards. Social moves from least socially involved to most socially involved
- Two parallel timelines are created



Out-loud

(Feedback to class)

2 11

- Students respond to teacher's questions (see page 2).  Repeat and Praise
- Teacher leads in whole class discussion



Organise

(Set up and run)

1 10

- Hand out laminated worksheets – one per group of 4
- Hand out plain A5 paper – one per group
- Allocate each group one of the seven questions from the worksheet.
- Early finishers can do questions 8,9,10 or 11

 **On-task**

2 8

(Active learning processes) Takes: 2 min; 8 left

- Groups work on their individual questions.
- Early finishers can do questions 8,9,10 or 11

 **Out-loud**

6 2

(Feedback to class) Takes: 6 min; 3 left

- One question per group. First 7 questions. Students feedback their answers – (see page 2, 3, 4)

 **Overview**

2 0

(Review, Reflection and Evaluation)

Teacher leads discussion about importance of planning and being in control of relationships.

Total time without Optional Expansion

20 minutes

Other Equipment: Pens or pencils – one between two. **Teacher:** White board & marker pen, A5 plain paper.

Resource includes: Teacher Booklet **(E7T)**

A4 pocket with 8 xA5 pockets, each with 10 light grey cards and 10 dark grey cards **(E7 S1)**

A5 pocket with 8 x student worksheets **(E7 S2)**

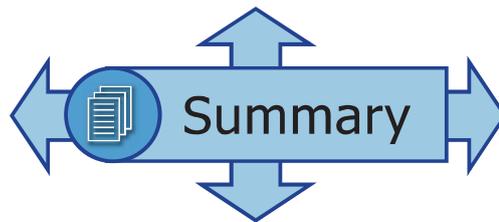
EXERCISE 7 “Relationships – explore the rules”

RATIONALE

- Creating an agreed framework on which young people can build their own ideas about relationships is a challenge.
- A simple card game encapsulates some of the shared societal beliefs about how intimate relationships are progressed as a series of relationship stages and a mixture of social and physical moves.
- The potential for using these cards as a game allows learners to consider the sequencing and progression of moves and ‘rules’ within the development of a relationship.
- Gendered roles may be examined as may be the consequences of progressing too fast or too slow.
- The students’ reflect on their own perceptions of reality as they elaborate on the model of a game
- Key concepts are introduced for Exercise 8 in which students play and modify their own game.

EXPECTATIONS

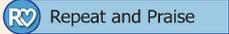
- A card game models a gradual and stepwise approach to building a relationship. Key concepts:
 - Relationships are built through consensus
 - Both parties control a developing relationship
 - Personal & social commitment are linked to degree of intimacy
 - Similar values apply to most relationships – including same sex.



SYNOPSIS

- This is an exercise introducing a ‘card game’ type of activity with reflection about its meaning. It establishes a conceptual framework preceding the more personalised learning in Exercise 8.
- Working in small groups, students are given cards of physical and social moves. These are sequenced as two timelines.
- A worksheet activity stimulates reflection on how couples may successfully develop and control a relationship. Gendered expectations and single sex relationships are also considered.
- Teacher leads a summative discussion in which the importance of planning and taking control of relationships is emphasised.

METHODS

- Small group work. The development of an intimate relationship is modelled.
- 24 cards representing stages of a relationship are divided into either physical or social ‘moves’.
- The physical moves and the social moves are arranged into two timelines.
- Through completion of allocated questions on a worksheet and feeding back to whole class, students reflect on their understandings surrounding how relationships develop.
- Notions of choice, control & consequences are explored through the worksheet activity.
- Teacher invites groups to feed back their ideas from the worksheet in sequence – one group per question. After each group response the class as a whole is invited to contribute to the discussion 
- Teacher leads the discussion towards a reflection of the importance of planning, progression and taking control of the development of the relationship - including the need for ‘slow down’ moves.