

THE ART OF
LOVING
WELL

TEACHER'S GUIDE

The Art of Loving Well Teacher's Guide is published by:

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We hope that you and your pupils enjoy this unique resource. We would welcome any comments or suggestions you might have.

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INTRODUCTION

The Art of Loving Well: A Character Education for Today's Teenagers is an anthology of short stories, poetry, classic fairy tales, and myths edited by the School of Education at Boston University. The book has been used in secondary schools in almost every state in the United States, and has proved itself popular with students, parents, and teachers alike.

Why is it so popular? Mainly because it brings to bear society's collective wisdom about relationships, and because it engages students in the process. It does this by stressing the 3 Vs: It is *Vivid*, *Vexing*, and *Vicarious*.

Vivid: The stories are well written and memorable, so children will remember the characters, the situations they faced, and how they chose to act.

Vexing: The stories are about the complexities of real life, not simple moralistic messages.

Vicarious: When students read about how characters in a story feel, and about how they respond to different situations—the mistakes they make, the lessons they learn, and how they get on with others—they can reflect on how they would act in similar situations, without necessarily going through all the pain involved themselves! The stories empower students to communicate about feelings by allowing them to talk about characters—a topic which at first can be easier to discuss than their own personal lives and feelings.

This Teacher's Guide is designed to bring all of the strengths of *The Art of Loving Well* into the British context, and specifically into the programmes of **Sex and Relationship Education (SRE)** and **Personal, Social and Health Education (PSHE)** for Key Stages 3 and 4. Each lesson plan identifies one or more aims which are linked to the non-statutory guidelines for PSHE in the National Curriculum for England¹ and/or to the Sex and Relationship Education Guidance.²

The lessons incorporate:

- Distancing techniques (talking about characters, role playing)
- Group activities
- Reflection (in exercises and in the students' personal files)
- Including boys as well as girls
- Avoiding stigmatisation by speaking of ideals

We would welcome any feedback or suggestions you might have.

¹ *The National Curriculum for England: Non-statutory frameworks for personal, social and health education and citizenship at key stages 1 & 2; personal, social and health education at key stages 3 & 4*, Department for Education and Employment and Qualifications and Curriculum Authority, 1999.

² *Sex and Relationship Education Guidance*, Department for Education and Employment, 2000 [ref: DfEE 0116/2000]

GENERAL TEACHER'S NOTES

The Art of Loving Well (AOLW)

General Philosophy

The Art of Loving Well and the accompanying Teacher's Guide were designed to bring the 'relationships' aspect of Sex and Relationships Education (SRE) to the fore. In spring 2002, OFSTED issued a report on SRE which found that, although most schools adequately cover the factual aspects of human reproduction, too little emphasis is placed on teaching about parenthood and relationships. Moreover, The House of Commons Health Committee's 2003 report on sexually transmitted infections called for a greater emphasis on the context in which relationships take place as a means of improving the sexual health of young people. Certainly, if we listen to what children say, we know that many of them would welcome more information about how relationships work and where sex should fit in.

Sometimes young teenagers feel that all of their peers are having sex, but the truth is that over 80% of under 16s have not had intercourse. Most of those who have had sex have done it for questionable reasons (e.g. drunkenness, peer pressure, pressure from boy/girlfriend or because 'it just happened') and most regret their actions. Therefore, one of the goals of *The Art of Loving Well* is to discourage early sexual activity and to encourage young teens to think about their sexual life as part of their *entire* life plan.

It can be difficult to teach teenagers the social and emotional skills they need to deal responsibly with their sexuality. At the very time that teens most desperately want help understanding themselves and the complicated world around them, they are also trying to become independent by resisting any adult guidance. That is why we have chosen to use stories—good literature that reflects all the intricacies of human relationships and grabs teenagers' attention. Rather than lecturing or getting into emotionally charged exchanges, it is much more effective and easier to talk about characters' words and choices. Furthermore, teenagers learn that they are not alone in their confusion and insecurity, and they gain vicarious experience of real life situations.

Individuals, families, schools and communities will differ in their beliefs about the best time to begin sexual activity. Many schools and communities will want to teach that sex is best reserved for an adult, committed, monogamous relationship—ideally marriage. Some schools will be more cautious in their promotion of marriage, wanting to be sure that children who find themselves living outside traditional families are not stigmatised. We believe that, even in these cases, marriage can still be discussed as the ideal foundation for family life and a worthy goal for all children. Certainly, we believe that most teachers who use *The Art of Loving Well* will agree that all teenagers' lives can be improved when adults encourage them to delay or discontinue sexual activity.

Lesson Plans

The lessons written in this guide are designed to last one hour but can be used in two sections, the latter as a possible homework task.



Observation Tasks

At the beginning of many lessons an Observation Task is set to encourage pupils to focus on a particular aspect of the story. This enables them to develop research skills as they sift through the story for relevant material, e.g. in Lesson 9 KS3, the story of the ‘The Old Grandfather and his Little Grandson’, pupils are asked to decide who learns most about life in this story.



The Art of Loving Well Diaries/Files

To provide continuity, especially if lessons are spread throughout the year/years, it is suggested that pupils be provided with a book/file to enable them to keep a record of the development of their thoughts and ideas. Boys may prefer to call them files as this may seem less intimate and feminine. They could also collect pictures, articles, poems etc. to add to their file.

As is explained in the Student Preface (Worksheet 1, Key Stage 3), these diaries/files are personal and unless the student wishes, should remain so. Respect for privacy should be encouraged within the whole group.

Additional teachers notes

Some lessons have additional teachers’ notes and all lessons have a list of materials needed for that particular session.

Other Stories

We have not used all the stories included in the book *The Art of Loving Well* but they may be useful as additional/alternative material if you feel for some reason that the chosen story is unsuitable. They could also be a useful tool in the preparation of assemblies as well as providing inspiration for music, writing and art, e.g. ‘The Elephant is Slow to Mate’ or ‘Let Me Not to the Marriage of True Minds’.

Marriage Ceremonies

The formal marriage ceremony on pages 333 - 336 of AOLW is taken from the Prayer Book version and is not normally used in Church of England churches. The new version is available from the web-site www.cofe.anglican.org/commonworship/marriage/marriagefront.html Pupils might also like to research forms of marriage ceremonies used at other venues, e.g. Mosque, Synagogue, Temple, Registry Office, Hotels etc.

PSHE Guidelines: KEY STAGE 3

Lesson Aims [keyed to PSHE guidelines]		Story used
Lesson 1	<ul style="list-style-type: none"> • To introduce 'The Art of Loving Well' to pupils • To contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and to prepare pupils for the opportunities, responsibilities and experiences of adult life [SRE guidelines] 	'Simplified Preface' & 'Little Briar-Rose'
Lesson 2	<ul style="list-style-type: none"> • To respect the differences between people as they develop their own sense of identity [1. b] • To learn how to empathise with people different from themselves [3.b] • To learn about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively [3.a] 	'Boy meets Girl'
Lesson 3	<ul style="list-style-type: none"> • To reflect on and assess strengths in relation to personality [1.g] • To recognise how others see them, and be able to give and receive constructive feedback and praise [1. c] • To relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work [1.e] • To plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans [1.f] 	'Fifteen'
Lesson 4	<ul style="list-style-type: none"> • To learn about the nature of friendship and how to make and keep friends – including befriending, feeling/emotions and respecting differences [3. c] • To recognise some of the cultural norms in society, including the range of lifestyles and relationships [3. d] 	'Indian Friendship Rituals'
Lesson 5	<ul style="list-style-type: none"> • To enable pupils to recognise the stages of emotions associated with loss and to deal with them positively with the strength of their feelings in difficult situations [1. d] • To learn where to get help and support [2. h] 	'If Only'
Lesson 6	<ul style="list-style-type: none"> • To learn how to negotiate within relationships, recognising that actions have consequences, when and how to make compromises [3. i] • To recognise that goodwill is essential to positive and constructive relationships [3.h] • To resist pressure to do wrong, to recognise when others need help and how to support them [3.j] 	'President Cleveland, Where are You?'
Lesson 7	<ul style="list-style-type: none"> • To learn how to empathise with people different from themselves [3. b] 	'Beauty and the Beast'
Lesson 8	<ul style="list-style-type: none"> • To learn about the role and feelings of parents and carers and the value of family life [3.g] • To resist pressure to do wrong, to recognise when others need help and how to support them [3.j] • To learn how to empathise with people different from themselves [3.b] • To learn that goodwill is essential to positive and constructive relationships [3. h] 	'The Old Grandfather and His Little Grandson'
Lesson 9	<ul style="list-style-type: none"> • To reflect on the changing nature of and pressure on relationships with friends and family and when and how to seek help [3. e] • To consider the role and feelings of parents and carers and the value of family life [3.g] 	'Too Early Spring'
Lesson 10	<ul style="list-style-type: none"> • To enable pupils to learn to recognise and manage risk, and make safer choices about healthy lifestyles [2. f] • In a context of the importance of relationships, to learn about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity [2.e] 	'The Heart is a Lonely Hunter'
Lesson 11	<ul style="list-style-type: none"> • To learn, in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity [2. e] • To learn that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health [2.c] • To consider the role and feelings of parents and carers and the value of family life [3.g] 	'Ben's Story'
Lesson 12	<ul style="list-style-type: none"> • To learn about the role and importance of marriage in family relationships [3. f] 	'Cupid and Psyche'

PSHE Guidelines: KEY STAGE 4

Lesson Aims [keyed to PSHE guidelines]		Story used
Lesson 1	<ul style="list-style-type: none"> • To introduce 'The Art of Loving Well' to students • To contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and to prepare pupils for the opportunities, responsibilities and experiences of adult life [SRE guidelines] 	'Preface' & 'Little Briar-Rose'
Lesson 2	<ul style="list-style-type: none"> • To learn about the diversity of different ethnic groups and the power of prejudice [3.a] • To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support [3.c] 	'Student Poetry'
Lesson 3	<ul style="list-style-type: none"> • To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals [1.a] • To have a sense of their own identity and present themselves confidently in a range of situations [1.b] • To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience [1.c] • To learn about the options open to them post-16, including employment and continuing education and training, and about their financial implications [1.f] • To use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans [1.g] 	'The Makeover of Meredith Kaplan'
Lesson 4	<ul style="list-style-type: none"> • To learn about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances [3.i] • To learn the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management [2.c] 	'A Distant Bell'
Lesson 5	<ul style="list-style-type: none"> • To consider the role and responsibilities of a parent, and the qualities of good parenting and its value to family life [3.h] 	'Ancestor'
Lesson 6	<ul style="list-style-type: none"> • To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f] 	'The Birthday Party'
Lesson 7	<ul style="list-style-type: none"> • To learn about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances [3.i] • To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f] • To know about the statutory and voluntary organisations that support relationships in crisis [3.j] 	'Welcome'
Lesson 8	<ul style="list-style-type: none"> • To use assertiveness skills to resist unhelpful pressure [2.b] • To be able to talk about relationships and feelings [3.e] • To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f] 	'Up on Fong Mountain'
Lesson 9	<ul style="list-style-type: none"> • To think about the alternatives and long- and short-term consequences when making decisions about personal health [2.a] • To be aware of the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make [2.e] • To consider, in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices [2.f] 	'Judy's Story'
Lesson 10	<ul style="list-style-type: none"> • To be aware of exploitation in relationships [3.b] • To learn about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make [2.e] 	'Houseparty'
Lesson 11	<ul style="list-style-type: none"> • To be able to talk about relationships and feelings [3.e] 	'Appointment with Love'
Lesson 12	<ul style="list-style-type: none"> • To learn about the nature and importance of marriage for family life and bringing up children [3.g] 	'I Love You'

Aims

- To introduce 'The Art of Loving Well' to pupils
- To contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and to prepare pupils for the opportunities, responsibilities and experiences of adult life [SRE guidelines]

Objectives

- To introduce the subject of Love and Relationships in a relaxed atmosphere
- To enable pupils to recognise various types of Love
- To help pupils distinguish between Romance and Love
- To begin to look for symbolism and central themes within a story
- To introduce the idea of growth and development as a personal journey
- To introduce the idea of waiting for the right time
- To take into account parental fears and personal fears

It may not be possible to achieve all these objectives in one session so the lesson is split into two sections for this purpose.

Materials needed

- Paper and pencils for each pupil plus, if possible, files to keep all work together
- A copy of *The Art of Loving Well* for each pupil
- A Wipe Board or Flip Chart
- Objects you have collected which have meaning for you (point 5 of the lesson plan)
- Worksheets 1-A & 1-B

Outline of lesson

1. Word Association Game to introduce the topic of love and relationships in a light-hearted manner with an underlying purpose
2. 'The Art of Loving Well' what does it mean?
3. Introduce the book and read the simplified version of the Preface (Worksheet 1-A)
4. Your first story: 'Little Briar-Rose'
5. The role of Symbolism

Section I

Exercise 1: Word Association Game

- Hand out paper and pencils and ask pupils to write down the first word that comes into their heads when you say a word,
e.g. fruit (apple); bank (cheque); bath (soap); sea (weed); storm (cloud).
List some of their suggestions on the board.
Be careful to eliminate any words which could have unhelpful associations.
- Write the word 'love' and list their suggestions, followed by the word 'romance' and again list their suggestions. Why are there differences?

Exercise 2

Put up the words THE ART OF LOVING WELL.

Brainstorm for meaning and record their suggestions.

Section II

Exercise 3

- Hand out the individual books and read out the simplified preface on Worksheet 1-A.
- An ‘any questions’ session regarding the preface.
- Show the class some things that have special meaning for you, e.g. a ticket, a programme, a letter, a rock, a tennis ball. Ask the class to guess why they are special for you, what they symbolise.

Exercise 4

 **Observation Task:** Explain that as they read the first story they will read some words, which are also symbolic. Ask them to look out for them as you read the story.

- Read ‘Little Briar-Rose’ aloud.

Exercise 5

- Ask for suggestions of the meaning of the symbolic language within the story and discuss their significance, e.g.
 - the prick of the finger (being emotionally hurt? entering puberty?)
 - caught in a hedge of thorns (finding things too painful to deal with?)
 - the hundred years of sleep (maturing over time?)
 - the hedge of thorns changing to flowers (the benefits that come with maturity?)
- Groups could act out situations where people get ‘caught in a hedge of thorns’, e.g. telling your friend that you are dating her former boyfriend, telling your football coach that your team mate is taking drugs.

Exercise 6

Briar-rose’s parents were worried that she would prick her finger. Ask pupils to make a list of the things they think their parents worry about. For homework they could ask their parents or guardians to create their own list and then see how accurate they were. Or Worksheets 1-B Part I and Part II could be used for this purpose.

 This could be put in their AOLW file 

Student Preface

If you were to make a list of the most important things in your life, it would no doubt include music, friendship, relationships, family, hobbies and sport. Each of these takes time and effort to really enjoy and appreciate them.

In school much of a pupil's time is taken up with acquiring knowledge and skills necessary for success in a job or career. However, as we have already mentioned, friendship, relationships and family are all very important to each one of us. To enable schools to approach the sometimes difficult subject of love and relationships, this book and accompanying worksheets have been written to help students learn more about what it means to love well and to develop the skills to enable them to make wise decisions and deal with the complex nature of relationships.

The aim of *The Art of Loving Well* is to promote conversation about love by reflecting on a variety of stories that all speak, in one way or another, about human relationships. Stories allow us to think about deep issues without the embarrassment of talking about ourselves. As you talk about the stories with parents, teachers and friends, you will begin to develop a better understanding of life through the experience of others.

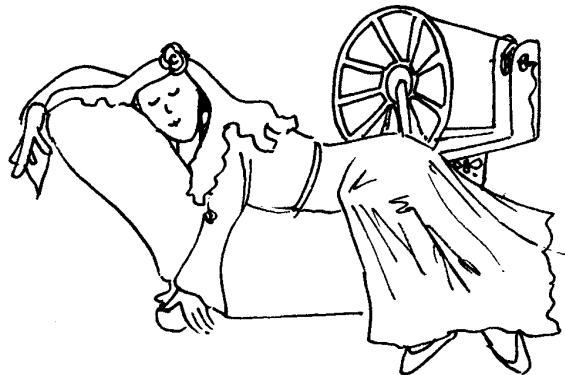
This book takes you on a journey through the various stages and emotions of love and relationships. Along with the worksheets we suggest that you keep an 'Art of Loving Well' File or Diary where you can record your discoveries, poems, pictures and any other useful information. These will be personal and consequently they should be respected as such by each member of the class. Your File/Diary will develop as you work through this course and eventually could become a precious record of your own personal development on the road to maturity.

PART I

Pupils: Many parents worry about their children. Try to guess what your parents' worries are. Remember to guess *why* they have these worries.

My parents worry about...

the people I spend time with, because...



how I do in school, because . . .

me getting into trouble, because...

me growing up too fast, because ...

PART II

Parents: Many parents worry about their children. What special concerns do you have about your child and his or her future?

I worry about...

the people my son/daughter spends time with, because...

how my son/daughter does in school, because...

my son/daughter getting into trouble, because...

my son/daughter growing up too fast, because ...

Aims

- To respect the differences between people as they develop their own sense of identity [1.b]
- To learn how to empathise with people different from themselves [3.b]
- To learn about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively [3.a]

Objectives

1. To identify and describe significant characteristics of other individuals
2. To differentiate between what is true and what is opinion
3. To understand how stereotypes can be hurtful or unfair
4. To understand how to deal with bullying, racism, and discrimination.

Materials and preparation needed

- 'Boy meets Girl' pp. 84-86 in AOLW
- Magazines - if possible one for each member of the class
- Worksheets 2-A, 2-B, 2-C & 2-D

Teacher's Note: On reading poetry

Sometimes pupils are hesitant to read poetry. Remind them that, because poetry is a very concentrated and artful form of communication, it sometimes takes a few careful readings to really understand the messages. Often, poetry is like an iceberg, with a good deal of depth of meaning lying below the surface words. Also remind pupils that poetry should be read according to punctuation rather than line by line.

Exercise 1

Read out loud a description of a famous person (you could use the example on Worksheet 2-A or one of your own). Ask the class to guess who you are describing.

- Ask each pupil to write down a description of someone in class.
- Choose a few pupils to read out their descriptions and ask the class to guess who they are describing.

OR

Exercise 2

Hand out Worksheet 2-B and ask pupils to work in groups to answer questions 1-4.

- Ask each pupil to write a short description of themselves and hand it in to the teacher.
- Read out a selection of the descriptions and have pupils guess who they are describing.

Exercise 3

Organise two pupils to act out the sketch 'Boy Meets Girl'.

Exercise 4

Using Worksheet 2-C, in groups ask pupils to write down which things were considered Male and which Female in the sketch. How many are true and how many are simply opinion and why?

Exercise 5

Groups come back to the whole class with their answers.

Exercise 6

Ask pupils to define the word ‘stereotype’. What are some stereotypes mentioned in ‘Boy Meets Girl’? Can they name others? What type of jobs should girls do, and what type should boys do?

Exercise 7

Ask if there are any other ways in which we group people, e.g. size, colour, hobbies, education, age, race, religion, wealth.

Who am I?

I was born in Ireland on November 30th 1874.

My father was in the British government.

At the age of seven I was sent to boarding school.

I wasn't very good at my lessons but I did manage to get into Harrow Public School when I was twelve years old.

I was passionate about my country, England.

People say that I was very brave and, during the war in South Africa, I was a prisoner of the Boer Army.

I managed to escape and a reward of £25 was put up for my capture. That was a good deal of money in those days!

When I came back to England I followed in my father's footsteps and began to speak in Parliament.

At the beginning of the Second World War, I became Prime Minister of the United Kingdom and I stayed in that job until 1946.

You may have seen photographs of me smoking a cigar. I was quite a large man!

Who am I?



Who am I?

1. I live in a wood. My favourite food is honey. I have various friends including a morose donkey. Who am I?

2. I was known, by some, as 'The iron lady'. I like to speak a great deal. I was England's first woman Prime Minister. Who am I?

3. I may be small and my figure is very round but I have my uses. If you need on-board repairs for your X-Wing Fighter I'm your man! Who am I?

4. I too am very small but I am extremely clever. Tom hates me but that doesn't worry me. Cheese is one of my favourite foods. Who am I?

Now write down a description of yourself and hand it in to your teacher.
Remember to think about the things that really make you YOU!

<u>Male</u>	<u>Female</u>

Aim

- To reflect on and assess their strengths in relation to personality, work and leisure [1.a]
- To recognise how others see them, and be able to give and receive constructive feedback and praise [1.c]
- To relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work [1.e]
- To plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans [1.f]

Objectives

- To identify personal characteristics and strengths
- To learn to build on the strengths in their personalities
- 5. To identify the characteristics needed for various careers
- 6. To consider their own characteristics and which careers might be right for them

Materials

- 'Fifteen' pp 77-82 in AOLW
- Worksheets 3-A, 3-B, 3-C, 3-D

Exercise 1

- 'You are what you wear'
 - a. Read the story 'Fifteen'. *This is a newspaper report, so it could be read by the 'news reporter' using two other pupils as the characters Dan and Dave.*
 - b. Put up the words 'You are what you wear' on the board/OHP and discuss what this means.
 - c. Look at the description of Dan and Dave. What do their clothes say about them?
e.g. Rolling Meadows High School Mustangs windbreaker - Supporter of school basketball team?
 - d. Ask pupils to write down the clothes they most like to wear and what it says about them.
-  **This could go into their AOLW file** 

Exercise 2

- Introvert or extrovert?
 - a. Using Worksheet 3-A as a guide either as an OHT or individual sheets, ask pupils to decide whether Dave or Dan was more extroverted.
 - b. Again, using Worksheet 3-A, ask pupils to work in pairs to discover whether they are more extroverted or introverted.
 - c. As a whole class discuss the strengths of both types and how they might be used to sell yourself in a job interview.

Exercise 3

Using Worksheet 3-B, ask pupils to match each characteristic to the job(s) it best suits.

Exercise 4

Using Worksheet 3-C, ask pupils to describe themselves and their key characteristics. Remind them to include several aspects of themselves, not just what they look like.

Exercise 5

Using Worksheet 3-D ask pupils to choose a job from the selection offered and write a profile of themselves to show that they would be the right person for the job.

Exercise 6

In pairs, pupils should take turns being the interviewer and the interviewee. The interviewee gets to pick out which job they will pursue.

Homework / class work

Using magazines, pupils should find a picture or pictures of jobs they might want to do as adults. Remind them that it does not matter whether the person in the picture matches their own gender. Ask pupils to identify the important characteristics of the job.

 **These could be added to their AOLW file** 

Introvert or Extrovert?

Quiet and thoughtful	Lively and boisterous
Keep themselves to themselves and happy to spend time on their own	Enjoy being in a crowd
May act shyly and take their time getting to know new people.	Outgoing, tend to enjoy meeting new people
Tend to form a few close friendships and keep them a long time	Make friends easily, but may drop them just as fast
Don't go out of their way to push themselves forward	Push themselves forward and are prepared to make a fool of themselves
Think carefully before volunteering	Always willing to have a go, sometimes without thinking
Often control their anger rather than express it outwardly	Express their anger when they feel it
Don't wear ostentatious clothes and try to avoid drawing attention to themselves	Wear clothes that stand out, and behave ostentatiously
May prefer a career in which they have the opportunity to work on their own	Often prefer careers in which they come into contact with lots of people

As you discuss your personality you might find that you have some characteristics from both personality types. This is normal and sometimes makes us easier to live with.

You might also find that you will develop further in one area as you mature.

Teacher	Patient
Fashion Designer	Athletic
Stockbroker	Good at maths
Journalist	Good at English
Nurse	Curious
Member of Parliament	Diligent
Footballer	Observant
Stay-at-home parent	Likes to interact with people
Novel writer	Creative
Social Worker	A born leader
Musician	Friendly
Pub Owner	Likes to spend time alone
Accountant	Likes to work quickly—lots of deadlines
Airline pilot	Likes to meet new people all the time
Police officer	Brave
	Gentle
	Likes to have a set schedule
	Likes to be his or her own boss



You are . . .

What you do . . .

(e.g. in school, in your free time, on holiday)

Where you come from . . .

(e.g. your family, your neighbourhood, places you've lived)

What you're good at . . .

(e.g. in school, with friends and family, hobbies, sport)

What you want to do in the future . . .

(e.g. education, career, family)

The kind of person you want to be . . .

(e.g. healthy, smart, caring, responsible, wealthy, social, serious)

Your Profile

Choose a job from the following list and write a profile of yourself to show why you would be the right person for the job.

Job Opportunities

- 1. Teacher**
- 2. Nurse**
- 3. Technician**
- 4. Shop Assistant**
- 5. Hairdresser**
- 6. Computer Programmer**
- 7. Managing Director**
- 8. Holiday Representative**



If you can't find a job here then, after discussion with your teacher, you could make up your own job specification.

Now write your profile and convince the interviewer that you are the person for the job.

Aims

- To learn about the nature of friendship and how to make and keep friends [3.c]
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships [3.d]

Objectives

- To examine the idea of pure friendship
- To reflect on friendship within another culture
- To consider the best ways to keep friends
- To explore the use of symbolism in friendship
- To decide on the qualities needed in a good friend

Materials needed

- Worksheets 4-A, 4-B, & 4-C
- Large sheets of paper for exercise 3

Exercise 1

Read Worksheet 4-A aloud.

Ask pupils to answer the questions at the bottom of Worksheet 4-A.

Exercise 2

- Ask the question, 'Why do you think there are rules about friendship with the family as well?'
- Encourage the pupils to think about ways we use symbolism in friendship although it is not regulated or prescribed: e.g. giving each other a friendship ring/bracelet, wearing similar T-shirts or baseball caps.
- Ask pupils to devise their own friendship ceremony. They might like to act out the ceremony. A link also could be made with arts and crafts lessons making the symbols for the ceremony.

Exercise 3

Put up some or all of the following words on large sheets of paper around the room.

Friendly	Funny/humorous	Honest
Trustworthy	Sensitive to feelings	Caring
Good looking	Genuine	Reliable
Shares the same interests	Adventurous	Rich
Same culture	Outgoing	Cheerful
Responsible	Generous	Affectionate
Popular	Tidy	Forgiving

- Ask pupils to go around the room with a pen and identify the 5 most important qualities for friendship on a scale from 1 – 5 (5 being the most important).
- When complete, bring the lists to the front and see which qualities were deemed most important and why.

Exercise 4

Look at the list again and ask pupils to name the qualities you need to keep your friend. (They could possibly go around the room a second time with a different coloured pen)

Discuss reasons for their choice, e.g.

- forgiveness is necessary to enable you to get over a quarrel
- humour is also great medicine when things get too serious
- honesty means that you can trust your friend to tell the truth
- affection allows you to express that you care for your friend and is also a means of saying sorry
- if your friend is sensitive to your feelings they will know how to treat you and vice versa

Exercise 5

As an alternative to Exercise 4, pupils could look at the poem on Worksheet 4-B and answer the questions. They might like to write their own poems.

Exercise 6 / Homework

Individually in class, or as homework, pupils could answer the questions on Worksheet 4-C. Answers should stay private and could be added to the AOLW File.

The Art of Loving Well File

Things to add to the file from today's lesson could be poems about friends; photos of friends; cards sent from special friends.

Indian Friendship Rituals

In some regions of India boys can have a friendship called 'phul' which means flower. They go together to the Shrivati fair, each taking with them a brass plate of sweets, a garland of flowers, and a cloth. When the fair is over, they swap garlands and give each other the sweets and the cloth. They then share the sweets with their friends to show everyone that they have made the special friendship.

Another ritual is known as 'Karmu Dharma'. At the festival of Dangua Karam, which is celebrated every five years, the leader of the clan tells two boys to put up the Karam Branch. When the festival is over, they take the branch with them and report to the leader of the clan who gives them a meal of cold rice. This meal shows that they are now special friends and this seals their friendship.

Because they now have such a special friendship they are bound to help one another at all times and if necessary share in each other's wedding expenses. They are expected to help each other cultivate their land and look after their cattle. If either of them needs a loan they are to help one another without charging interest.

There are similar rituals for girls but with the added ceremony of circling the Karam branch and putting leaves from the branch in their hair. They become lifelong 'Karam twigs'.

The girls also give one another gifts such as little rings or bracelets, and sometimes even exchange clothes. At weddings the bride gives her 'Karam twig' friend a necklace of flowers or beads, and after the marriage the two still visit one another and may often attend weddings together.

The friendships of both boys and girls are true friendships, which last a lifetime, and even affect their families who are treated by each friend as an extended family. They will never marry someone from their special friend's family.

What would a friendship like this mean to you? Do you think it would be a good idea?

What could be the symbolism of :-

- the sweets
- the garland of flowers
- the cloth
- taking the branch to the headman
- the meal of rice
- putting leaves of the branch in their hair
- exchanging gifts



Simply a friend

A friend is someone who is always there for you.

You can laugh with them and cry with them
and they understand.

They ask the right questions and give the best answers.

They know the things you like
and they like the things you do for them.
Friendship isn't just having a friend
It's being a friend.

In the poem 'Simply a friend', what do you think it means when the poet says, "They ask the right questions and give the best answers"?

What might be 'The right questions' for you?

Friendship – a preparation for life

1. Name three areas that cause most difficulties in friendship.

(Would your friends say the same?)

2. (Be honest!) How do you deal with conflict? How do your friends deal with conflict?

3. What are things that hurt you? How do you feel you probably hurt your friends?

3. If you could change three things about yourself, what would they be?

4. What do you want out of friendship?

5. What qualities do you think you have to give as a friend?

Aims

- To enable pupils to recognise the stages of emotions associated with loss and to deal with them positively with the strength of their feelings in difficult situations [1.d]
- To learn where to get help and support [2.h]

Objectives

- To consider who/what is important and how difficult it is to let go of them
- To see that loss is not a single incident but a process to be worked through
- To understand that there are many types of loss
- To learn where you can go if you are feeling sad or anxious after a loss

Teacher's note: This is obviously a sensitive subject to approach and care will be needed with pupils who may have been bereaved recently or who are still hurting from a bereavement. It may be useful to ask Form Tutors if there are any pupils who might be affected by this part of the course so that you can be sensitive to their needs. The notes in Appendix A might be helpful and there are other useful resources on the ChildLine web-site www.childline.org.uk/pdfs/info_whensomeonediess.pdf This might also be a good opportunity to invite a nurse or mental health care practitioner in to the class to discuss loss, anxiety, and depression.

Materials needed

- 'If Only' pp 38-40 in AOLW
- Notes on bereavement and loss (Appendix A)
- Worksheet 5-A (with cards already cut out—enough for each group) & Worksheet 5-B

Exercise 1: What or who is precious?

Imagine you are ordered to live the rest of your life on a desert island.

On the boat which will take you to the island you can take: -

- Two people or groups of people
- Your most treasured material possession, e.g. computer, game machine, a favourite book
- One animal
- One CD/ cassette/ DVD or video

(Wait for them to write this down)

You are now loaded up on the boat and set sail for the island.

Suddenly there is an announcement – the boat will be too low for the shallow water around the island. You will have to get rid of one thing. (Pupils are asked to destroy one of their choices.)

You sail on into the night. During the night there is a storm and water is coming in. You have to throw something else over the side.

Come morning, the weather is better but there is a hole in the boat just below the water line. The next thing must be thrown away.

Finally the island is in sight. You are left with two things. The captain comes and explains that the small boat which will take you to shore can only take one of your choices; you make that choice and you are rowed to shore.

In the boat with you, as you row ashore, you have your most treasured choice.

Questions

- How does it feel to keep this choice?
- How did it feel to lose the others?

(Record some of the answers to the second question on the board or a flip chart)

Exercise 2. Read the story ‘If Only’

Exercise 3. The journey of loss

Ask the class if they have had any experience of losing anything, e.g. a football match; money; the death of a pet. (The death of a human being might be too much for this group but if someone is able to talk then it could be helpful and should be accepted.)

Ask the following questions and write them down in a sequence.

- How did they feel at first?
- Were they angry? If so, with whom?
- How did they express their anger? Their grief?
- Was there any laughter?
- Who did they talk to?
- Did the incident make them frightened?
- What helped them to begin to get on with life?
- Where can people go for help if they are upset or grieving? (school counsellor, form tutor, a parent, a friend, ChildLine)

Tell the class that when we lose something, even if it is only something material, there is a kind of journey from the loss to getting on with life again.

Divide the class into groups, and, using the word cards on Worksheet 5-A, in groups, ask pupils to arrange the words in order of that journey. They can choose their own example of loss or you might suggest that they use the idea of the loss of a friend. Tell them that they need to see how it begins, how it progresses and how it eventually ends. It might be helpful for some pupils to go through the meaning of the words before the exercise starts.

Exercise 4. ‘If Only’

For homework pupils could look at the ‘If Only’ story and write down the journey of loss for Timmy’s sister, from the time she came home and saw the bicycle, to her walk home after her visit to Timmy’s grave. They might like to draw it as a road and put the feelings and incidents as they happened on the way. See Worksheet 5-B.

 **Photos of cherished people or things—their grandparents, pets, toys—could be added to their AOLW file** 

ASKING WHY	ANGER
PAIN	TEARS
LONELINESS	MOODS
BLAME	LAUGHTER
TALKING TO SOMEONE	LOOKING FORWARD
FEAR	SILENCE
NEW BEGINNINGS	PANIC
	HOPE
DISBELIEF	SHOCK

Timmy's sister's journey of loss

I noticed my brother's badly twisted
bike on the lawn >

>

>

>

<

The end or a new beginning?

Then I started for home

Aims

- To learn how to negotiate within relationships, recognising that actions have consequences, when and how to make compromises [3.i]
- To recognise that goodwill is essential to positive and constructive relationships [3.h]
- To resist pressure to do wrong, to recognise when others need help and how to support them [3.j]

Objectives

- To explore situations which develop choice and decision making skills
- To reflect on the consequences of actions and how to improve situations

Materials needed

- 'President Cleveland, Where are You?' pp 25-35
- Worksheets 6-A, 6-B, 6-C & 6-D
- Items for Game on Worksheet 6-A: a blindfold, a chair, dressing-up clothes, a mixture of drinks (sweet and savoury), a box of Lucky Dip bags, some containing a sweet, others only paper.

Exercise 1

- Look at the word 'consequences'. What does it mean?
- Play the Game on Worksheet 6-A.

Instructions for setting up the game

- a. Set up the following obstacle course. You will need a blindfold, 15p, a mixture of drinks and some straws, someone to lead the contestant and 6 other pupils plus the lucky dip box and pile of dressing-up clothes as mentioned above.
 - b. At step 1, you need a pupil to choose a forfeit
 - c. At step 2, a chair to climb under
 - d. At step 3, a mixture of drinks and some straws
 - e. At step 4, a pile of dressing up clothes
 - f. At step 5, the Lucky Dip box
 - g. At step 6, a pupil to ask the final question: "How did you do?"

Suggestions for Forfeits

- a. Recite a nursery rhyme
- b. Mime riding a bicycle
- c. Mime making a bed
- d. Mime making a pancake and tossing it
- e. Mime watching a horror movie
- f. Recite your 7 times table
- g. Do 8 press-ups

After playing the game, discuss the following questions:

In the game, what lessons about life could be learnt from

- | | |
|--------|-----------------|
| Step 1 | (forfeits) |
| Step 2 | (risk) |
| Step 3 | (embarrassment) |
| Step 4 | (trust) |
| Step 5 | (choice) |
| Finish | (surprise) |

Exercise 2

- Look at the Vocabulary check on Worksheet 6-B

Exercise 3

-  • **Observation Task: When did Jerry, the narrator, first begin to consider the consequences of his actions?**
- Read ‘President Cleveland, Where are You?’, possibly using pupils for the characters (Jerry, the narrator; Armand; Roger Lussier; Rollie Tremaine; Mr Lemire)

Exercise 4

- Make a list on the board/flipchart of suggestions following the observation task.
- Ask pupils to look at Worksheet 6-C in groups

Exercise 5

- Discuss the meaning of the words:
‘Negotiate’ and ‘Compromise’

Exercise 6

- Either in groups or individually ask pupils to use Worksheet 6-D to look at consequences of actions, the importance of right choices and how to use negotiation and compromise to deal with difficult situations.

START HERE BLIND-FOLDED WITH 15P >>>>	>>>>>>>>>>>>	Step 1: Pay 10p To Pass Through Or Pay A Forfeit	>>>>>>>>>>>>
			Step 2: Go Under The Chair And Risk Banging Your Head Or Pay 5p
Step 3: Drink An Undisclosed Liquid Or Pay 5p	<<<<<<<<<<	Step 4: Dress Up In Funny Clothes Or Pay 5p	<<<<<<<<<
>>>>>>>>>>	Step 5: Make A Choice In The Lucky Dip Box	>>>>>>>>>	Step 6: Open Your Bag. This Is Your Prize How did you do?

Vocabulary check
For 'President Cleveland, Where Are You?'



sidewalk	pavement
drugstore	chemist
dry goods store	corner shop or convenience store
tenement	low income housing
a quarter	$\frac{1}{4}$ Dollar (about 20p)
a nickel	1/20 dollar (about 3p)
a dime	1/10 dollar (about 6p)
a cent	1/100 dollar (a little more than $\frac{1}{2}$ p)
candy man	sweet seller
comb shop	comb factory
The Depression	a time of high unemployment in USA
a Mr Goodbar	a chocolate bar
automobiles	cars
the North Side	the area to the north of the town
old sneakers	old trainers
corsage	flowers to pin to the girl's dress

Different and difficult relationships

1. In ‘President Cleveland, Where Are You?’, Jerry had problems with two people in particular.

The first was Rollie Tremaine. Why do you think he said, ‘You could almost hate Rollie Tremaine’?

The second person was his older brother Armand. Why might Armand have recently become a stranger to Jerry in many ways?

2. What was the consequence of putting too much emphasis on having to collect ‘Ken Maynard’ cards?

3. Why did Jerry feel naked and exposed when his brother smiled at him and touched his arm?

4. In the story there were several different kinds of love. Write in one example of each:

Love of things

Love of family

Love of friends

Falling in love

5. Which kind of love was most important to Jerry at the beginning of the story? At the end?

6. How and why did Jerry overcome his obsession with cards?

7. Why might it have changed his attitude to Rollie Tremaine?

8. What was the result of Jerry’s selling the President Cleveland card to Rollie Tremaine and giving the money to Armand? What did he mean when he said at the end, ‘I sat there a long time, waiting for the good feeling to come’?

In the game played earlier there were choices to be made and consequences for those choices to be dealt with.

How might you deal with the following situations?

If you are in groups record everyone's honest answer

1. You have been invited to a party. Your best friend would love to go but he/she hasn't had an invitation because the host doesn't like him/her. What will you do?
 - a) go without him/her
 - b) risk offending the host and ask if your friend can go
 - c) decide not to go
 - d) take your friend regardless of the consequences
 - e) Something else?

2. You are on holiday with a group of friends when two of them have a quarrel. Now neither of them is speaking to the other and there is a great deal of tension in the air. This is going to spoil the holiday unless someone does something. What will you do?
 - a) Suggest one of them goes home
 - b) Lock them together in a room until they have sorted it out
 - c) Ask everyone to get together to talk
 - d) Go home and leave them to quarrel
 - e) Something else?

3. Your parents are out for the day and they asked you to do several chores including cutting the grass and weeding the garden, which will probably take a good three hours. However, your friends are trying to persuade you to come out with them. What will you do?
 - a) Go out with your friends
 - b) Contact your parents and ask them for permission
 - c) Tell your friends that you can only go out for an hour
 - d) Ask your friends to help you with your chores so that you can all go out after an hour's work
 - e) Refuse to go out with your friends
 - f) Something else?

Now choose one of the situations and write a whole story or act it out. Don't forget to include the consequences. You could add your story to your file.

Aim

- To learn how to empathise with people different from themselves [3.b]

Objectives

- To value people for more than outward appearance
- To consider the true meaning of beauty
- To empathise with others less fortunate than ourselves
- To explore different ways of portraying beauty

Materials needed

- 'Beauty and the Beast' pp 253-265 in AOLW
- Worksheets 7-A & 7-B
- Two parcels—one bright and shiny but full of rubbish and the other brown and dull and full of safe sweets (or a bag of small parcels with enough of each for the whole class).
- Paper, paints/colouring pens

Exercise 1

- Prepare the parcels as above.
- Invite each member of the class to choose one parcel. If you have only two parcels, get the class to divide themselves into two groups according to their choice.
- Ask some of them why they made their choice.
- Then open the parcels.
- What does the exercise teach us?

Exercise 2

- In groups put the words on Worksheet 7-A into two categories: Beautiful or Ugly.
- Ask each group to add at least two more in each category.
- Plenary session to see if each group made the same choices.

Exercise 3

 **Observation Task:** Try to identify the various ways that Beauty and the Beast each show kindness.

- Read the story

Exercise 4

- Ask pupils in small groups or individually to answer the questions on Worksheet 7-B.

Exercise 5

- In groups or individually, make an A3 poster portraying the Beautiful Beast using the ideas which have come from Worksheet 7-B.

 They could add this to their AOLW File – maybe make a photocopy if  it was a group exercise

Kindness	Fighting
War	Nose ring
A pot-bellied pig	Rubbish dump
Graffiti	Sunset
Marilyn Monroe	A rose
A waterfall	A horse
A last gasp goal	Making fun of someone

Put the words above into the appropriate category below.
Add at least two more of your own into each column.



Ugly	Beautiful

1. It has been said, 'You can't judge a book by its cover.'

What do you think this means?

2. Beauty and her family were forced to learn what it was like to be poor because her father's ships were wrecked in a storm.

List the changes the family had to make.

3. If you were made homeless tomorrow, what four things would you miss the most?

What are four things you still would have that poverty could not take away from you?

4. At first Beauty thought the Beast was ugly, but she came to see that he was very good and beautiful in many ways. Find five more phrases, which show the Beast's beauty. (First example given)

Example: 'I think you are very kind.' Page 260

1.

2.

3.

4.

5.

Aims

- To learn about the role and feelings of parents and carers and the value of family life [3.g]
- To resist pressure to do wrong, to recognise when others need help and how to support them [3.j]
- To learn how to empathise with people different from themselves [3.b]

Objectives

- To consider how people's strengths, weaknesses and vulnerabilities change over their lifetime
- To explore the best way to help vulnerable people
- To consider whether we might have something to learn from 'weak' people

Materials

- 'The Old Grandfather and His Little Grandson' page 46 in AOLW
- Worksheets 8-A & 8-B

Exercise 1

- Ask the class 'How do you react when you see...?'
 1. A homeless person?
 2. A person with a learning disability?
 3. A person with a disfigured face?
 4. An elderly person?
- Look at any negative reactions and ask how can we deal with them, e.g. Learn about their disability; find out more about homelessness from organisations like Crisis.
- Ask pupils to begin thinking about who should help these people and how.

Exercise 2

-  **Observation Task: Who learns most about life in this story?**
The parents, the child, or the grandfather?

- Read the story.
- Ask for responses to the observation task and record answers.

Exercise 3

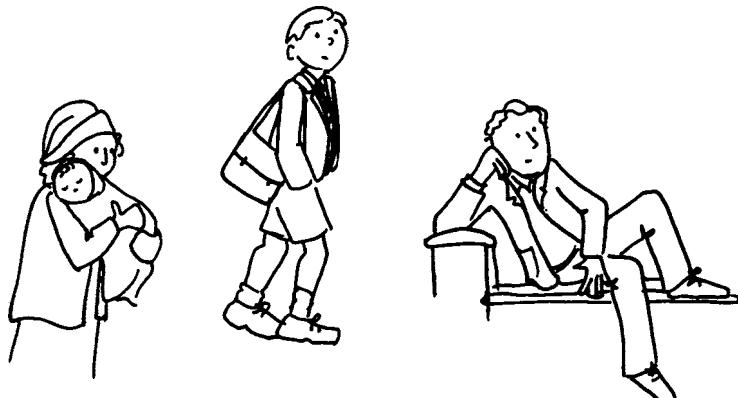
- Put up the words 'negative' and 'positive'
- In groups ask pupils to make a list of the negative and positive things mentioned in the story, e.g. negative – his daughter-in-law scolded him; positive – they took better care of him at the end.

Exercise 4

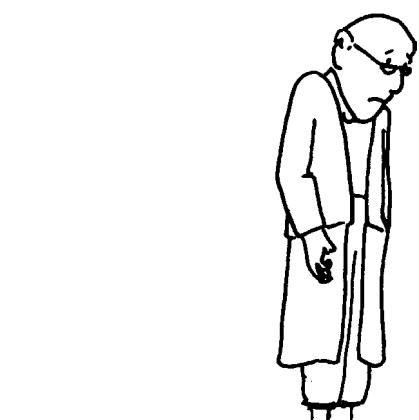
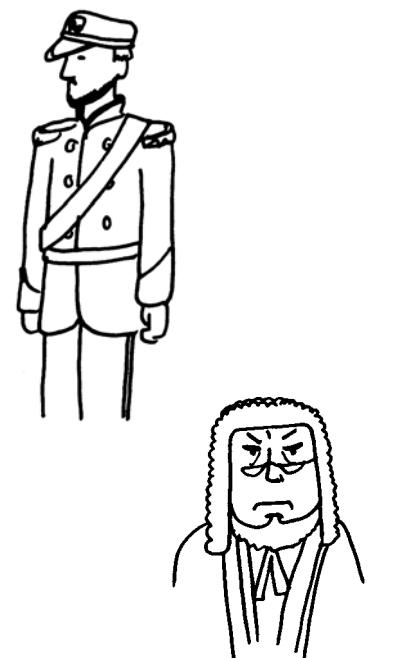
- Have the pupils read in silence Shakespeare's 'Seven stages of life' on Worksheet 8-A. Then ask for a volunteer to read it aloud to the class.
- In groups, ask the pupils to answer the questions on Worksheet 8-A. Have each group designate one person to record their version of 'the stages of life' on the board.
- Come together for a plenary session to discuss the groups' answers and to compare the different 'stages of life' outlined on the board.

Exercise 7

- As a homework exercise, pupils could use Worksheet 8-B as a basis for an interview of an older person (a grandparent, perhaps, or a family friend). The class could make up a book of 'lessons learned from older generations'.

From William Shakespeare's *As You Like It* Act II Scene 7

All the world's a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper'd pantaloon,
With spectacles on nose and pouch on side,
His youthful hose, well saved, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.



As You Like It

1. What are the seven stages of a man's life identified by Shakespeare?
2. How accurate would you say this is? Can we create a better description of stages of life? Are they different for males and females?
3. Shakespeare says that during the last stage in life, people become like children. Is this correct? In what ways are elderly people like children? In what ways are they different?
4. How do we treat the elderly? Do we use patronising terms?
5. What can we learn from older generations?
6. Who should take care of older generations? Their families? The welfare state?



Lessons learned from older generations

1. When and where were you born?



2. What changes have you witnessed over your lifetime?

3. What are your fondest memories?

4. What are the most important lessons you've learned?

5. What advice would you give to young people today?

Aims

- To reflect on the changing nature of and pressure on relationships with friends and family and when and how to seek help [3.e]
- To consider the role and feelings of parents and carers and the value of family life [3.g]

Objectives

- To examine role models
- To understand and accept differing views between parents and children
- To learn how to deal with mistakes
- To consider the best way to seek the appropriate help with problems about relationships

Materials Needed

- 'Too Early Spring' pp 172-183 in AOLW
- Worksheets 9-A, 9-B & 9-C

Exercise 1

Brainstorm with the class: '*What makes your parents/guardians angry with you?*'
'*What makes you angry with your parents/guardians?*'

Exercise 2

Review the Language Check on Worksheet 9-A and ask pupils to consider what kind of person they would go to for help.

Exercise 3

 **Observation Task:** **Look out for adult role models – both good and bad.**

Read the story 'Too Early Spring' either silently, out loud to the class or share it with the class asking some of the pupils to take on the characters of Helen, Chuck, Chuck's Mother, Chuck's Father, Mr Grant and Mrs Sharon.

Exercise 4

Using the synopsis of the story (Worksheet 9-B) ask pupils individually or in groups to answer the following questions and then report back to the whole class.

1. When did things begin to go wrong and why?
2. Who was to blame?
3. What might Chuck and Helen have been able to do to change the outcome?
4. Who could have helped them and how?
5. What kind of person do you turn to when you need help/advice?
6. Think about the story from the parents' point of view. What would you do if you caught your teenage child in a similar compromising situation?

Exercise 5

As an investigative exercise, have pupils take home Worksheet 9-C, 'Parents think?' and ask parents or guardians to give their views. A written exercise could be to write an article about parents and children – the problem? the solution?

Language Check Too Early Spring

back jack-knife	a kind of dive into the water
a sophomore	a year 11 student (16 years old)
Junior at State High	a third year university student (20 years old) secondary school (ages 13 – 18 years old)
shooting marbles	playing marbles
to tag after	to follow around
phonograph	record player
'peachy'	fun, cool
your society	your company
Bohunk	labourer, working class man
Proselytising	selling an idea

Who would you go to for help?

From the following, choose 5 qualities you think are most important when choosing someone to support and advise you

trustworthy	wise	understanding
funny/humorous	older than you	busy
has time for you	young	young at heart

When did it all start to go wrong for Helen and Chuck?

- Chuck went to the lake to listen to the music and watch ‘the gang’
- Helen borrowed a rowing boat without permission
- Chuck and Helen met
- Chuck offered to row her back
- Chuck and Helen met again at school
- Helen goes to Chuck’s home and meets his parents and vice versa
- Chuck’s basketball practice is cancelled
- Helen’s music lessons are cancelled
- Helen and Chuck go five times to the cinema
- Mrs Sharon lets them borrow her car even though Chuck doesn’t have a licence
- Chuck and Helen spend time in a deserted house
- They play at being husband and wife
- Miss Eagles (teacher) sees them in the car
- Chuck and Helen plan a special meal if Chuck’s team win
- Chuck’s team win and the coach plans a celebration
- Chuck sees Helen only for a minute after the game
- Helen is too young to go to the celebration
- Helen’s parents go to the Country Club for the evening
- Chuck’s parents go to the Country Club for the evening
- Chuck couldn’t sleep
- Chuck considers phoning Helen but he might wake her up
- Chuck decides to walk over to Helen’s house late at night
- Chuck whistles at her window
- Helen hears the whistle
- Helen comes to the door
- Helen invites Chuck in for milk and cookies
- Mr Sharon always hated to waste electricity
- Helen and Chuck turn off the lights to save electricity
- Helen and Chuck sit by the fire and chat
- Helen went to sleep
- Chuck put his arms around Helen (just for a minute)
- Chuck went to sleep
- Helen’s parents came home
- Helen’s parents suspect the worse
- Helen’s father says unkind things about Helen and Chuck
- Miss Eagles adds to the story
- Helen gives Chuck a distant/fearful look
- Helen is taken to bed by her mother
- Chuck’s parents say unkind things about Helen
- Helen becomes ill
- Helen is unable to return to school
- Chuck goes back to school
- Chuck puts all his energies into study
- Mr Grant chats with Chuck
- Chuck plans to go to Colorado for the summer
- Chuck will go East to school in an all boys school
- Chuck’s parents plan for him to make basketball his career
- Helen is being sent to a convent school (all girls)

Parents think?

☺ Parents/Guardians view ☺	☺ Your view ☺
<u>Clothes should be</u>	
<u>My kind of music is</u>	
<u>Friends should be</u>	
<u>Parties are</u>	
<u>My favourite holiday would be</u>	
<u>School is</u>	

Aims

- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel [2.f]
- In a context of the importance of relationships, to learn about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity [2.e]

Objectives

- To explore the usefulness and dangers of learning through experience
- To learn to differentiate between sexual intimacy in mature love and sexual intimacy simply as an outlet for physical desire
- To develop ways of managing safe and healthy relationships

Materials

- ‘The Heart is a Lonely Hunter’ pages 186-196 in AOLW
- Worksheets 10-A, 10-B & 10-C
- STIs Factsheet in Appendix C

Exercise 1

- Brainstorm the meaning of the statement ‘Experience is the best teacher’.

Exercise 2

- Read the story without using pupils as the characters to avoid embarrassment.

Exercise 3

- In pairs work on Worksheets 10-A and 10-B.

Exercise 4

- Plenary session to discuss outcomes of Worksheets 10-A and 10-B.
- Distribute Appendix C: Facts about STIs

Exercise 5

- Read Walter Lippmann’s paragraph on mature love on pages 199 – 200 and discuss any passages not understood.
- Using Worksheet 10-C print out the individual sentences onto A4 sheets of paper.
- Divide the class into six groups, or twelve if the class is large.
- Assign each group to make a collage or draw pictures to depict the meaning of one of the sentences.

There was a time when things changed for Mick and Harry***Before (Innocence) and After (Experience)***

Put the following sentences in the appropriate column on Worksheet 10-A (Part 2).

She was too full of energy to sit still.

His face scared her.

They sat far apart from each other.

She felt very old, and it was like something was too heavy inside her.

She and Harry had talked about so many things lately.

They shook hands with each other.

A happy feeling came in her because it was true they were real friends.

They played around for maybe two hours.

Neither of them spoke.

Maybe she would feel better if they could look at her and tell.

They lay on the soft bed.

'No, Ma'am,' Mick said again.

He had grown to be a very good-looking fellow.

'The beer along with this hot sun makes me dizzy. But I sure do feel good.'

Harry's head hung down and his shoulders were bent.

He was looking at her and it was like suddenly they got embarrassed.

The fields were bright and green.

They looked at each other and there didn't seem to be anything new to do.

The shadows were long and black on the dusty road.

Maybe it was half an hour they stood there—maybe not more than a minute.

Harry talked in a very excited way.

'Listen here. I think you're so pretty, Mick.'

She felt embarrassed.

It was like her head was broke off from her body and thrown away.

He sat very still and the tears rolled down his white face.

'I never will marry with any boy.'

All of a sudden she told a tale.

'I wasn't any kid. But now I wish I was, though.'

She wasn't scared.

BEFORE	AFTER

The Heart is a Lonely Hunter

1. Did Mick and Harry plan to become sexually intimate that day? Had they even thought about it?

2. If you had decided NOT to have sex, what are some situations that you might try to avoid?

3. Do you think that drinking the beer had any impact on their behaviour?

4. Mick and Harry are still young. They weren't planning to have sex, but it seems to have had a great impact on them. Does this experience mean that, because they lost their virginity, they might as well go on having sex with each other or with other partners?

5. What would be the possible benefits of carrying on with a sexual life?

6. The possible dangers?

Mature Love

1. When a man and woman are successfully in love, their whole activity is energised and victorious.

2. They (a man and a woman in a successful relationship) walk better, their digestion improves, they think more clearly, their secret worries drop away, the world is fresh and interesting, and they can do more than they dreamed they could do.

3. In love of this kind, sexual intimacy is not the dead end of desire as it is in romantic or promiscuous love, but periodic affirmation of the inward delight of desire pervading an active life

4. Love of this sort can grow: it is not, like youth itself, a moment that comes and is gone and remains only a memory of something, which cannot be recovered.

5. It (love) can grow because it has something to grow upon and with; it is not contracted and stale because it has for its object, not the mere relief of physical tension, but all the object with which two lovers are concerned.

6. They desire their worlds in each other, and therefore their love is as interesting as their worlds and their worlds are as interesting as their love.

Aims

- To learn, in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity [2.f]
- To learn about the health risks of early sexual activity and pregnancy and about safer choices they can make [2.e]

Objectives

- To consider what reasons might lead teenagers to have sex and whether these are good reasons
- To think through the consequences—emotional, physical, financial, moral—of early sexual activity

Materials

- 'Ben's Story' pp 232-238 in AOLW
- Access to the Internet
- Large sheets of paper for mini magazines and possibly some magazines to provide pictures
- Worksheets 11-A, 11-B & 11-C
- Factsheet on Contraceptives (Appendix B)
- Factsheet on STIs (Appendix C)

Exercise 1

- Using the board or a large sheet of paper, ask the class to brainstorm a list of some reasons that teenagers might have sex (e.g. peer pressure, to please a boy/girlfriend, to see what it's like).
- Then ask them to decide whether each reason listed is really a good enough reason to have sex.
- Then ask them to brainstorm reasons why teenagers might want to decide against having sex (e.g. might get pregnant, don't really love their girl/boyfriend, too busy with studies)

Exercise 2

- Read 'Ben's Story' pp 232-239 in AOLW

Exercise 3

- If your class is mixed, ask the girls to look at Pam's side of the story and the boys to look at Ben's, otherwise, divide groups equally so that both sides of the situation are considered.
- Ask them to answer the questions on Worksheets 11-A and 11-B.

Exercise 4

- Plenary session

Exercise 5

- In groups, ask pupils to search newspaper websites for information on teenage sexual health and pregnancy, as in Worksheet 11-C, then groups prepare a mini magazine on their studies.

Ben's point of view

1. At the beginning of the story, what kind of a life did Ben have at school?
(Tick your answers or add your own)

- A great life A pressurised life
 A tough life Other (list or explain)
 A boring life

2. What attracted Ben to Pam?

3. Why did 'the whole idea of sex get totally out of proportion'?
(Tick your answer(s) or add your own)

- They spent too much time alone Ben was too insecure to stand up to the pressure
 Pam's mum forbade them to meet Other (list or explain)
 His friends put him under pressure

4. What was his friends' attitude to Pam's pregnancy? – Was this fair?

5. Did Ben have the same attitude? Why or why not?

6. Why wouldn't Ben marry Pam?

7. Why do you think Ben's father suggested Ben 'leave it to Pam and her family'?

- Because it was Pam's baby A baby would get in the way of Ben's future
 He didn't want any trouble Other (list or explain)
 He didn't want to pay anything

8. How much is \$2000 in pounds sterling? (The cost of the hospital bill)

9. Why was Ben 'stunned when he walked out of Pam's flat'?

10. How was Ben feeling about love and life at the end of the story?

11. Were Pam and Ben's lives in balance? Did sex help the balance? Or hurt it?

12. What if Pam or Ben had contracted an STI?

13. Should they have used contraception? If so, what type would have provided the best protection (from pregnancy, from STIs, from emotional pain)?

14. Consider the following hypothetical situation: What if Pam had not become pregnant? What would the sexual experience have meant for Pam and Ben? Imagine their lives five or ten years later. Would they regret their earlier sexual relationship? How would it influence their new relationships?

15. Were Pam and Ben ready for parenthood?

As a research project, interview at least two parents (they don't have to be your own parents) and ask them what they think are the ideal conditions to have children. Remember to probe them for their feelings about the best age, relationship status of parents (married?, living together? friends?), education level, job status, emotional maturity, financial stability. Write up your findings as an advice column for young people thinking about having children.

Pam's point of view

1. At the beginning of the story, what kind of a life did Pam have at home?
(Tick your answer(s) or add your own)

An exciting life A stressful life
 A boring life Other (list or explain)
 A tough life

2. Why do you think Pam was attracted to Ben?

He was on the football team He was older than her
 He was very attractive They had a language class together
 He was shy Other (list or explain)

3. Why was Pam's mum suspicious?

4. Did she have reason to be suspicious?

5. What problems did Pam have with her mother?

Pam's mother was strict Her mother didn't trust men
 She didn't like Pam's style of dress Other (list or explain)
 Her mother didn't trust her

6. Why was Pam 'reluctant to get physically involved'?

She was scared what her mother would say She wasn't sure she loved Ben
 She was too young to have a baby Other (list or explain)
 She wasn't sure Ben loved her

7. Why do you think Pam gave in to Ben's pressure?

She wanted a baby Her friends would think her silly if she didn't
 She was angry with her mother Other (list or explain)
 She didn't want to lose Ben

8. What was Pam's reaction to Ben's offer to pay?

She was delighted She was hurt
 She was disgusted Other (list or explain)
 She was disappointed

9. Was she right to be angry? Why or why not?

10. What kind of life did Pam have living on her own with the baby?

A great life A disappointing life
 A tough life Other (list or explain)
 A difficult life

11. What was Pam's attitude to love and life at the end of the story?

- She still believed in romantic love She was still hoping for love
 She had no time for love Other (list or explain)

12. Were Pam and Ben's lives in balance? Did sex help the balance? Or hurt it?

13. What if Pam or Ben had contracted an STI?

14. Should they have used contraception? If so, what type would have provided the best protection (from pregnancy, from STIs, from emotional pain)?

15. Consider the following hypothetical situation: What if Pam had not become pregnant? What would the sexual experience have meant for Pam and Ben? Imagine their lives five or ten years later. Would they regret their earlier sexual relationship? How would it influence their new relationships?

16. Were Pam and Ben ready for parenthood?

As a research project, interview at least two parents (they don't have to be your own parents) and ask them what they think are the ideal conditions to have children. Remember to probe them for their feelings about the best age, relationship status of parents (married?, living together? friends?), education level, job status, emotional maturity, financial stability. Write up your findings as an advice column for young people thinking about having children.

Now create a mini magazine.

1. Find at least three articles on teenage sexual health and pregnancy from newspapers (e.g. The Times, The Guardian, The Daily Telegraph, The Independent), either on the internet, or at the library. Webpages usually have a ‘search’ button where you can type in the heading you are researching.
2. Using the information you gain from them and from the other work you have done, prepare your own mini magazine on the pros and cons of teenage sex.
3. You could include
 - An advice column about the best ways to protect yourself from STIs, pregnancy, and emotional pain
 - Statistics – perhaps including the cost of caring for a baby
 - Some appropriate poetry
 - Information about the ideal time to have sex
 - Information about the ideal time to have children

Aim

- To learn about the role and importance of marriage in family relationships [3.f]

Objectives

- To consider the obstacles, emotions and development of character connected with the journey of married life
- To explore ways of dealing with crises in married life
- To reflect on methods of reconciliation

Materials

- 'Cupid and Psyche' pp 316-328 in AOLW
- Abridged version of 'Cupid and Psyche' (Worksheet 12-A)
- Worksheets 12-A, 12-B, 12-C (cards cut out for the Marriage Game), and 12-D (The Marriage Game)

Exercise 1

- Brainstorm the words 'Love', 'Pleasure', 'Mind' and 'Soul'

Exercise 2

- Read the story of Cupid and Psyche – either the full version or the abridged one on Worksheet 12-A.

Exercise 3

- In groups use Worksheet 12-B to consider the obstacles, emotions and development of character connected with the journey of married life.
- It may be useful to use a plenary session to look at the different aspects of married life mentioned on the worksheet, e.g. ways of dealing with jealousy, forgiveness etc.

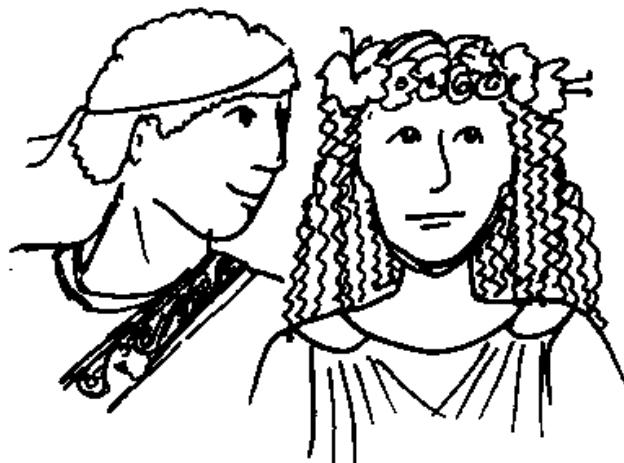
Exercise 4

- Play 'The Marriage Game'
- Discuss as a class the outcomes of the game. What lessons did they learn on the way? Are there any decisions they would have queried and why?

Cupid and Psyche – the abridged version

Psyche, the most beautiful daughter of the King and Queen, fell in love with Cupid, the son of Venus, goddess of love, who, because of her jealousy, had been sent by his mother to trap Psyche into marrying an ugly ogre.

Psyche's sisters tried to break up the relationship without success. However, one of them did manage to persuade Psyche to look at her husband's hidden face (which he had forbidden her to do). As a consequence, Cupid left Psyche and she set out to find him. She had to overcome many obstacles and finally asked Venus for help and forgiveness.



Venus was furious with Psyche and attacked her. Then she set her four impossible tasks. With the help of some friendly ants, a reed and an eagle the first three tasks were accomplished. When it came to the final task—to take a box down to hell to collect beauty from Proserpine, Queen of Hell—Psyche thought about killing herself but she was warned that by doing so she would remain in Hell. Instead, a high tower told her to take two cakes of barley and honey in her hand and two half pennies in her mouth and ignore everyone she met.

So she gave the cakes to the three-headed watchdog Cerberus. She paid the two half pennies to the foul old man Charon and finally came into the presence of Proserpine. Psyche gave Venus's message to Proserpine and received the secret gift in a closed box.

When she reached safety Psyche was tempted to open the box and to take a little divine beauty for herself. But as soon as she did this she fell into a dead faint.

Cupid, who had now recovered, so longed to see his wife that he flew straight to her and woke her with the head of one of his arrows. He told Psyche to take the box to Venus, his mother. In the meantime he flew to Jupiter, father of the gods and asked for his help.

Jupiter saw how much Cupid loved his wife, so he declared that Psyche would be made equal to Cupid by giving her immortality. So Psyche was brought up to heaven and drank the cup of immortality. She and Cupid were to be everlasting husband and wife.

At their wedding feast there were great celebrations and even Venus danced to the music. Eventually Psyche and Cupid had a child whom they called 'Pleasure'.

Psyche journeyed through the story of her love and marriage to Cupid experiencing many things similarly experienced in human marriage. See if you can connect the 'Story Experience' with Human Experience

Story Experience	Human Experience
As for the girl, I shall...make her wish she had never set eyes upon my son	Leaving Home and Family
Then, they took her to the wild rocky summit of the mountain	Disobedience of your partner
Psyche, trembling and shrinking from the thought of it, still prepared to do what her sisters advised	Jealous mother-in-law
No sooner were they alone together than the sisters began to complain of Psyche's good fortune bitterly and enviously.	Dealing with impossible tasks
Psyche sat in front of the heap of grain, weeping to herself since she knew that her task was impossible	Equality
In time she bore a child whom we call pleasure	Forgiveness
He flew straight to her and he woke her by gently pricking her hand with one of his arrows	Maturing love and happiness
In order that the marriage shall be an equal one I shall make Psyche immortal, and she and Cupid will live together in happiness for ever.	Jealousy

In the story Cupid wakes Psyche by gently pricking her hand. In what ways and for what reason might it be necessary to gently hurt someone?

Share your ideas with the whole class.

The Marriage Journey

WEDDING DAY

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CROSSROADS

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STOP FOR A BREAK

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STORMS

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😊 CHILDREN

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ACCIDENT

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REPAIRS

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STOP FOR A REST

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STORMS

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SLOW TRAFFIC

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CARDS FOR 'THE MARRIAGE GAME'

<h1>CROSSROADS CARDS</h1>	<p>CROSSROADS</p> <p>You meet up with a previous boyfriend/girlfriend on an Internet site</p> <p>Do you:</p> <ol style="list-style-type: none"> 1. Suggest you meet, or 2. Suggest you meet with your husband/wife, or 3. Decide it's best to stop emailing each other? <p>(Choice 1: back 3 – asking for trouble)</p> <p>(Choice 2: forward 2 – It could be fun for everyone)</p> <p>(Choice 3: forward 1 – safest but not absolutely necessary)</p>
<p>CROSSROADS</p> <p>You are offered a new job, which means you will be away much of the time.</p> <p>Do you:</p> <ol style="list-style-type: none"> 1. Take it, or 2. Refuse it? <p>(Choice 1: move back to the beginning – absence for such a long time will only put strain on the marriage)</p> <p>(Choice 2: move forward one. Your wife/husband and your marriage come first)</p>	<p>CROSSROADS</p> <p>You are invited away for the week-end without your wife/husband</p> <p>Do you:</p> <ol style="list-style-type: none"> 1. Agree to go straight away, or 2. Ask if your wife/husband can come too, or 3. Refuse to go straight away? <p>(Choice 1: move back 2 – you could have at least spoken to your husband/wife first)</p> <p>(Choice 2: move forward 3. You both need a rest away)</p> <p>(Choice 3: move forward one – you might have had a good weekend together)</p>
<p>CROSSROADS</p> <p>Your mother asks you to come and see her before you come home from work.</p> <p>Do you:</p> <ol style="list-style-type: none"> 1. Check with your husband/wife first, or 2. Say you'll come, or 3. Say you'll come later when you have been home for supper? <p>(Choice 1: move forward 3 – a very diplomatic thing to do)</p> <p>(Choice 2: move back 2 – your wife/husband comes first)</p> <p>(Choice 3: move back 2 – you are still saying you'll come without checking)</p>	<p>CROSSROADS</p> <p>An attractive colleague of the opposite sex invites you for a drink after work.</p> <p>Do you:</p> <ol style="list-style-type: none"> 1. Go, or 2. Say no, or 3. Say yes but take some other friends along with you? <p>(Choice 1: back five – you're asking for trouble!)</p> <p>(Choice 2: forward three – the safest solution)</p> <p>(Choice 3: forward 1 – much safer but you'll still be home late)</p>

<i>REST CARDS</i>	<i>STORM CARDS</i>
<i>REST</i> Holiday in France Move forward 3	<i>STORM</i> Get into debt Move back 4
<i>REST</i> Weekend in Paris Move forward 2	<i>STORM</i> You are made redundant Move back 3
<i>REST</i> Camping holiday in Norfolk in the rain Move forward 1	<i>STORM</i> You have trouble with your in-laws Move back 2
<i>REST</i> Spend a night in London together and see a show Move forward 2	<i>STORM</i> You have an affair Move back 5
<i>REST</i> Camping in Dorset Move forward 2	<i>STORM</i> You argue with your husband/wife Move back 1

REST	STORM
Family holiday to a Holiday Camp Move forward 2	A family member is very ill Move back 2
REST	STORM
Go to the cinema with your husband/wife Move forward 1	You put on too much weight Move back 1
REST	STORM
Have a special meal together in a restaurant Move forward 2	Your children are taking exams Move back 1
STORM	STORM
Your house is flooded Move back 2	There is trouble at work Move back 1

SUNSHINE CARDS	SUNSHINE
	Your husband/wife says how great you look Move forward 1
SUNSHINE	SUNSHINE
You buy a new car Move forward 1	Your husband/wife remembers your anniversary Move forward 1
SUNSHINE	SUNSHINE
Your husband/wife makes a special meal Move forward 2	Your husband/wife says 'I love you' Move forward 1

SUNSHINE	SUNSHINE
Your husband/wife sends you a special card Move forward 2	Your husband/wife calls you at work to say 'I love you' Move forward 3
SUNSHINE Your husband/wife buys you an unexpected gift Move forward 2	SUNSHINE You are given a rise in salary Move forward 1

ACCIDENT CARDS	ACCIDENT
ACCIDENT You crash the car Move back 1	ACCIDENT You are unfaithful Move back 5
ACCIDENT You have a serious illness Move back 2	ACCIDENT Your son is charged with drug taking Move back 2
ACCIDENT You lose £10,000 by gambling Move back 3	ACCIDENT You lose your job Move back 2
	ACCIDENT One of your parents dies Move back 1

REPAIR CARDS	REPAIR You visit a counsellor Move forward 2
REPAIR You are cured of an illness Move forward 2	REPAIR You say sorry Move forward 1
REPAIR Your sick child gets better Move forward 2	REPAIR You manage to get a new job Move forward 1
REPAIR You are left £10,000 in your aunt's will Move forward 1	REPAIR You arrange a wonderful surprise for your husband/wife Move forward 2

CHILDREN CARDS	CHILDREN For the first child Move forward 2
CHILDREN For your second child move forward 1	CHILDREN For your third child move back 1, but then forward 2 (Children can be a strain on your relationship sometimes, but also a great joy)
SLOW TRAFFIC	SLOW TRAFFIC Wait one turn Patience is always needed in marriage

Key Stage 4

Aims

- To introduce 'The Art of Loving Well' to students
- To contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and to prepare pupils for the opportunities, responsibilities and experiences of adult life [SRE guidelines]

Objectives

- To introduce the subject of Love and Relationships in a relaxed atmosphere
- To enable students to recognise various types of Love
- To help students distinguish between Romance and Love
- To begin to look for symbolism and central themes within a story
- To introduce the idea of waiting for the right time
- To look at unjust suffering when bad things happen to good people
- To consider the issues of Security and Freedom
- To take into account parental fears and personal fears

Teacher's note

- If this introductory lesson has been used during Key Stage 3 it still would be helpful to use Section 2. It might not be possible to achieve all these objectives in one session so the lesson is split into two sections for this purpose.

Materials needed

- Paper and pencils for each student plus, if possible, files to keep all work together.
- A copy of *The Art of Loving Well* for each student
- A Wipe Board or Flip Chart

Outline of lesson

1. Word Association Game to introduce the topic of love and relationships in a light-hearted manner with an underlying purpose
2. 'The Art of Loving Well'— what does it mean?
3. Introduce the books and read the Preface
4. 'Any questions'
5. Your first story - 'Little Briar-Rose'

Section I

Exercise 1: Word Association Game

1. Hand out paper and pencils and ask students to write down the first word that comes into their heads when you say a word
e.g. fruit (apple); bank (cheque); bath (soap); sea (weed); storm (cloud).
2. List some of their suggestions on the board. Be careful to eliminate any words, which could have unhelpful associations.
3. Write the word 'LOVE' and list their suggestions, followed by the word 'ROMANCE'.

4. Having completed the lists put the following headings on the board:
Family love; Friendship; Physical attraction; Sex; Commitment and marriage.
In groups ask the students to put their suggestions into the various categories.
e.g. under 'Family love' you could put hugs, kindness, caring, etc.
5. Discuss the meaning and effect of the different categories on our lives.

Exercise 2

Put up the words THE ART OF LOVING WELL
Brainstorm for meaning and record their suggestions

Section II

Exercise 3

- Hand out the individual books and read out the preface
3. An 'any questions' session regarding the preface.
 4. Your first story – 'Little Briar-Rose' page 11

Exercise 4

Activities as set out on pages 14 & 15 of *The Art of Loving Well*.

Aims

- To learn about the diversity of different ethnic groups and the power of prejudice [3.a]
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support [3.c]

Objectives

- To discover personal characteristics of themselves and others
- To consider how and why people are grouped into categories
- To differentiate between what is true and what is opinion
- To understand the true meaning of strength and weakness

Materials

- 'Student Poetry', pages 88-91 in AOLW
- Writing materials and AOLW Files/Diaries
- A video and monitor
- If possible, a pre-recorded selection of advertisements for Exercise 1 (masculine ones will often be found around sport programmes and female ones around family dramas, soaps and women's chat programmes, e.g. 'Oprah')
- Worksheets 2-A, 2-B & 2-C

Teacher's Note: On reading poetry

Sometimes students are hesitant to read poetry. Remind them that, because poetry is a very concentrated and artful form of communication, it sometimes takes a few careful readings to really understand the messages. Often, poetry is like an iceberg, with a good deal of depth of meaning lying below the surface words. Also remind students that poetry should be read according to punctuation rather than line by line.

Exercise 1

- Show the pre-recorded advertisements and, using Worksheet 2-A, ask the pupils to list which ones they considered to be targeting a female audience, which male and which were more general. (If this is not possible, find a selection of advertisements in magazines and ask groups to categorise them in the same way.)
- Share the results.

Exercise 2

- Brainstorm to create a list of other ways of grouping people, e.g. size, sexuality, age, race, religion, wealth, where they're from.

Exercise 3

- Consider this question: ‘Is a computer male or female?’ Record the answers and ask the class to decide what this says about stereotyping. What is true and what is opinion?

Exercise 4

- Read ‘Student Poetry’, including the introduction referring to Anne Frank.
- Ask each member of the class to write a poem or piece of prose to describe what it means to be male or female.

Teacher’s Notes

- It may also be helpful to allow some students to draw/paint their feelings if they have problems with literacy. They could then, if they wanted to, explain the meaning of their picture. No one should be forced to reveal their work, as this is very personal.

OR

Exercise 5

- Ask at least three students to read out the poems ‘Being Male’, ‘Do you think’ and ‘Uncertainty’.

Exercise 6

- In groups ask students to choose one of the poems and then answer the questions at the bottom of Worksheet 2-B.

Exercise 7

- In groups ask the students to prepare questions for ‘A Contest for The World’s Strongest Character.’
- In Worksheet 2-C there are suggestions for four different characters. Choose four students to play the different characters and then ask the class to put their questions to the various contestants. It will be important to choose young people who will be sensitive to the situations presented by the characters.
- There can be a vote at the end and a discussion about why they made their choice

Exercise 8

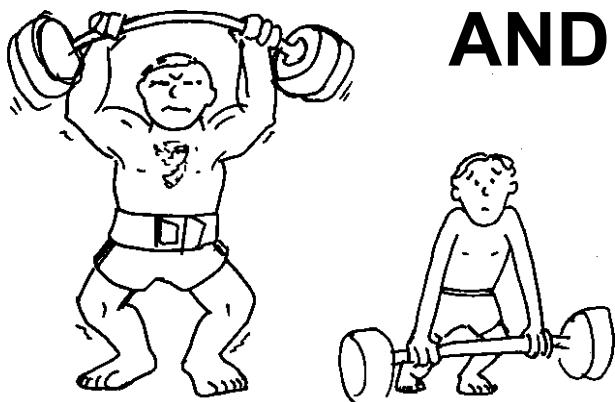
- A homework task could be to write a poem about themselves either as others see them or as they see themselves.

<u>Male</u>	<u>Female</u>	<u>General</u>

STRENGTHS

AND

WEAKNESSES



1. In the poem what is considered strength/good and what is considered weakness/bad?

2. Who is saying they are strong or weak characteristics?

3. Write down a list of at least 8 characteristics you think show strength of character (e.g. trustworthiness).

4. Write down a list of at least 8 characteristics showing weakness of character (e.g. dishonesty).

5. In your group prepare some questions for a 'World's Strongest Character Competition.'

You will have the chance to ask your questions later and decide who is 'the world's strongest character.'

Character One

You are an attractive person and you know it. You always wear the most fashionable clothes and have the latest mobile phone etc. There are people you like to be seen with and there are others who are really too boring. Many people seem to like you, but perhaps that's because you have the best parties. Well, Dad is rolling in it isn't he? There's no doubt you're going to win this competition.

Character Two

You are friends with Character One – well who wouldn't be? They have everything you don't have—money, influence, good looks etc. But you do have a great family, and your mum really appreciates the time you give to her now that she's in a wheelchair. It will probably mean you won't be able to go out so much but Mum did so much for you when you were young. You're trying not to be resentful. At least you've got your Mum unlike Character Three.

**Character Three**

You are tough. Well, you have to be with six of you in the family and no mum. Dad does his best but because you are the oldest it means that you have to look after the others from time to time. Thank goodness you have your sport, which takes you out of the house. You're good at that, and it keeps you fit. You may not be as popular as Character One but the friends you have are REAL friends. Character Four is really your best friend and in a way you hope that they win this competition because they are just the best! Always there for you, and you know that whatever you tell them, they won't share it with others.

Character Four

You feel very ordinary in comparison to the other three. You don't have the looks of Character One. You're not popular like Character Two, and you're not as tough as Character Three. In fact you're beginning to wonder why you entered this competition. If it hadn't been for Character Three you'd have stayed well out of it! OK, so you're a good friend and good listener but you're not exactly the life and soul of the party. You wish you weren't so shy but it's how you are made. You admire Character Three for coping so well and Character Two is so good spending time with their mum. You're lucky to have a loving family. Nothing really bad has happened but nothing very exciting either. Friends are important to you, and you like making people laugh. So you suppose you do have something to be proud of—you're funny!



Aims

- To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals [1.a]
- To have a sense of their own identity and present themselves confidently in a range of situations [1.b]
- To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience [1.c]
- To learn about the options open to them post-16, including employment and continuing education and training, and about their financial implications [1.f]
- To use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans. [1.g]

Objectives

- To identify each student's personal characteristics
- To consider how others see them
- To examine the value of appearance
- To consider the best career and life choices for each individual
- To consider how to go about reaching goals

Materials

- 'The Makeover of Meredith Kaplan' pp 155-164 in AOLW
- Worksheets 3-A, 3-B, 3-C, & 3-D
- Large sheets of paper for Worksheet 3-B and pens/felt-tips

Exercise 1

- In pairs ask students to complete Worksheet 3-A. Each partner should try to fill in as much as possible about the other student and then 'interview' them to find out the 'truth'. When all pairs are finished, the class should come together to share their findings. (How much did they know about their classmate? Were there any surprises?)

Exercise 2

- Read 'The Makeover of Meredith Kaplan'. You might like to use members of the class to read the different characters:- Lisa, Meredith, Clay, cosmetician, Carlos, and Michael Brady.

Exercise 3

- Put the quotes from the story around the room (Worksheet 3-B).
- Ask students to write on them whether they think they are positive or negative and to sign their name against their decision.
- Afterwards they could say why they made their decisions.

Exercise 4

Ask the students in groups to outline Meredith's plan for her future.

Exercise 5

Students should go back to their pairs to work on Worksheet 3-C. After pairs have practiced their interviews together, a few volunteers might go to the front of the class to act out the interview.

Using the criteria in Part A of Worksheet 3-D the class can provide instant feedback for both the interviewer and the interviewee.

Exercise 6

For homework, students can answer the questions in Part B of Worksheet 3-D. They might want to talk to their parents or other adults who have experience interviewing for jobs

You are . . .

What you do . . .

(e.g. in school, in your free time, on holiday)

Where you come from . . .

(e.g. your family, your neighbourhood, places you've lived)

What you're good at . . .

(e.g. in school, with friends and family, hobbies, sport)

What you want to do in the future . . .

(e.g. education, career, family)

The kind of person you want to be . . .

(e.g. healthy, smart, caring, responsible, wealthy, social, serious)

“Meredith is such a kind child. I’m sure that after the braces come off and she has a good haircut she’ll have her own special look.” Page 155

“I told you your eyes are your best feature, and they’re buried under all that hair.” Page 157

“For the past three weeks, Clay Wells has been seeing...Sarah Woodruff” Pages 157-8

“I’m sure I can get a date, and without spraying myself to imitate a spice cabinet!” Page 160

“What do you have on? You smell like a flower garden.” Page 162

“I guess you would categorize me as a ‘grind.’” Page 156

“My cousin Ned lives in Irvington...I could always get him to take you to the prom.” Page 159.

“When I think of those wasted years, I could cry.” Page 162

“With two brothers and two sisters already in college and grad school, my parents told me from the very beginning that without a scholarship my immediate future would be narrowed down to the community college in our area or night school if I worked during the day.” Page 155

Your Profile

Choose a job from the following list and write a profile of yourself to show why you would be the right person for the job.

Job Opportunities

1. Teacher
2. Nurse
3. Technician
4. Shop Assistant
5. Hairdresser
6. Computer Programmer
7. Managing Director
8. Holiday Representative



If you can't find a job here then, after discussion with your teacher, you could make up your own job specification.

Now write your profile and convince the interviewer that you are the person for the job.

Lesson 3**PART A: THE INTERVIEW**

1. What are the interviewer and interviewee communicating to each other non-verbally?

First impressions can be very important when looking for a job. Over half of our communication occurs non-verbally, so it is important that we are careful about the way we dress, the way we carry ourselves, our tone of voice, and our facial expressions.



2. Is the interviewer giving the interviewee a chance to answer his questions?

3. Is the interviewee convincing the interviewer that she can do the job?

PART B: WHAT WILL YOU DO WHEN YOU GROW UP?

1. Do you know your strengths? Your weaknesses? How might these affect your career and life decisions?

2. What is the importance of image and non-verbal communication in the job place?

3. Do you have several ideas about what you might want to do for a living? Have you spoken to anyone (e.g. parents, teachers, careers services) about how to go about pursuing these goals (e.g. what education you might need, what skills you might need, what it's really like to do this job)?

Aims

- To learn about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances [3.i]
- To learn the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management [2.c]

Objectives

- To consider who/what is important and how difficult it is to lose them
- To look at forgiveness of self and others
- To see that loss is not a single incident but a process

Teacher's note

This is obviously a sensitive subject to approach and care will be needed with students who may have been bereaved recently or whose parents have separated. It may be useful to ask Form Tutors if there are any students who might be affected by this part of the course so that you can be sensitive to their needs.

Materials needed

- 'A Distant Bell', pp 49-62 in AOLW
- Appendix A: Notes on bereavement, loss, and family change
- Worksheets 4-A & 4-B (students will need scissors to cut out the cards)

Exercise 1

-  **Observation Task:** Take note of each of the losses experienced in the story and the strategies used by each character to help them move on.
- Read 'A Distant Bell' possibly using students to read the parts of Susie, Susie's Dad, An onlooker, Avalon Bray, Mrs Fenwick and Mr Carroll Bailey

Exercise 2

Susie wrote 'I suppose I knew then that by my action I had lost my father just as truly as Mrs Fenwick had.'

Ask the following questions for whole class discussion or for students to answer in groups and report back.

1. At what point did Susie lose her father?
2. Why did she lose him?
3. Why did Mrs Fenwick lose him?
4. What sentences describe how Susie felt after she had deceived her father?
5. How might she have got her father back?

Exercise 3

Look at Worksheet 4-A with the class. Talk about how the spiral works – the process – and then continue with Exercise 4.

Exercise 4

Ask the class to identify some of the new situations that Susie had to deal with after her parents' separation? Write these on the board. Then ask the class what other changes can occur for children when families change, e.g. not seeing one of your parents, getting a new step-parent and/or step-brother or sister, having to move to a new house and/or school, changing your routine, feeling like you can't count on anything.

Exercise 5

Using the cards on Worksheet 4-B ask groups of students to put the cards in order to indicate the spiral of loss.

They could report back at the end of the exercise and explain the reasons for the ordering of their words

N.B. There are two blank cards for any other suggestions. There are also two 'laughter' cards as it is often the case that laughter is mixed with grief as well as joy.

Exercise 6

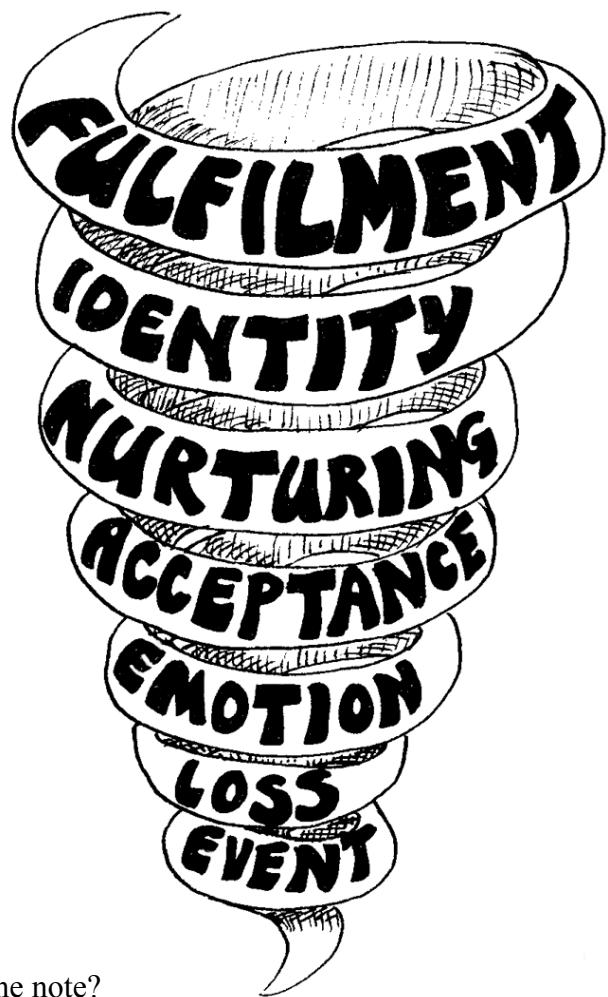
Ask the class: 'To whom can we turn for help when things change?'

What are the signs of depression and stress?

This could be a good opportunity to bring in an outside expert on emotional health and dealing with family change.

The spiral of loss

7. Fulfilment (new beginnings)
6. Identity (finding/accepting yourself again)
5. Nurturing (help)
4. Acceptance (of the situation)
3. Emotion
2. Loss
1. Event



Look at the stages of loss for Susie

1. The Event: The decision not to give Mrs Fenwick the note?
Or was it before when her father fell in love with Mrs Fenwick?
2. The Loss: ‘as I waited nervously...., he turned to the window, and put his hand to his head as if his head ached, and something about his gesture showed me how unhappy he was.’
3. Emotion: ‘I was appalled I thought I had gone too far and was afraid.’
4. Acceptance: ‘I knew then by my action I had lost my father.’

Unfortunately we don't know if Susie had the courage to redeem that loss. However, the class could suggest some ways that a solution might be found using the idea of the spiral, e.g.

5. Nurturing: She could talk to someone about it and get advice.
6. Identity: She could have the courage to make the decision to be honest with her father.
7. Fulfilment: In time, her relationship with her father could be restored through honesty.

Word cards for the spiral of grief and loss

SHOCK	GRIEF
ANGER	WHY?
PAIN	GUILT
MEMORIES	DENIAL
ISOLATION	INTROVERSION
LOSS OF CONFIDENCE	LOSS OF DIRECTION
LOSS OF PURPOSE	TALKING TO FAMILY
ACCEPTANCE	LAUGHTER
TALKING TO FRIENDS	FINDING YOURSELF
LOVE	GOD
FINDING DIRECTION	NEW BEGINNINGS
TRUST	HOPE
LAUGHTER	CONFIDENCE

Aim

- To consider the role and responsibilities of a parent, and the qualities of good parenting and its value to family life [3.h]

Objectives

- To identify the most important qualities of fathers and mothers
- To try to understand parents' point of view
- To consider what kind of parent students hope to be

Materials needed

- 'Ancestor', pp 42-43 in AOLW

Teacher's Note: On reading poetry

Sometimes students are reluctant to read poetry. Remind them that, because poetry is a very concentrated and artful form of communication, it usually takes a few careful readings to really understand the messages. Often, poetry is like an iceberg, with a good deal of depth of meaning laying below the surface words. Also remind students that poetry should be read according to punctuation rather than line by line.

Exercise 1

As a class, brainstorm to create a list of the most important qualities a parent should have. You might want to have three sections on the board labelled 'fathers', 'mothers' and 'all parents'. Students might want to discuss whether there are major differences between the roles of mothers and fathers. (A good resource to use is the factsheet 'How do fathers fit in?' listed in Appendix E.)

Exercise 2

Read aloud the poem 'Ancestor' or ask a volunteer to read it aloud as students follow along.

Exercise 3

Ask the students to look at the different 'pictures' drawn by the children in the poem:

- Is the father different at different times?
- Is the image of the father different when the children themselves are different?
- Why is the father the way he is? (What kind of upbringing did he have himself?)
- Where is the mother in this poem?

Exercise 4

Class Activity: 'A Day in Court' as outlined on pages 44-45 of AOLW.

Exercise 5 or for homework

For boys, describe the kind of father you would like to be some day.

For girls, describe the kind of father you would like your children to have some day.

Aim

- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f]

Objectives

- To recognise negative and positive reactions
- To consider the possibility of creative change
- To examine ways of creating positive and constructive relationships
- To develop ways of dealing creatively with conflict

Materials

- 'The Birthday Party' page 291 in AOLW
- Worksheets 6-A & 6-B
- Appendix D: Guidelines for Dealing With Conflict

Exercise 1

 **Observation Task:** Look for negative reactions.

- Read 'The Birthday Party'.
- In groups complete the columns in Worksheet 6-A.
- Plenary session to share answers.

Exercise 2

- Ask students to fill in the columns on Worksheet 6-B - one sheet per student
- Plenary session to share any good suggestions for constructive change.

Exercise 3

- Ask the question, 'Sometimes, why can't you change?' (Don't want to – don't have the desire, the will to change?)
- Divide the class into groups and ask them to prepare a short sketch where change will be necessary to redeem the situation., e.g. two brothers come home from school and there is only one football shirt ready for the match that evening. The other one is still dirty. Neither of them likes any kind of housework. What can they do?
- The groups can then perform their sketch to the rest of the class and ask 'How might the situation be constructively changed?'

Distribute Appendix D: Guidelines for Dealing with Conflict

Positive/negative

beamed with pride	hotly embarrassed	indignant	some punishing thing	pattering of applause
quick, curt and unkind	small glossy birthday cake	her best gay hat	crying quietly, heartbrokenly and hopelessly	this was an occasion

Negative	Positive

1. What might the wife have done to avoid all this pain?

2. Why might the husband have been so cross?

3. What could the husband have done to change the situation so that they could still enjoy their time in the restaurant?



What winds you up?

In the columns below write down the things which make you angry and think of ways that you and/or others could help to change the situation

Things which make me angry	How I could change the situation	How others could help to change the situation

Aims

- To learn about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances [3.i]
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f]
- To know about the statutory and voluntary organisations that support relationships in crisis [3.j]

Objectives

- To identify how changes in families can affect people
- To think about how to work through problems creatively

Materials needed

- ‘Welcome’, pp 66-75 in AOLW
- Worksheets 7-A
- Appendix D: Guidelines for Dealing With Conflict

Exercise 1

 **Observation Task:** Put up the following sentence: ‘People keep rearranging themselves into families so they can take care of each other.’ Ask students to think about what this means as they read the story ‘Welcome’.

Read ‘Welcome’, perhaps with different students reading the parts of the narrator (Tina), Aunt Dessie, Mary, Noella, and Arley.

Exercise 2

In small groups, have students work on the questions on Worksheet 7-A.

Exercise 3

Come together as a class to discuss how the groups answered the questions.

Exercise 4

For homework, find a couple (it does not have to be the student’s parents) who have been together for 10 years or longer. Interview them to see how they have managed to deal with changes that have affected their relationship (such as having children, making a career change, suffering from ill health, moving house). Try to find out their strategies for working through problems rather than avoiding them. Also ask if there were any other people they turned to (such as family, friends, clergy, marriage counsellors) to help them.

1. Which character from the story is best described by each of the quotations that follow?
- A. “What is this—I hate changes.”
 - B. “We grow, whether we’re ready or not. We do the best we can.”
 - C. He “could never have been anyone but James. Cool upwardly mobile James.”
 - D. “a strange little person who keeps trying to saddle Tina with all her problems.”
 - E. “All the things I didn’t understand scared me. Losing the people I had belonged to. Letting a special person change my life someday.”
 - F. “...your hobby is collecting little keys that lock out the things in your life that scare you. And lock you in.”
 - G. “...it wasn’t his fault he had to keep growing.”
 - H. “I gazed at the crooked rows of her gray hair, wondering what age she had been when she stared into a mirror at her horse face and rawboned body and knew no man was ever going to love her.”
 - I. She “came to me and held me close in her root arms.”
 - J. “I had wanted so suddenly and urgently, back at the house, to stand up there with my kin.”

2. How does Mary's attitude towards Sharon shift during the story?

3. Why is Tina better able to cope with the reality of her parents' separation at the end of the story?

4. What are the differences between Tina's family life and Sharon's family life?

5. Both girls experience a crisis (Tina's parents are separating; Sharon is having a baby by herself). What role do you think their respective families will play in helping each girl deal with her problems?

6. Should Mary and James try to get back together? What could they do to try to restore their marriage?

7. When people are worried about change, as both Tina and Mary seemed to be, they often stop talking about their worries, hoping that if they ignore them, they'll go away. Is this the best way to handle change? What are some other ways to handle change and disagreements?

Aims

- To be able to talk about relationships and feelings [3.e]
- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully [3.f]
- To use assertiveness skills to resist unhelpful pressure [2.b]

Objectives

- To find the best ways of protecting yourself from unwanted pressure—without losing your friends.
- To learn about different styles of communication and how they influence solving problems in our relationships

Materials Needed

- 'Up on Fong Mountain' pp 201-218 in AOLW
- Worksheet 8-A

Exercise 1

Brainstorm with these questions:-

1. What sort of things do you argue about with your friends?
2. How do you deal with quarrels with your good friends?
3. Are your arguments with boy/girlfriends different? Do they really understand you?

Exercise 2

Read 'Up on Fong Mountain'.

Exercise 3

Brainstorm with the following questions. Write the students' ideas on a board or OHP.

1. Do boys and girls value different things about romantic relationships?
2. Do boys and girls communicate in different ways?

If the class needs direction, ask them to consider ways of communicating generally, e.g. physical (doing things together, displaying affection, facial expressions and body language), verbal (tone of voice, being direct or indirect). Also ask them what are some of the different purposes of communicating, e.g. to convey information, to comfort or sympathise, to solve a problem, to share or be intimate.

Remind the class that every individual is unique and many people don't fit the stereotypes of their gender.

Divide the class into groups to work on Worksheet 8-A. Then bring them together to discuss the different responses.

Exercise 4

Review the ways of resisting pressure listed on Worksheet 8-B. Divide the class into groups and have them devise skits demonstrating assertive responses to unwanted pressure. They can use the situations listed at the bottom of Worksheet 8-B or come up with their own ideas.

What purpose is being served by the following types of communication? (Hint: more than one answer might be correct)

Kate's best friend Mary telephones to talk about her day. She failed an exam, forgot her kit for the game after school, and her mum's been too busy at work, and with her little brother, to even talk to her. Kate responds, 'I'm really sorry things are going so badly for you right now. What a pain!'

At breakfast, John's parents notice that he's not his usual cheerful self, and ask him if anything's wrong. After a few minutes of talking, John reveals that his football coach has switched him from playing centre-forward to full-back and he's not sure he can handle the job. John's mum gives him a quick hug, and his dad then declares that today would be a good day to spend some time together on the pitch.

Two-year-old Karen is singing her own version of the ABCs (lots of Ls and Fs!) when her Aunt Nicola walks in. Aunt Nicola smiles at Karen and joins in, leading her in a much more alphabetical rendition.

Tim's favourite cousin James has been away at school for months. When he comes home for the summer holidays, the two decide to spend the afternoon at the amusement arcade.

A. Solving a problem

B. Doing things together

C. Sympathy

D. Affection

E. Teaching

What kind of communication is going on in these examples from 'Up on Fong Mountain'?

Anita and I made a huge bowl of popcorn tonight, then ate it watching TV. Then we were still hungry, so we made a pot of spaghetti, slathered it with butter, and ate it straight from the pot. We had a good time till Mark came over, then Anita acted like I didn't exist. p 202.

Also, today, I noticed when BD and I were hanging around school that he is another one whose most favourite subject is—myself. That is—HIMself. The thing is, I really like to listen to him go on because, mainly, I like him. But if he never wants to listen to me, after a while, I get this horrible lonely feeling. I think that's it. A lonely feeling. Sad. p 206

Today I tried to talk to BD. He says it's my fault we fight so much. He says I pick the fights, that I'm aggressive, he's peaceful. This might be true. He is peaceful when he gets his way. p 209.

I had missed BD an awful lot. I had thought about him nearly every single day. Sometimes I had loved him so much in my thoughts, in my mind, that I could hardly stand it. Sometimes I had hated him just as hard. Now here he was, not more than two feet from me, and all we were talking about was doughnuts. p 216.

But we still hadn't said anything. Neither of us. And we were just standing there, looking at each other. "BD," I said. "BD, do you want to be friends?" "That's what I mean," he said. And then he gave me a smile. "That's what I really mean, Jessie." P 218.

Strategies for dealing with unwanted pressure.

Be confident about your values and choices: When someone puts you down or questions your values, be ready with a confident response.



Use humour: When a date uses an insincere ‘line’ to pressure you, shoot back with a funny (but firm) response to let them know where you stand.



Soften the blow and provide other options: If a girlfriend or boyfriend tries to get you to do something you don’t want to do just to please them, let them know that: (1) you do like them, but (2) that’s something you’ve decided just isn’t right for you, and (3) you’d still like to spend time together doing something else.



Switch to offence: If a boy or girl is pressuring you and you start to feel that you really have to defend yourself, switch to the offence and take action. Tell them how they are making you feel and that you’ll have to walk away if they don’t stop. And if they don’t stop, Walk Away!

Use some of the strategies listed above to write a response to each of the following situations

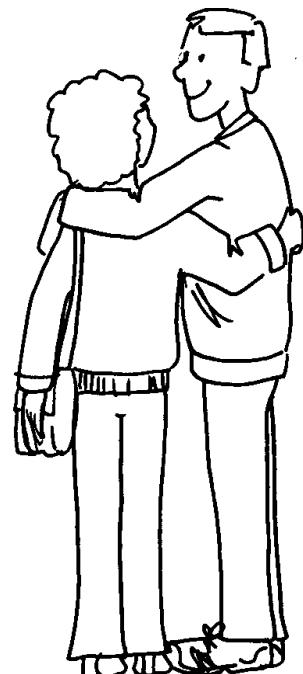
Norman is getting a hard time from his mates: ‘You mean you’re still a virgin?’

Rosie has decided she doesn’t want to have sex yet, but her friends have other ideas: ‘Everybody’s doing it. What’s wrong with you?’

Robert says to his girlfriend: ‘If you really love me, you’ll show me and go all the way.’

Janet says to her boyfriend: ‘I’ve been thinking. All my friends have slept with their boyfriends. What’s wrong with us?’

Ben’s parents are going away for the weekend. He says to his girlfriend Emma: ‘Why don’t you come over tonight so we can spend some time together alone.’



Aims

- To think about the alternatives and long- and short-term consequences when making decisions about personal health [2.a]
- To consider the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make [2.e]
- In the context of the importance of relationships, to learn how different forms of contraception work, and where to get advice, in order to inform future choices [2.f]

Objectives

- To consider the meaning of 'safety'
- To determine which risks are worth taking and those which are not
- To explore the reality and consequences of teenage sex
- To learn about how to avoid unwanted pregnancy

Materials

- 'Judy's Story' pp 240-245 in AOLW
- Access to the Internet for Groups 1 & 3
- Newspapers and magazines for Group 2
- Worksheets 9-A & 9-B
- Appendix B: Facts about contraception

Exercise 1

- Look at Worksheet 9-A – what risks would students take and why?
- Brainstorm the words 'Safe' and 'Unsafe'

(Safe for whom? Physical safety? Emotional safety? Safety from pregnancy? From STIs?)

Exercise 2

 **Observation Task:** In this story, Judy says, '**Was I wrong! Was I ever wrong.**' **When did things begin to go wrong and why?**

- Read 'Judy's Story'
- Share results of Observation Task

Exercise 3

- In the story Judy said 'I figured I had nothing to lose.' Apart from her virginity what did she lose? Make a list of the answers in one column, e.g. her education, her self respect, her friends
- How can we guard against losing these kinds of things? How can we remain safe? List suggestions in the other column.

Exercise 4

- Divide the class into four groups and using Worksheet 9-B ask them to prepare a presentation for the rest of the class. (This may need to be completed at the beginning of the next lesson.)

Which risks would you take and why?

Risk	Yes	No	Why?
Tell your friend the his/her best friend is cheating on him/her			
Swim in an alligator-infested river			
Jump straight off a cliff			
Eat food that is out of date			
Cheat in an examination			
Smoking in a non-smoking train			
Go out even when your parents have forbidden it			
Jump ten centimetres off a cliff			

Group 1**Having a baby**

What were the effects on Judy's life from the time she became pregnant?

1. Physical (Did her body react in a certain way?)

2. Emotional (How different did she feel? e.g. angry? anxious? etc)

3. Social (e.g. in her relationships with her friends, including Rob)

4. Using the Internet, devise a questionnaire about teenage pregnancy for the class, with at least five questions and three alternative answers, e.g. How many babies were born outside marriage to teenage mothers in Britain in 2000?
a) 5,000 b) 43,000 c) 25,000 Answer (b)

You can find other statistics on the Office of National Statistics website:

www.statistics.gov.uk

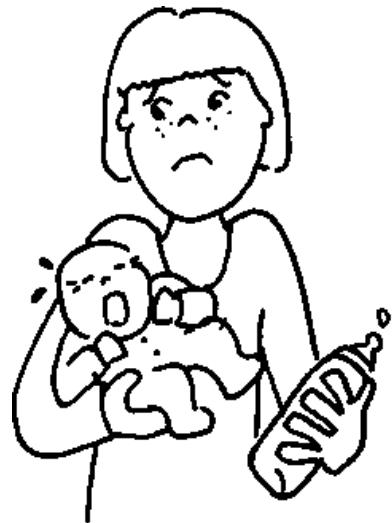
Group 2

Coping with a baby

Judy's Mum told her that she would have to give up school and go out to work if she decided to keep her baby.

Answer the following questions and then, using magazines and newspapers, devise a collage to show the pressures of coping with a young child.

1. Make a list of everyday activities which teens enjoy (e.g. sleeping, going out with friends). Then rank them in order of which would be most difficult for a teenage parent to do. (1 being the most difficult)
 2. How do other people view young parents? Is this fair? Record your answers
e.g. thoughtless; a nuisance etc.
 3. How should families support young parents? record your answers.



Now make your collage remembering the things you have discussed about being a young parent.

Group 3**The cost of living**

Judy realised that if she kept her baby it would be a burden both to herself and to her family.

Discuss and record your answers

1. Why would it be difficult for her parents?

2. Why would it be difficult for Judy if she stayed at home with the baby?

3. Why would it be difficult to live on her own?



Make up a quiz for the rest of the class to see if they can guess how much it might cost to look after yourself and a baby for one week. The Internet, e.g. Tesco or Sainsbury's web site will provide the cost of each item.

You will need to include at least 42 nappies, teething gel, powdered baby food, babysitter for two hours, repayment on loan for items like a cot and pram £5 per week, baby grow etc as well as the essentials for yourself. Gas, electricity, water and phone would cost £35 minimum.

See if you can find out the rate of income support the government currently gives to a single parent.

Group 4**Pregnancy—Planned or Unplanned?**

When is the right time to have a baby?

What are some steps that people can take to prevent pregnancy?

What are the drawbacks of the different methods of pregnancy prevention? The benefits?

Interview a parent (it doesn't have to be your own parent) to find out when they think is the right time to have a baby.



Aims

- To be aware of exploitation in relationships [3.b]
- To learn about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make [2.e]

Objectives

- To consider the effects of our behaviour on others and ourselves
- To examine how false impressions may have disastrous results
- To explore the consequences of a sexual relationship at an early age and the value of self-control
- To reflect on the meaning of respect and self-respect

Materials

- 'Houseparty' pp 222-224 in AOLW
- Worksheet 10-A
- Large sheets of paper and pens for each group
- Masking tape

Exercise 1

- At the beginning of the story the girl says, 'I'm having a wonderful time.'
- Ask the class what for them would be a wonderful time?

Exercise 2

- Read up to the end of the sentence half way down page 223: 'She took the drink and returned to the window.'
- Ask students to give their impressions of the relationship between the boy and the girl so far? Who is the one in control of the situation? Record their answers on a wipe board or OHP.
- Read the rest of the story. Have views of the students changed?

Exercise 3

- In groups ask students to complete Worksheet 10-A.
- Plenary session

Exercise 4

- Ask for a volunteer to come to the front of the class (you might suggest that you need someone who is able to tolerate pain).
- Tell your volunteer that he is to imagine that he has met the girl of his dreams. They share much in common and they enjoy being with each other. They promise each other that they will always love each other. They decide to make love with each other, which will create a bond between them.

- To symbolise this bond, take a bit of the tape and adhere it to the student's arm.
- Go on with the story, saying that, one of his girlfriend's parents took a wonderful job but, unfortunately, it is in a different country and she will have to move away.
- To symbolise the difficulty of breaking up, (slowly!) remove the tape from the volunteer's arm. Ask him whether this hurt.
- Go on with the story: it takes him a while to get over breaking up with his girlfriend, but soon he goes on to university, where he meets a new girl. They date for a while, and decide to have sex. Again, to symbolise the bond that sexual intimacy creates, place the same bit of tape on the volunteer's arm. Go on with the story: Unfortunately, after a while your girlfriend decides that she wants to date someone else, and you break up. Again, remove the tape. Go on with the story: after university, you meet another girl and begin dating. You become sexually intimate. Again, place the same bit of tape on his arm. Go on with the story: But then you break up. Remove the tape.
- Each time you remove the tape, it should hurt the volunteer less, and each time you try to create the bond by adhering the tape to his arm, it should adhere less strongly, until, finally, the tape does not adhere at all.
- Remind the students that the tape symbolises the bond created when you share sex with someone. The first time creates a strong bond, which can be very painful to break. Each successive time you have sex with someone, the bond becomes less strong, until finally sex has very little bonding power.
- Thank the volunteer.
- Ask the class at what point the boy and girl in the story are at. Would sex for them be a strong bonding experience? How would the characters feel as they accumulated more of these experiences over their lifetimes?

1. What attracted the boy to the girl?
 - She was beautiful?
 - She shared his interests?
 - She was his sister's friend?
 - She was 'a cinch' (easy)?
 - Something else? (list/explain)
2. What might be the consequences of the evening for the boy and girl if, when he got back to the window seat –
 - He found that she had been taken home because she was so drunk?
 - He got her so drunk that it was easy to persuade her to have sex with him?
 - She refused the drink and suggested that he get her a coffee instead?
3. The boy didn't seem to have much respect for the girl. Why?

Tick any of the following

- She was a chorus girl
- She wasn't a college student
- She liked too much alcohol
- She spoke in a coarse manner
- She said he was 'cute'
- Something else? (list/explain)

4. Now complete the following sentence: -

'The boy didn't deserve respect because...'

Aim

- To be able to talk about relationships and feelings [3.e]

Objectives

- To consider the importance of inner qualities
- To explore the meaning of true love

Materials Needed

- Six large sheets of paper for Exercise 2
- 'Appointment with Love' pp 268-270 in AOLW
- Worksheet 11-A

Exercise 1

- Ask every student to write a short description of the person they might like to marry one day

Exercise 2

- Put up three large sheets around the room with the words 'Appearance', 'Lifestyle' and 'Inner Qualities' on them
- Ask students to add to the sheets the words they used in their descriptions according to the categories, e.g. Good looking (Appearance); Wealthy (Lifestyle); Loving (Inner Qualities)
- Look at the results and see which qualities are the most important.

Exercise 3

 **Observation Task:** Tell students that you will stop reading the story at a certain point and ask them to predict the ending.

- Read the story 'Appointment with Love', stopping after the line near the bottom of page 260: 'her gray eyes had a warm twinkle.'
- Ask the students to predict what Lieutenant Blandford will do.
- Finish reading the story.

Exercise 4

- Using another three sheets with the same headings as Exercise 2, ask students to look at the story and write up phrases which tell us about the appearance, lifestyle and inner qualities of Lieutenant Blandford and Hollis Maynell. It might be a good idea to put a line down the centre of each sheet to indicate the two characters.
- Are they equally balanced? Or is there less about appearance because they met through words not visual attraction?

Exercise 5

- Using Worksheet 11-A, ask students to work together to find the answers.

Testing love

“That lady in the green suit begged me to wear this rose on my coat. And she said that if you asked me to go out with you, I should tell you she’s waiting for you in that restaurant across the street. She said it was some kind of test.”

What was Lieutenant Blandford’s test?

How might we be tested in a similar way in the future, e.g. when you start your first job and there’s a person working for the company who seems to be very aggravating?

Happy endings

Hollis Maynard and Lieutenant Blandford seem to have a strong attraction based on intellect as well as beauty. However, are there any indications that they might have problems in the future with honesty?

List how each character used deceit in different ways.

Do you think that there are times when it’s okay to lie a little bit?

What happened next?

Choose one of the following questions and write a few paragraphs about what happened next in the story.

1. At the end of the story, we assume that Lieutenant Blandford went to meet the real Hollis Maynard at the restaurant. Imagine what their conversation was like. Did Hollis apologise for her trick?

2. Imagine what happens to Lieutenant Blandford and Hollis Maynard next. Are they still together five years later? Ten years later? Twenty years later? What is their life like?

Aim

- To learn about the nature and importance of marriage for family life and bringing up children [3.g]

Objectives

- To examine the qualities of a good marriage and why they are important

Materials

- 'I Love You' pp 340-341 in AOLW
- Worksheet 12-A

Exercise 1

- Read 'I love you' possibly using different students for each paragraph

Exercise 2

- Using Worksheet 12-A ask groups of students to find matching sentences for the qualities listed. (See suggested answers on next page.)
- With the whole class together look at their suggestions and discuss why these qualities are important.

Exercise 3

- In groups or as individuals ask students to write their own set of marriage vows perhaps using some of the themes discussed in the lesson.

 Copies could be displayed around the room and a second copy made to put into their AOLW File 

Answers for - The Qualities of Marriage - Worksheet 12-A

Quality	Matching sentence (<i>Reason for importance in brackets</i>)
Long-lasting	'It is my deepest desire that we spend our days and years together' <i>(gives stability to couple and children)</i>
Uniting	'...a genuine union of hearts and lives' <i>(working together is stronger than working in opposition)</i>
Caring	'I shall cherish and care for you' <i>(Showing love not just saying it)</i>
Respecting	'I shall honour you for you intrinsically are' <i>(giving the other person a sense of worth)</i>
Valuing	'..to admire you for what you are, to recognise your potentialities.....' <i>(building up your partner instead of belittling them)</i>
Unconditional love	'I love you unconditionally, hoping for your love freely given in return.' <i>(realistic expectations avoids disappointment)</i>
Supporting	'I will seek ever to understand you' <i>(strengthening one another)</i>
Trusting	'I have faith in you and in our future together' <i>(gives security and stability)</i>
Passionate	'I love you now because I cannot help it' <i>(The marriage relationship needs constant attention and excitement)</i>
Releasing	'I say this freely, without any sense of being rapped or being under a compulsion which I resent.' <i>(freedom to be yourself within a secure relationship)</i>
Undemanding	'My love is not a demanding love' <i>(It is important to emphasis what you can give not what you will receive)</i>
Sharing	'I will share my hopes, my dreams' <i>(If you don't share what you're thinking, you might grow apart)</i>
Fun	'we shall...laugh together through it all' <i>(A sense of humour can often help to break the ice)</i>
Growing	'My love is the beginning of a great project, a new creation' <i>(Accepting that a relationship never stays the same – it is a journey)</i>
Maturing	'A family ...providing a soil in which love can flourish' <i>(Again it is a refining and developing relationship)</i>
Creating	'If there be children, they shall draw us closer together.' <i>(sharing in the work of creation – a partnership)</i>
Spiritual	'A union which has led us out of the realm of law and convention into a realm of the spirit' <i>(In marriage the relationship can have a depth beyond words)</i>

The Qualities of Marriage

Quality	Matching sentence
Long lasting	
Uniting	
Caring	
Respecting	
Valuing	
Unconditional love	
Supporting	
Trusting	
Passionate	
Releasing	
Submitting	
Sharing	
Beginning	
Growing	
Maturing	
Creating	
Spiritual	

Aim

- To learn about the nature and importance of marriage for family life and bringing up children [3.g]

Objectives

- To examine the meaning of love in a marriage relationship
- To recognise the value of special relationships
- To consider the qualities needed for a good marriage

Materials

- 'Experiences in a Concentration Camp' pp 311-313 in AOLW
- Worksheet A12-A

Exercise 1

Give the following instructions

1. Look at someone in the class and then close your eyes.
2. Now try to picture the face of the person you looked at.
3. Keep your eyes closed, and now think of someone special to you from your family or friends.
4. Open your eyes.
5. Which person could you visualise best? (It will normally be the second category).
6. Why do you think this was so?
7. What is special between you and that person? Complete section A on Worksheet A12-A.

Exercise 2

Read 'Experiences in a Concentration Camp' to the class

Exercise 3

Ask the following questions (either as a class or in groups)

1. Why could Victor remember the face of his wife so well?
2. Why did it help him to cope with his situation?
3. What experience made Victor Frankl say that he at last understood the meaning of the phrase, 'love is the ultimate and highest goal to which man can aspire'?
4. Why didn't Victor need to know whether his wife was alive?

Exercise 4

There are two ways of approaching this exercise.

1. A couple could be invited into the class to answer the questions on Worksheet A12-A, Section B. Care will be needed in choice of the couple and the class should be made aware of the need for respect and confidentiality.
2. Alternatively, pupils could use this task as a homework assignment.

Section A

What is special about the person you visualised?
Choose any of the following answers and add your own

- I have known them a long time
- We share the same interests
- I can rely on them/trust them
- They love me
- They make me laugh
- I feel comfortable with them
- They will always be there for me

**Section B: A Recipe for a Happy Marriage**

- Find a married couple who are willing to answer these questions. For this assignment don't interview your own parents.
- At the end of the task you could share your findings with the whole class and then write down your conclusions about a recipe for a good and happy marriage.

Question	Answer
How old were you when you were married?	
At that time, what were your expectations of marriage?	
Has it turned out as you expected? What has been different?	
What has been the most difficult part of marriage?	
What is the best part?	
Do you have any advice about loving well?	
Can you recommend any books, poems, plays, films or songs that you believe are especially valuable in understanding love?	

APPENDIX A: Notes on loss and changing families

Bereavement and Loss

Bereavement means, literally, to be deprived by death. After someone close to you dies, you go through a process of mourning. Grief is the visible sign of that mourning and encompasses a wide range of physical and emotional symptoms that you experience after a loss. Bereavement is, however, not restricted to people who have lost someone they have known for a long time. People who have had stillbirths, abortions, miscarriages or lost a young baby also experience loss. And even the loss of things such as employment, health, a pet, a friend who moves away, or a marriage/family life can be extremely difficult.

Grief

Grief is vital in order to accept a deep loss and carry on with your life. If you do not grieve at the time of loss or shortly after, you may keep the grief bottled up inside you. This may cause emotional problems or physical illness later on. Working through your grief can be a painful process, but it makes all the difference to your future emotional and physical well-being.

The stages of grief

There is no single way to grieve. Everyone is different and each person grieves in his or her own way. However, people commonly experience some stages of grief when they are bereaved. It can be helpful to be aware of these stages and remember that intense emotions and swift changes in mood are normal.

Feeling emotionally numb is usually the first reaction to a loss, and perhaps lasts for a few hours or days. In some ways, this numbness may help the person get through the practical arrangements and family pressures that surround a funeral, legal process, making plans for a new home etc. But if this phase goes on for too long, it could be a problem.

The numbness may be replaced by a deep yearning for the person who has died, for the marriage that is lost, or for the home and family life you once had. People may feel agitated or angry, and find it difficult to concentrate, relax or sleep. You may also feel guilty. For example, young people often feel that it was their fault that their parents were divorced.

This period of strong, often volatile emotions usually gives way to bouts of depression, sadness, silence and withdrawal from family and friends. During this time, there may be sudden outbursts of tears, set off by reminders and memories of the past.

Over time, the pain, sadness and depression begin to lessen. People start to see their lives in a more positive light again, although, it is important to acknowledge that the feeling of loss may still be around.

The final phase of grieving is to let go and move on with your life. This helps any lingering depression to clear, and sleeping patterns and energy levels return to normal.

Children's grief and loss

Contrary to what many people think, children are aware when a loved one dies and they feel that loss in much the same way as adults do. Children go through similar stages of grief, although they may progress through them more quickly. Some people make the mistake of trying to protect children from the death and grieving process. Instead, it is better to be honest with children about your own grief and encourage them to discuss their feelings of pain and distress.

The length of the grieving process

The grieving process takes time and should not be hurried. How long it takes depends on you and your situation. In general, though, it takes most people one to two years to recover from a major bereavement.

Coping with the process of grief and loss

There are many things people can do to help themselves cope during this time such as:

- Asking for help and support from family, friends or a support group, and trying to express whatever feelings are around be they anger, guilt or sadness.
- Accept that some things, like death and loss are beyond your control.
- Avoid making major decisions – your judgment may be off kilter and changes could increase stress levels.
- Allow yourself time and space to grieve. By doing so, people are able to mourn properly and avoid problems in the future.
- If necessary, seek professional help. The medical profession, especially the local doctor, can be invaluable for those coping with loss and change.

Helping a family member or friend who is grieving

The best thing you can do is spend time with that person, and listen to them work through their grief. Avoid saying phrases like 'with time, you'll get over this'. This is false comfort and denies the person their need to mourn properly. Offer practical help, such as cooking dinner or shopping for food - when a person is grieving, it is usually hard to focus on everyday tasks. Finally, if the person is reacting in extreme ways for a prolonged period, encourage him or her to seek professional help.

Where to go if you are having trouble grieving or feeling sad:

Try to find someone you like and trust. This might be a teacher, parent, carer, doctor, nurse, counselor, aunt, uncle, brother, sister, or friend. Sometimes it helps to call a helpline. They will help you understand what you are feeling and decide what to do next.

Here are some organisations that might be able to help:

ChildLine: 0800 1111 or textphone on 0800 400 222

ChildLine is the free, 24-hour helpline for children and young people in the UK. Children and young people can call about any problem, at any time—day or night.

Cruse Bereavement Care 0345 585565

Offers help to anyone who has suffered the loss of a relative or friend.

Youth Access 020 8772 9900

Youth Access can help you find appropriate local advice, information and counselling services.

The Samaritans 0345 90 90 90 or email at jo@samaritans.org.uk

Offers free support—24 hours a day—for anyone going through any problem.

MIND Infoline 0345 660163 or 020 8522 1728

Provides information about mental health and how to help someone who is suicidal.

Careline 020 8514 1177

Monday – Friday 10am-4pm and 7pm-10pm

Confidential telephone counselling for young people and adults.

APPENDIX B

Facts about Contraception and Family Planning

There are several types of contraception commonly used in Great Britain. This fact-sheet considers a selection of well-known methods.

ABSTINENCE or saving sex for a life-long monogamous marriage or partnership means refraining from vaginal, oral and anal sex and from touching a partner's genitals.

Advantages: 100% effective against pregnancy as well as all STIs. Waiting to have sex will also protect young people from the many emotional problems related to having sexual relations at an early age.

Disadvantages: There are no disadvantages, but it does require strong motivation and character to maintain. For those whose intention to abstain is not carried through, there is some evidence of lower rates of contraceptive use at first intercourse.

CONDOMS are barrier methods of contraception. That is, they block the sperm from fertilising the egg. Male condoms are made of latex or polyurethane (plastic) and are readily available from the chemist or doctor's surgery. Female condoms are made of polyurethane. Femidom is the only female condom available in the UK.

Advantages: When condoms are used correctly and consistently, they provide substantial protection against unplanned pregnancy. They also might provide some protection against some—but not all—STIs, such as HIV.

Disadvantages: Male condoms have about a 15% failure rate due to splitting, slippage or incorrect use. 80% of unplanned pregnancies are caused by condom failure. Although condoms do provide some protection against STIs, there is little evidence that they provide protection against Human Papiloma Virus (HPV), which can lead to cervical cancer or against Chlamydia, which can lead to infertility. There always remains a risk of contracting an STI if the condom is used outside a faithful monogamous relationship.

NATURAL FAMILY PLANNING (also known as NFP, the 'Rhythm Method', or the 'Billings Method') is a method which uses fertility awareness to recognise the fertile times and infertile times during the menstrual cycle, and to avoid intercourse during the fertile times. Various natural signs or indicators are observed and recorded each day of the menstrual cycle. For NFP to be effective in avoiding pregnancy, it should be taught by a specialist NFP teacher. Both partners must follow the guidelines very carefully, avoiding intercourse during the fertile time.

Advantages: NFP increases a woman's sense of awareness of her body. There are no negative side effects.

Disadvantages: NFP requires discipline. For this reason, effectiveness varies from 80-98%.

THE CONTRACEPTIVE PILL There are two main types of contraceptive pill.

The Combined Oral Contraceptive (COC, or 'The Pill') contains two hormones - oestrogen and progestogen. It works by thickening the cervical mucus and preventing ovulation in most cycles.

Advantages: When used correctly and consistently, the combined pill is 98% effective against pregnancy.

Disadvantages: The combined pill provides no protection against STIs and may enhance the risk of some. Prolonged use may increase the risk of breast and liver cancer. There is also a risk of raised blood pressure.

The Progestogen-only Pill (POP, or ‘The Mini-pill’) contains only progestogen. It works by making cervical mucus hostile to sperm and by interfering with implantation. It also might prevent ovulation.

Advantages: When used correctly and consistently, the Mini-pill is 98% effectiveness against pregnancy. There is no risk of raised blood pressure.

Disadvantages: The Mini-pill must be taken within three hours of the same time every day. It provides no protection against STIs and may lead to irregular periods.

DIAPHRAGMS AND CAPS are barrier methods of contraception. They fit inside the vagina and cover the cervix. Vaginal diaphragms are circular domes made of thin, soft rubber with a flexible rim. Cervical caps are smaller. To be effective, diaphragms and caps need to be used with a spermicide, which destroys sperm.

Advantages: The diaphragm is convenient, provides no serious health risks, and may provide some protection from some STIs.

Disadvantages: It can be difficult to learn how to insert the diaphragm. Women with histories of urinary infections, toxic shock syndrome or cystitis might have trouble using it. There also remains a risk of contracting an STI if the diaphragm is used outside a faithful monogamous relationship.

INTRAUTERINE DEVICE (IUD) is a small plastic and copper device that is fitted into a woman’s womb and interferes with implantation of the egg. IUDs should only be fitted by a trained doctor or nurse. An IUD can stay in for three to five years, depending on type. The IUD used to be called a ‘coil’.

Advantages: Provides continuous 98% protection against pregnancy for up to five years

Disadvantages: The IUD does not provide any protection against STIs and may, in fact, increase the risk of pelvic inflammatory disease. The device should not be used in women who have not already had at least one child. There can be serious side effects, so each woman should consult their doctor about whether this method is right for her.

EMERGENCY CONTRACEPTION, sometimes known as the ‘Morning-After-Pill’ consists of 2 high-dose progestogen pills taken 12 hours apart which interfere with implantation of the egg in the womb lining. It must be taken within 72 hours of unprotected sex.

Advantages: If taken within 24 hours of unprotected sex, the morning-after-pill provides 95% protection against pregnancy.

Disadvantages: It must be taken within 72 hours of unprotected sex (the most protection is afforded when taking it within 24 hours: 95%. Waiting 25 – 48 hours reduces the protection level to 85%; and waiting 49 – 72 hours reduces it to 58%). The morning-after pill provides no protection against STIs. There can be some side effects such as nausea and vomiting, and some women should not use the morning-after-pill because of other medical conditions. There also is some controversy regarding whether using the morning-after-pill constitutes abortion.

For further information, see <http://www.nhsdirect.nhs.uk/>

CHOOSING A METHOD

In choosing a method, there are several factors that a couple should consider. It is best if the couple discusses the decision with their doctor.

Before deciding which contraceptive method to choose, young people should ask whether sexual intercourse is an appropriate choice in their lives. Remember that abstinence is the only contraceptive method that is 100% effective against pregnancy and STIs.

Marriage is the ideal situation in which to engage in sexual intercourse. In this ideal situation, you will trust your partner and know their previous sexual history. You will be in a relationship that is committed enough to provide a bond that can sustain the psychological as well as the physical consequences of having sex.

APPENDIX C

Facts about Sexually Transmitted Infections (STIs)

The most important thing about STIs is that anyone who is having sex can get them—young or old, male or female.

Most can be treated if discovered early on, but some can cause long-term problems such as infertility.

There are many kinds of STIs, but the most common are:

Chlamydia is the most common treatable bacterial STI. It can infect a person's urethra, rectum or eyes or a woman's cervix. If untreated, Chlamydia can lead to pelvic inflammatory disease (PID) in women, which could lead to infertility. If untreated, Chlamydia in pregnant women can harm the baby, so all pregnant women should be screened. In men, Chlamydia could lead to Non-specific Urethritis (NSU), which could cause pain or a burning sensation when passing urine. If used correctly and consistently, condoms can provide some—but not perfect—protection.

Genital Herpes is caused by the Herpes Simplex Virus (HSV). Type I Herpes usually causes cold sores around the nose and mouth. Type II Herpes causes sores in the genital or anal area. Both types are spread by direct contact (including kissing if there are mouth sores). The sores might go away temporarily, but there is a strong likelihood that they will come back. Herpes is not curable, but it is manageable. If you think you have Herpes, you should see your doctor, who will explain how to manage the problem. There is no conclusive evidence that condoms offer substantial protection against HSV, though some research indicates that condoms give at least some protection to women against transmission from male partners.

Human Papillomavirus (HPV) is the most commonly diagnosed STI in the UK. Some types of HPV cause genital warts, which can appear anywhere on the genital area. Women may be unaware of an infection on the inside of the vagina or on the cervix. The warts can be treated at a Genito-Urinary Medicine (GUM) clinic or by your doctor. Other types of HPV can lead to cervical cancer in women (women with a history of HPV should be sure to have a cervical screening every year). HPV can be transmitted by both skin-to-skin contact and also by the virus present in genital fluids. There is little evidence that condoms provide substantial protection against this infection.

Gonorrhoea is a sexually transmitted bacterial infection that can infect the cervix, urethra, rectum, anus or throat. If left untreated Gonorrhoea can lead to pelvic inflammatory disease (PID) in women, which can cause fever, lower abdominal pain and backache and could lead to infertility or problem pregnancies. For men, Gonorrhoea can cause inflammation of the testicles and the prostate gland, which causes pain. Without treatment a narrowing of the urethra or abscesses can develop. Gonorrhoea can be cured by antibiotics. When correctly and consistently used, condoms can provide substantial protection against Gonorrhoea.

Hepatitis A, B or C is an inflammation of the liver. Symptoms might include: flu-like illness, nausea, diarrhoea, weight loss, jaundice (yellow skin and whites of eyes), dark yellow urine, or itchy skin. If untreated, Hepatitis can cause serious liver problems.

Human Immunodeficiency Virus (HIV) is the virus that causes **Acquired Immune Deficiency Syndrome (AIDS)**. There is no cure for HIV or AIDS, which is spread through vaginal or anal intercourse, sharing needles or syringes with an HIV-infected person, or from an infected mother to her baby during pregnancy, at birth or through breast feeding. Using condoms correctly and consistently provides some protection against transmitting HIV.

Syphilis is rare in the UK, but common in some other areas of the world. It is a bacterial infection which usually is sexually transmitted. In the first stage, a small sore will appear on the infected area. In the second stage, symptoms might include rash, warts, flu-like illness, swollen glands, white patches on the tongue or roof of the mouth, or patchy hair loss. If untreated, Syphilis can cause damage to the heart or nervous system.

Some general symptoms of STIs are:

- An unusual discharge from the penis or vagina
- Rashes
- Itchiness
- Sores
- Blisters
- Pain in the genital area
- A burning sensation when you pass urine or have sex
- Urinating more than usual

If you think you might have an STI, it is important to get medical advice straight away. You can go to either a Sexual Health clinic, a Genito-Urinary Medicine (GUM) clinic or to your own doctor.

Prevention

When used correctly and consistently, condoms can provide some protection against HIV and gonorrhoea, but the degree of protection against other, more common diseases is less clear.

Other contraceptive methods (like the pill, the morning-after-pill, or the IUD) do not protect against STIs.

The best way to prevent STIs is to abstain from sexual activity and to save sex until some point in the future. Many people choose to save sex for marriage, in which they make a promise to remain faithful and monogamous for the rest of their lives. The idea is that sex is saved for a time when the relationship between the partners is at such a level of intimacy and commitment that they are able to make a reasoned decision that, once having made love, they will go on making love exclusively with each other for the rest of their lives.

Anyone who has been sexually active should discuss their sexual health with their doctor or with someone at a GUM clinic.

For further information, you can contact your doctor or check the NHS online at:
<http://www.hpe.org.uk/sexualhealthresources.htm>

APPENDIX D

Guidelines for dealing with conflict

1. Agree on some rules of discussion if you can and stick to them, e.g. a time limit, no shouting.
2. Avoid getting really angry or out of control—stay calm.
3. Try to choose the right setting for your discussion, e.g. maybe not at the dinner table or just before a lesson/exam.
4. Allow everyone time to have their say.
5. Keep to the topic and don't bring up the past.
6. Listen to each other even if you don't like what is being said.
7. If you don't understand a point of view ask for further explanation.
8. Be ready to compromise and negotiate.

Are there any other guidelines you can think of?

APPENDIX E

Further useful resources

2-in-2-1: www.2-in-2-1.org.uk

Care for the Family: www.care-for-the-family.org.uk

Civitas: The Institute for the Study of Civil Society: www.civil-society.org.uk

Family Education Trust: www.famyouth.org.uk

Lord Chancellors Department Marriage Support Services web page lists many additional organisations, which may be helpful www.lcd.gov.uk/family/marsup/famtxtfr.htm

Family Policy Studies Centre: www.fpsc.org.uk

Institute for Fiscal Studies: www.ifs.org.uk

Institute for Social and Economic Research (ISER): www.irc.essex.ac.uk

Joseph Rowntree Foundation: www.jrf.org.uk/home.asp

London School of Economics – Department of Social Policy: www.lse.ac.uk/Depts/spa/

Jewish Marriage Council: www.jmc-uk.org

Mothers Union: www.themothersunion.org

Muslim Marriage Guidance – no website - address is Muslim Marriage Guidance Council,
8 Caburn Road, Hove, Sussex, BN3 6EF, Tel: 01273 722 438.

National Family and Parenting Institute: www.nfpi.org.uk

Office for National Statistics: www.statistics.gov.uk

One Plus One: www.oneplusone.org.uk

Oxford Brookes University – School of Social Sciences and Law: www.brookes.ac.uk

Queens University of Belfast – Centre for Social Research: www.qub.ac.uk/csr/

Relate: www.relate.org.uk

Tavistock Marital Studies Institute: www.tmsi.org.uk

University of Leeds – Centre for Research on the Family, Kinship and Childhood, Department of Social Policy: www.leeds.ac.uk/family

University of Essex – Institute for Social and Economic Research: www.iser.essex.ac.uk

University of Hull – Centre for the Social Study of Childhood: www.hull.ac.uk/cssc

University of Newcastle upon Tyne – Relate Centre for Family Studies: www.ncl.ac.uk

University of Wolverhampton – Department of Sociology and Social Policy: www.wlv.ac.uk

Useful books

Chicken Soup for the Teenage Soul edited by Jack Canfield et al
Stories of life, love and learning; Published by Vermillion, ISBN 0-09-182640-3

For Better or Worse A booklet containing information and useful statistics on marriage and cohabitation; Published by CARE, Tel: 020 7233 0455

Made for Eachother by Michele Guinness
Reflections on the opposite sex; Published by Triangle, ISBN 0-281-04859-2

Marriage-Lite by Patricia Morgan
The rise of cohabitation and its consequences; Published by Civitas, ISBN 1903 386-04-7

The Family: Is it just another lifestyle choice? Edited by John Davies
Three studies of family life; Published by IEA Health and Welfare Unit, ISBN 0-255 36276-5

The Marriage Book by Nicky and Sila Lee
A guide to building a lasting relationship; Published by HTB, ISBN 1-902750-26-8

The Penguin Book of Marriage
An anthology of poems and prose; Published by Penguin Books ISBN 0-14-013904-4

Sex Under Sixteen
Young people comment on the social and educational influences on their behaviour
Published by Family Education Trust, ISBN 0-906229-15-4

Marriage A teaching document from the House of Bishops of the Church of England
ISBN 0-7151-3829-4

The Safe Sex Hoax
A book for teachers, parents and students based on logic and facts for the health of young people,
ISBN 0-9533454-0-8

Challenging Thinking
A booklet on love, sex, marriage and relationships from Christian Family Welfare Project,
58 Hanover Gardens, London SE11 5TN

Useful factsheets

(can be downloaded for free from the internet)

The Facts Behind Cohabitation, www.civitas.org.uk

How Do Fathers Fit In?, www.civitas.org.uk

Experiments in Living: The Fatherless Family, www.civitas.org.uk

Lessons from Dutch Mythology, www.famyouth.org.uk

Facing the Facts...Young People and the Morning-After Pill, www.famyouth.org.uk

Some Facts About Abstinence Education, www.famyouth.org.uk

The Condom Controversy: Safe Sex or Russian Roulette? www.famyouth.org.uk

Useful Videos/CD ROMs

The 3 Rs of Family Life, www.famyouth.org.uk

The M Word, www.celebratingmarriage.com

Exploring Marriage with Newsdesk CD ROM, www.celebratingmarriage.com