

EXERCISE 8 "Relationships: playing the game"

20mins



Using the Five Os

TEACHER GUIDELINES



Outcome

Takes: 1 min; 19 left

- " This exercise is a simple card game. You will play using all the laminated game cards that are given out to your groups. The game involves two teams who choose the moves that a couple can make when they are building a relationship.
- " Neither partner can know exactly what the other partner really wants, but they might be able to guess what they want by interpreting their moves.
- " You will see that in any relationship both people are always making choices. Sometimes these might be to slow things down a bit or even stop the relationship.
- " They could also be making choices about moving the relationship on by trying a new social move or a new physical move and taking the relationship to a different level, for example by moving the relationship from just 'going out' to 'steady' or 'serious'.
- " By the end of playing the game you should have a better understanding of planning your own moves in a relationship and being sensitive to the moves of the other person.
- " You should have a better idea of how to be in control in your relationships and avoid unnecessary risks.



Apause Ground Rules

- No put downs
- No personal comments
- LISTEN**



Organise

Takes: 2 mins; 17 left

(Organise the class into groups of about 4 – maximum of 8 different groups. Give each group a complete set of laminated game cards (E8 S1)– which includes: 12 x social moves (light grey) 12 x physical moves (dark grey.) NB if this exercise follows on from Exercise 7 in the same lesson, all the grey cards will already be with the groups, as given out in E7 S1.)

- " Make sure you have arranged your cards into the two parallel time lines with a good space between where you will play the game.
- " One line is made up of the social moves from least social commitment to most social commitment. A second line running parallel to the social moves is the line representing physical moves starting at the least physical closeness going through to most physical closeness. Now I am going to give each group another two sets of cards – one set of 6 'slow down' moves and a set of 6 relationship stages (E8 S2).

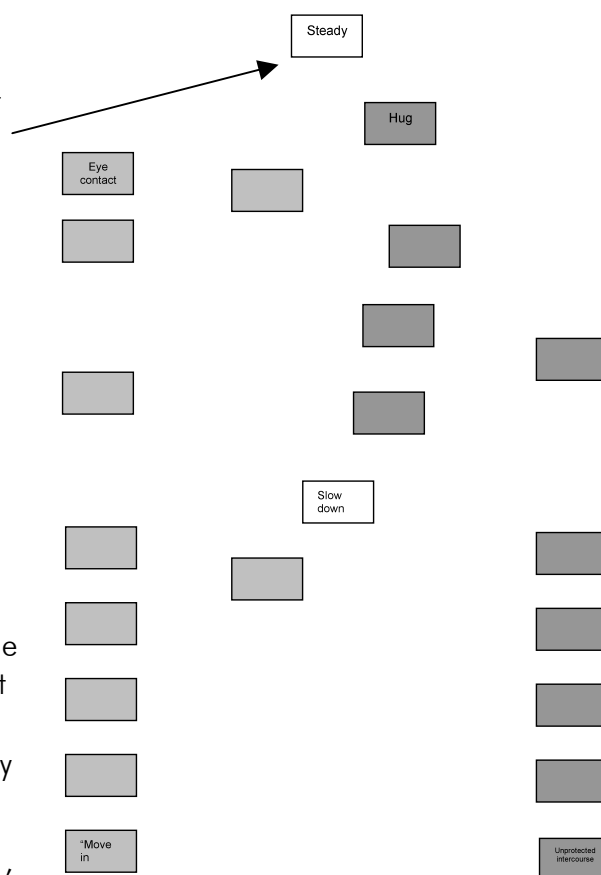
Hold eye contact	Hug
"Move in with me"	Unprotected intercourse



On-task

Takes: 10 mins; 7 left

- " As a group organise yourselves into two teams.
- " Each team represents one character in a relationship.
- " Both characters are really attracted to each other and want to build the relationship and keep it going.
- " As your character, your team will need to think about the best way to develop your relationship and decide how far you want to go.
- " The aim of the game is to **guess the other team's three stopping points**: i.e. what relationship stage they want to stop at; and their physical and social stopping points **WITHOUT going past your own stopping points**.
- " Start the game by the teams agreeing together which kind of relationship stage your characters are already in – i.e. you don't have to start with flirting, you could start at a point when you are already going out. Put that stage card at the top of your game space between the two time lines.
- " Now in your teams privately decide your three stopping points (relationship stage, physical and social stopping points). So you might decide that being in a 'steady' relationship is as far as your character wants to go. Of course, this is very important because it will influence your physical and social stopping points. Write these three stopping points down and keep them secret from the other team.
- " Take it in turns to make moves in the relationship.
- " You do this by moving one of the cards to the game space below the last card placed. You can use the same card again as many times as you like either by moving it or just touching it where it was already.
- " You can bring more commitment into the relationship by introducing a new relationship stage.
- " If your character thinks the relationship is progressing too quickly they can put one of the cards for 'slow down' moves in the game space.
- " You have 8 minutes to play the game, build your relationship, make your guesses and invent any new rules you need.



(Move around the class observing how they develop the game. If necessary, the questions and comments below might be helpful in supporting them.)

- " Do you have enough physical and social moves? If you can think of any more moves write them down. (Use A5 sheets from previous exercise or distribute paper if required.)
- " Will you need to add any more rules?
- " Try to make the game as near to real life as possible. For example, if a character keeps pushing and trying to take the physical side too far or too fast and they just ignore the 'slow-down' moves that the other character makes - are they going to have a successful relationship? Are they winners or losers in your game?



Out-loud

Takes: 2 mins; 5 left

- " OK. Well done for working that out. How did it go?
- " Was your character able to play the game without going beyond their three chosen stopping points?
- " Did your team work out the other character's three stopping points?
The game should give them increased confidence that they can interpret stopping points)
- " What rules did you invent to make it more like real life?
- " Did you write down any new social or physical moves? What were they?
- " How about 'slow-down' moves, did you have enough on the cards or did you need to create some more of your own? What were they?
- " What about the relationship stages - did the six cards cover the moves or did your characters need more stages?
- " Although your characters were invented, in what ways was your game similar to real life?

If you want to take more time over this exercise, this is the place.
Remember to leave 5 mins for the Overview.

Optional expansions

+3-5 mins **Teacher led focus:**

" In this game there was only enough time to play it for a few minutes and you were given a few rules to get you going. Eg taking it in turns to make a move. In what ways might the rules of relationships be different in real life?

(Possible examples:

- You might have a lot more 'slow down' moves before the relationship ends.
- The relationship might finish after the first 'slow down' move.
- Some people might not take it in turns to make moves.
- Some people might ignore all 'slow down' moves.
- Some people might only want to play on the physical / sexual side.
- Some social moves might be intended to be friendly, but are taken as aggressive or rude.)

+5-8 **Group work focus:**



On-task

(Students change groups and play the game a second/third time)



Out-loud

(Use the question as above to explore their ideas)



Overview

Takes: 5 mins; 0 left

" Why is it that in real life, a lot of people don't let their partner know how far they really want to go or where their stopping points are - especially at the beginning of the relationship?

(Answers you are looking for include:

- They want to let the relationship build gradually.
- Finding these things out is exciting.
- They might not know, themselves, how far they want to go.
- They don't want their partner to think they are too 'cheap' or 'easy'.
- They want the relationship to be respectful.
- They might be frightened of losing their partner

" When you start a relationship how important is it for you to know what you want out of a relationship and where your stopping points are?

- Essential, because that way you can be in control.

" As the relationship develops are the stopping points just as important? - and if so, why?

- wherever you are in a relationship it is important to know where you are going and why
- to make sure you can keep control of things.
- so that you can enjoy the relationship and not feel bad about it.

" Do you think it would be important, even in a married relationship, to know what each other is comfortable with and what pleases them in social or physical moves?

- ☐ Yes, probably.
 - ☐ **Information point:** Marriage experts call them 'love languages'. Knowing what love languages please you and your partner is very important. This knowledge and skill helps to build successful and lasting relationships. It is usually most successful with just the one partner.
- " What does it mean, in real life, if one person keeps applying pressure to take things further and the other keeps making 'Slow-down' moves?
- ☐ The person who is applying the pressure is not being respectful.
 - ☐ The person making the slow down moves is not really happy in the relationship.
 - ☐ The one who is being pressured might need to or want to end the relationship.
 - ☐ They might not be right for each other.
 - ☐ They are not ready to make a serious commitment to each other.
- " This is only a game, designed to last a few minutes, but in what ways do some of the skills used in this game apply to real life?
- ☐ You need to be aware of what the other person might want.
 - ☐ You need to be clear in your mind what you want and don't want.
 - ☐ You need to find ways of showing what you want and don't want.
- " What sort of person might do badly at this?
- ☐ Someone who is unclear about what they want ☐ Someone with poor social skills
 - ☐ Someone who finds themselves in a relationship where there is an imbalance of power.
- " What might you think or say about someone who never seemed to get the moves right in their relationships?
- ☐ They need to think more about what they want from their relationships
 - ☐ Maybe they are being too selfish ☐ They need to just be patient and wait for the right person.

TIME TO VOTE

- " Many people believe that physical and sexual closeness should only build up as a couple build up their emotional and social commitment. Put your hand in the air if you agree with that idea.

Just before we go, how was it for you? (15-30 secs)

For students: (*They will probably not need to feedback – just silent reflection*)

- " If you could improve just one area of your relationship skills what would it be? How would it improve your life?

For professional(s):

Were there times during this exercise that you felt the students were learning far more from each other than from you? If so, what appeared to be the learning process?

EXERCISE 8 "Relationships – playing the game"



Using the Five Os

– *PLAN*

Mins
Takes Left



Outcome

(Briefly explain intended learning outcomes)

- Explain this is a game using cards.
- Group of 4 will divide into two teams.
- They use cards to offer physical and social moves in a developing relationship
- They consider moving the relationship on to different stages representing greater levels of commitment or the need to introduce a 'slow down' move
- Understandings and skills from the game may be useful in real life.

1 19



Organise

(Set up and run)

- Hand out the sets of laminated cards
- * Light grey = social moves, * dark grey = physical moves, * also cards for relationship stages, and * slow down moves
- Organise cards into two parallel timelines.

2 17



On-task

(Active learning processes)

- Each group organises itself into two teams
- Each team writes down their physical and social stopping points and the relationship stage they want to stop at but keeps it secret from other team
- Teams make the moves of characters in a relationship. They take turns and move cards from timelines to central area to indicate moves in the developing relationship
- Teacher circulates class observing, giving assistance, clarifying rules, querying assumptions and choices.
- Teams invited to develop rules of their own, invent new moves and relationship stages (written on A5 sheets),

10 7



Out-loud

(Feedback to class)

- Finding out how it went
- Did they keep to their stopping points?

2 5

-
- It should have been possible to guess the other team's stopping points – that's what we want.
 - Did they make any rules to make it more like real life?
 - Did they make up any new slow down or other moves?
 - Did it feel as though it reflected real life?
-



Overview

(Review, Reflection and Evaluation)

5

0

- Structured questions provided in guidelines examine students' understanding of their own strategies within the game.
- What strategies within the game might apply to real life?
- How important is it to know what you want from a relationship and what your stopping points are?
- How important is it to be able to read the moves your partner is making and know what they want?
- Do these skills apply to all kinds of relationships no matter how old a couple are or how long they have been together?
- To what extent does the class agree that physical intimacy should only progress with social and emotional commitment?
- take a vote on it



Repeat and Praise

Total time without Optional Expansion

20 mins

Other Equipment: Pens or pencils – one between two.

Teacher Needs: White board & marker pen. 8 x A5 plain paper (one sheet per group)

Resource Includes: Teacher's Booklet (E8 T)

An A4 pocket with 8 pockets each with a set of laminated game cards (E8 S1)

EXERCISE 8 "Relationships - playing the game"

RATIONALE

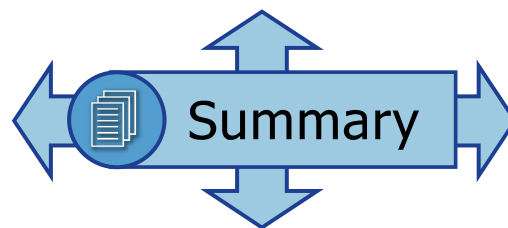
- Foresight and the capacity to plan relationships is a recognised way to maintain control, enjoy greater success and reduce unnecessary risks.
- This game enables students to make a distinction between those aspects of a developing relationship which are social and those which are more physical.
- In organising parallel time lines for both aspects of a relationship, players can begin to see how a relationship progresses
- Teams invent the stopping points of a fictional character, keep it secret, and play the game as if in the role of their fictional character.
- Playing with imaginary characters and as part of a team enables students to engage without feeling they are exposing their own personal behaviours and values.
- Consensus is reached such that key strategies and values from the game can be seen to map on to real life. Most people agree that increased physical intimacy is linked with greater commitment and responsibility.

EXPECTATIONS

- Game from Ex 7 is expanded and elaborated upon.
- Key relationship skills and concepts explored:
- Know what you want; give/receive clear signals; being "too pushy" or a "push-over" is risky; all individuals have a right to have control; love and respect works better
- Whatever the age of the couple, or whatever kind of relationship these skills and understandings need practising.

METHODS

- The cards students receive will be used to play a game. This models the building of a relationship using a series of moves.
- Laminated sets of game cards are distributed to groups.
- Cards are sequenced into parallel timelines of physical and social moves.
- Cards for 'Slow down' moves and 'Relationship stages' are introduced and distributed.
- Basic rules include:
 - deciding their stopping points in advance
 - taking turns to make moves,
 - moves are when cards are moved to the 'game space'.
- Students can create more rules of their own and create new moves
- Teacher leads discussion.
- Students cross reference ideas about relationships and conclude that having control in relationships is desirable and reduces risks.
- By voting, students see that most people value a link between progression of physical intimacy, with greater social and emotional commitment.



SYNOPSIS

- Students organise themselves into groups and then into two teams per group.
- Teams represent characters in a developing relationship. They use cards to play the game, offering a mixture of both physical and social moves to apply the principles to a longer lasting and more complex relationship.
- Students become increasingly adept at interpreting and responding appropriately to social and physical moves within relationships with reflection led by the Teacher.
- Extension allows replays, elaboration and invention of moves.