

Sexwize!

All Year Round

Relationships and Sexual Health A Peer Education Resource Pack



Sexwize! - All Year Round

Sexwize is a teachers' and youth workers' resource pack, inspired by young people. It's about making informed choices and staying safer in sexual relationships. It contains a series of activities aimed at helping young people develop the decision making and negotiation skills they need to deal with a wide range of personal and sexual health issues.

Often young people don't know where to turn when they have a problem. Issues related to sexual health can be complicated by feelings of embarrassment, misunderstandings or lack of knowledge. We hope the material you will find here will help them find and share the right information, discuss the choices they make, and have fun doing it.

The material draws on the ideas and creativity of over a hundred young people from throughout Norfolk. On the DVD you will find drama sketches and animations which introduce each theme and support the activities described month by month. There is also a copy of this calendar in pdf format for printing, or display using a whiteboard and data projector. (Requires Adobe Reader or Acrobat.)

The target audience is young people aged 14 - 18. The activities are designed primarily for a youth club or school setting, with small or large groups. Many of the creative exercises will work with a class of 25 - 30 students if they are sub-divided into smaller groups.

Topics are divided into 12 main workshops, one for each month of the year, plus additional introduction and concluding activities. It begins with the new academic year, in September. Each month has its own section on the DVD, accessible by an on screen menu. You can use the pack any way you like. Some might like to just pick the month that relates to a specific problem that needs airing. Others might treat it as a twelve session course, which can run daily, weekly or monthly, according to the needs of the group.

You will find many different types of activity, including role play, drama, creative writing, games and song writing. There is a suggested time span for each activity, ranging from five minutes to an hour. There are icons to flag the type of activity involved, and a key to these opposite.

All the exercises are designed to promote discussion and careful thought about the real life issues they describe. Nowhere in the pack is anyone told what to think! It's all about empowering young people to make up their own minds.

All the activities need the support of a teacher or group leader to ensure they work in the way they are intended. You will find guidance notes for leaders on each of the activity pages. It is very important that the group leader has the knowledge and skills needed to support participants throughout. This should include a thorough knowledge of child protection policy and procedure.

The pack does not provide detailed information about sexually transmitted infections, or any related medical facts. Instead, we have created a sign posting section on page 3, to help people find the specific information they might need. Here you will find specialised web sites, and advice on how to locate clinics and support near where you live. You will also find useful leaflets inside the back page pocket. Group leaders should familiarise themselves with this material before running sessions.

We hope you will hang the calendar in a prominent position in your school or youth club. That way, Sexwize! will be out there All Year Round.

For further information, visit the Sexwize pages at the Media Projects East web site:
http://www.mediaprojectseast.co.uk/youth_work/sexwize.htm

Icon Key

Here are the icons for the different types of activity in the calendar and the preparation needed to run them. You will also need to watch the related sections of the DVD before you begin.



Creative Writing

You will need pens and A4 photocopy paper or sketchbooks, and table space for all participants.



Drama and Role Play

This will need an open space, big enough to allow the whole group to form a standing circle. A video camera and tripod is a bonus, if all agree to its use.



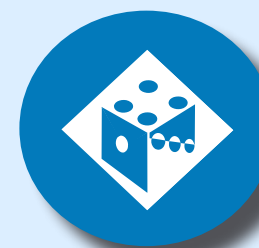
Music Composition

This activity can be adapted to the availability of software, musical instruments, and the skills of the group leader and participants.



Art and Craft

For drawing exercises and poster design, you will need sketch pads, pencils and crayons. Sock puppet making needs old socks, buttons, material, glue and scissors.



Games

These need table space and a dice. Some need paper, pencils and scissors as well. (see individual descriptions.)



Research

You will need access to the internet and/or a set of leaflets signposting sexual health support, with local relevance.

Resources

Sexwize Web Sites

The following web sites will provide detailed and up to date information on relationships and sexual health issues. Many of the sites have a teenage focus, and offer complementary activities which can be used alongside this pack.

Aidsmap provides reliable information on HIV and Aids across the world. <http://www.aidsmap.com>

Avert is an international AIDS charity which brings together information on HIV and Aids. The teens' pages are here: <http://www.avert.org>

Brook provides free and confidential sexual health advice and services for young people under 25. <http://www.brook.org.uk>

Condom Essential Wear. NHS site providing sexual health advice, a quiz and clinic finder. <http://www.condomessentialwear.co.uk>

fpa. Family Planning Association enables people in the UK to make informed choices about sex and to enjoy sexual health. <http://www.fpa.org.uk>

G.I. Jonny is a BBC web site looking at HIV, facts and myths, safer sex, drugs, and alcohol. <http://www.gijonny.co.uk>

Heron. Local health information for Norfolk, including self-help support groups, statutory and voluntary agencies. <http://www.heron.nhs.uk>



likeitis...gives young people access to information about all aspects of sex education and teenage life. <http://www.likeitis.org.uk>

MTV Staying Alive. Staying Alive is a multimedia global HIV and AIDS prevention campaign that challenges stigma and discrimination associated with HIV and AIDS. <http://www.staying-alive.org>

Mind, Body and Soul provides all kinds of health information for young people aged 14 -16. <http://www.mindbodysoul.gov.uk>

Need2Know carries advice for teens on sexual health alongside many other topics. <http://www.need2know.co.uk>

RU Thinking About It? Sexual health, contraception and relationships advice for young people. <http://www.ruthinking.co.uk>

Slink. The BBC's magazine style site for teenage girls, aged 13 - 16, all about sexual health, love and life. Contains games, quizzes and fact files. <http://www.bbc.co.uk/slink>

Terrence Higgins Trust provides HIV/AIDS information, safer sex advice, online booklets and a help line. See also their Young Leaders project. <http://www.tht.org.uk>

The Site provides fact sheets on key issues facing young people, including sex and relationships, drinking and drugs, health and wellbeing. <http://www.thesite.org>

Travel Advice. Foreign Office travel advice and safety campaign, with top tips and videos for travellers. Check out the 'Know Before You Go Campaign.' <http://www.fco.gov.uk/travel>

Travel Health has a page of sexual health tips for travellers abroad. <http://www.travelhealth.co.uk/advice/sexhealth.htm>

YouthNet. A global program to improve reproductive health and prevent the spread of HIV/AIDS among people 10 to 24 years old. <http://www.fhi.org/en/Youth/YouthNet/index.htm>

Boozewize Web Sites

Talk To Frank is an interactive site looking at alcohol and drug issues and signposting support. <http://www.talktofrank.com>

D World is a web site for 11- 14 year olds, featuring fact files, games and videos about drugs. <http://www.drugscope-dworld.org.uk>

Family Planning and Genito Urinary Medecine (GUM) Clinics

You can find the address of your nearest clinic at <http://www.condomessentialwear.co.uk>
Use the drop down boxes to select your town, and the type of service you need.

Who to Talk to

If you wish to talk in confidence to someone about a relationship or sexual health issue, you have the following options. Telephone Sexwise (freephone) 0800 282930 every day, 7 am - 12 midnight

FPA helpline on 0845 122 8690

London Lesbian and Gay Switchboard 020 7837 7324

You can also talk to your own doctor or any GP in your surgery, a health advisor from a GUM clinic, a practice nurse from your doctor's surgery, staff at a family planning clinic or a school health advisor.

Title Sequence

It's a Rap!

Activity: Writing a Sexwize song



Sexwize Movement!

This is the real deal, ya know!
One time, Sexwize movement.

She's standing there with her long red hair,
and her eyes of blue, staring right at you...

Make the right, make the right, make the right choices X2

Say Ya!
Here we are...

(Chorus)
This is the Sexwize movement and we're marching through.
This is the Sexwize tune can ya come and groove? X2

This boy don't know he started up the show,
and when the feeling grow, he need a Sexwize movement

(Chorus)

Here's what you gotta do...
Need to care for yourself and care for your lover,
Need to get Sexwize when you go undercover.

(Chorus)

Come out and join us...
Come make your stand.
We're going to take control...
And make this Sexwize land.

Say whoa whoa whoa now, whoa whoa whoa now!

(Chorus)

Luke Kiekopf 2007



Wrap it and Rap it!

It's your turn to write the lyrics...
that give the message...
that keep you safe!

These thought and speech bubbles contain some ideas to get you started. But we're sure you can come up with your own....

Be prepared
...have a johnny ready.
Be Sexwize
...keep it close at hand.
Be prepared
...you don't know when you'll need it.
Be Sexwize...
When you make a stand!

If I told you I was gay
What would you say?

I really wanna ask her
out.
I really wanna know her
name.
I see her everyday
It's driving me insane...

It's OK to say
YES if...
It's OK to say
NO when...

Activity

Luke's Sexwize Movement song promotes the message that we should all look after ourselves and each other so we are safe and happy in our sex lives. He uses a repetition in the chorus and some humorous double meanings to put this message across:

"...when the feeling grow, he need a Sexwize movement!"

What are the 'double meanings' in this line?

Now it is your turn to write a song in which you give a Sexwize message to other people your age. You can write new lyrics to a tune that you already know, or make up the lyrics and tune yourself. Do the writing and practising in pairs or a small group and rehearse it to perform to other people in your class / youth club!

You can make it humorous... for example by writing as if you are an STI that cannot get where it wants to go because of the condom blocking its path! Or you might decide to write in the style of an advert for safer sex. What ever you do, make sure the message is clear and factual information accurate.

Good luck and have fun composing...

Ask da question...
Do ya wanna have sex?
What's the answer?...

Have sex with someone
you really love...
...masturbate..

Guidelines for Group Leaders

Preparation: Paper and pens to write lyrics. Tape decks, musical instruments, keyboards and software based composing tools if available. Suggested duration: lyric writing: 1 hour. Adding music: 1 - 2 hours

This is a fun activity that can really produce some brilliant written song lyrics or poetry. Many young people love to write poems and lyrics so why not give them a chance to experiment and perhaps perform to the group? Alternatively they could perform them to tape and play them to the group if they are happy with the outcome!

It is crucial that you take time to discuss the messages they are giving in their songs so that they do not misguide others!

Watch the **Main Titles** sequence, then the **End Credits**. Compare the acoustic and studio versions of the song. Discuss how the lyrics and animations work together to create meaning at the start of the **End Credits**.

September

R U Boozewize?

Activities: storyboarding, drama



R U Boozewize?

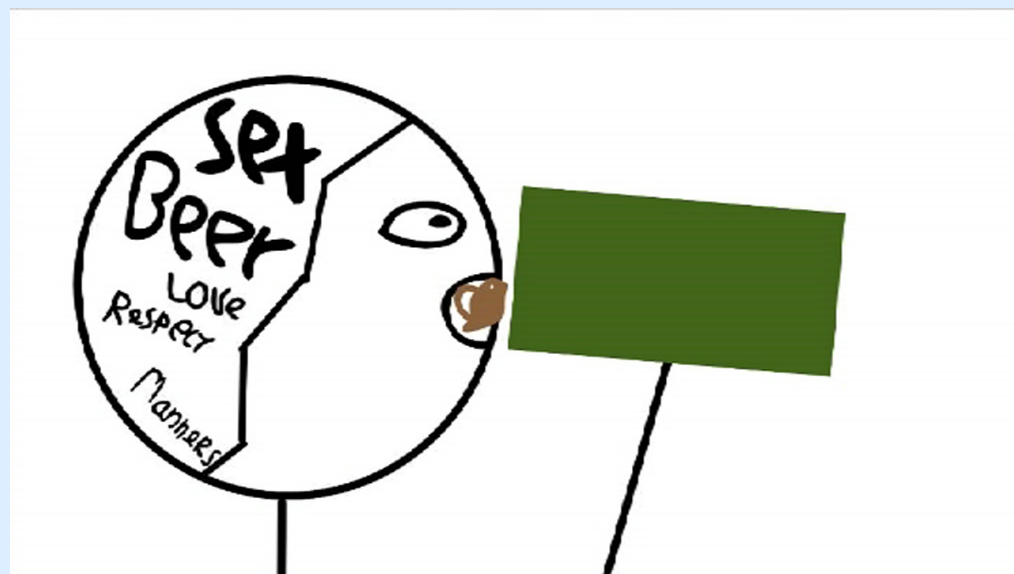
Being sexwise also involves being boozewize and making safe and healthy choices about alcohol. When you are drunk, common sense can get blurred. You may get aggressive and out of control. The feel good factor can easily give way to puking up, A & E or unsafe sex. You may wake up with more than just a hangover.

This month offers a storyboarding exercise, discussion and drama role play.

Stickboy Gets Drunk

In this comic, short animation the teenage director wanted to explore how alcohol can upset the balance of your judgement, so that things like respect for others sometimes go out the window. We follow him en route to a party, as he gets drunk then disappears with a girl. What happens next? Is Stickgirl drunk or sober? Does Stickboy fall asleep in a drunken stupor? Do they have unprotected sex? Does she lose interest because he's so drunk? Does he wake up in the morning with amnesia?

Watch the animation, then create a storyboard with four scenes to explore one of many possible outcomes for Stickboy and Stickgirl. Discuss the pros and cons of your storyboard outcomes.



Birthday Girl

Watch the **Birthday Girl** sequence on the DVD. Tell the group that the Sixth Form directors wanted to get three points across in this drama. Firstly, you can dance, flirt and keep going longer at a party if you don't drink alcohol. Secondly, getting drunk can be a real and ugly turn off. Thirdly, drink and drugs can make you very vulnerable to dangers such as rape.

It's Vikki's birthday and she's determined to get completely wrecked as usual. Two of her friends are sticking to soft drinks, and are still having fun at 2 am, when the rest of the group is virtually comatose. They dance with Tom, who has paced his drinking all evening.

In the early hours, someone spikes the last drink left on the table....

Don't Be a Pushover



In **Birthday Girl**, Vikki tries to bully her friends into drinking alcohol but they're no lightweights when it comes to confidence. They choose to ignore her. Meanwhile, the lads are turned off by her binge drinking behaviour, especially when she pukes up.

In this role play, the group leader plays the pushy mate who needs his/her peers to drink alcohol too. Set up a party or club environment with music and some glasses. Pushy Mate now tries to buy Best Mate a drink.

Pushy Mate: (Really happy and friendly) Whatcha drinking? I'll get you one!

Best Mate: Thanks, an orange juice please.

Pushy Mate: (arms around shoulder) Naaaah, you need something stronger. You need a real drink...I'll get you a vodka and orange.

Can Best Mate find ways to get the orange juice he really wants, or does he give in? Pushy Mate can resort to any realistic tactics to persuade his friend, including chumminess, guilt tripping, emotional blackmail or name calling e.g lightweight, big girl's blouse.....

Explore ways for Best Mate, and other friends to resist Pushy Mate, and/or avoid drinking alcohol. e.g. Leave unwanted drink on table.

What Happened Next?

The directors ended the video with a cliffhanger. Who took the drugged and boozed-up girl away and why? Work out the best case and worst case scenarios. What should she do if she suspects she has been raped? Are there any reliable witnesses from the party?

Guidelines for Group Leaders

Preparation: Paper and pens for storyboarding, space for role play. Suggested durations: **Stickboy Gets Drunk**: 30 mins. **Don't Be a Pushover**: 30 mins. **What Happened Next**: 30 mins.

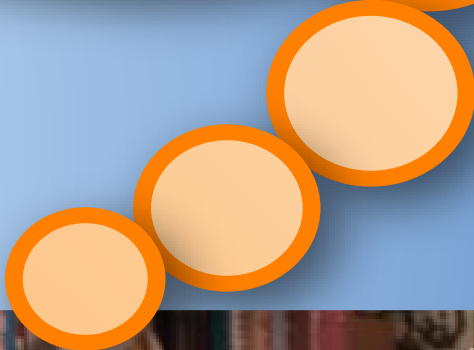
In **What Happened Next** remind the group that any unattended drink can be spiked and that males and females can be preyed on. It is vital that the group leader can signpost local support for rape victims and be aware of police procedures.

October



Peer Pressure

Activity: Forum Theatre



Guidelines for Group Leaders

Here are a series of drama activities built around the Peer Pressure scenes on the DVD. There are two versions on video, In the first **Jade and Jason - shy version**, Jade is very troubled by the pressure to lose her virginity. In the second version, Jade sticks up for herself. It's best to watch only the first version at the start of the session.

Using the script and task guidelines on page 30, try out the following role play activities. For **Drama Live!** you will need a group leader (who can also play Mum) and three actors to play the girls. In larger groups, encourage people to take turns playing each of the roles. (Note the misinformation regarding sharing the pill. It's important that no-one assumes this to be medically accurate!)

Preparation: photocopy script, performance space and paper for thought balloons. Suggested duration for each activity: 15 - 30 mins.

Troubled Jade's Spoken Thoughts

This is an excellent warm up exercise, to help group members feel confident about improvising in role. One person forms a freeze frame of 'Troubled Jade', hugging the teddy bear. Capture her body language, her facial expression and the look in her eyes.

Group leader: "What is Jade feeling? What is Jade worried about? Go up to "Jade", touch her shoulder and speak one of her thoughts or worries aloud. e.g. "I'm really scared about all this. I don't want to do it, but" or "Carly and Sammy will be pissed off with me if I let them down"



Draw together the findings: Jade is very scared about the plan. Her friends are pushing her into something out of her control. It's all happening too fast. Carly and Sammy are bulldozing her. She does not know how to say, "Stop..." or "No..", even if she wants to. She does not want to upset or lose her friends. The whole "get drunk and shag someone to get a boyfriend" scares Jade. Are they right about sharing the pill?

Before and After

Create a visual outcome for this activity using big thought bubbles. Group members write in troubled Jade's spoken thoughts and hold them next to the actor in freeze frame. Take photos of the activity. Later, you can take a set of 'Confident Jade speaks up and stands up for herself' photos and display a set of BEFORE and AFTER shots.

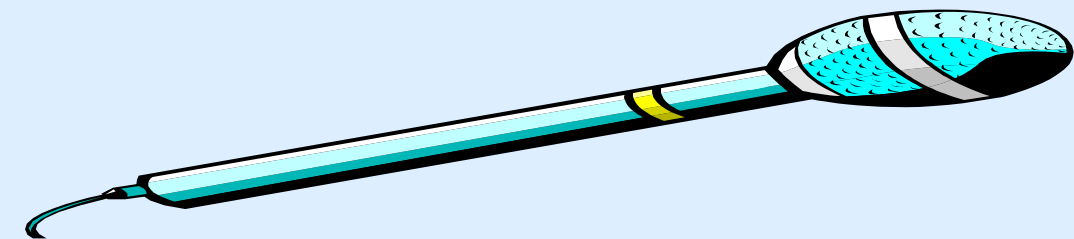
Thinking on Your Feet

The group discuss "Troubled Jade" in this physical and verbal activity. Sit in a circle with a chair placed in the middle.

Group leader: "I am going to read out some statements about Jade, Carly and Sammy. If you totally, 100%, agree with the statement touch the chair in the middle. If you totally, 100%, disagree with the statement, stay on your own chair. If you partly agree and partly disagree, choose a place in the circle which shows your opinion. I might come and ask you to speak into my microphone (shows group his / her mimed microphone) and get you to explain your thinking. Let's try it"

The leader should develop his / her own statements as the activity unfolds.

"Jade is totally happy about the plans for tonight."
"Jade should get drunk and shag Jason if she wants a boyfriend."
"Carly and Sammy are good mates to Jade."
"Carly and Sammy are trying to help Jade."
"Jade will be safe if she takes Carly's pill tonight."
"Jason wants to get drunk and shag Jade."



It's particularly useful to interview participants who have expressed some ambivalence or doubt through their body language. If there is a some conflict of opinion shown, invite people to put both sides of the argument.

By the end of the activity, people should be happy to progress to the live theatre role play described below.

Drama Live!

Set up Jade's bedroom and improvise the scene, showing how Jade could deal with the peer pressure. Ideally, Jade will stay safe and keep her mates. Give Jade the confidence she needs to speak up and stand up for herself. Carly and Sammy seem to think they are clued up about booze, shagging and the pill. Are they? See how you can help all three girls wise up – sexwise up!

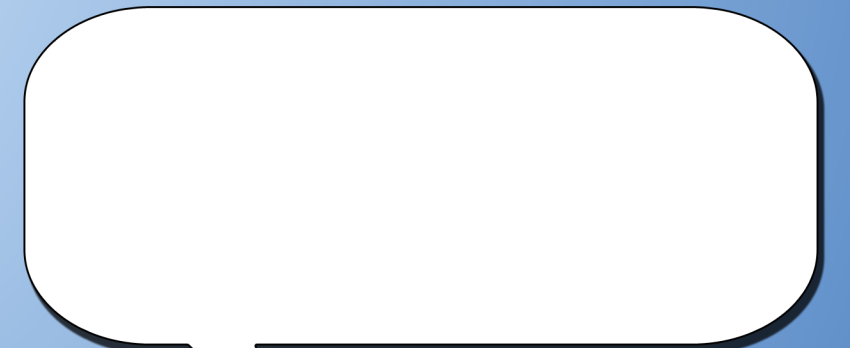
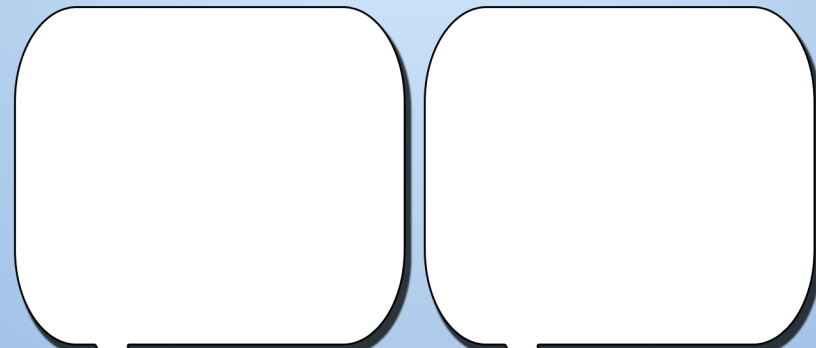
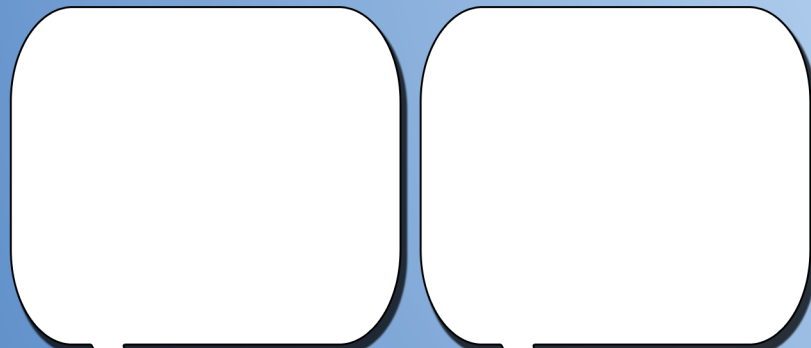
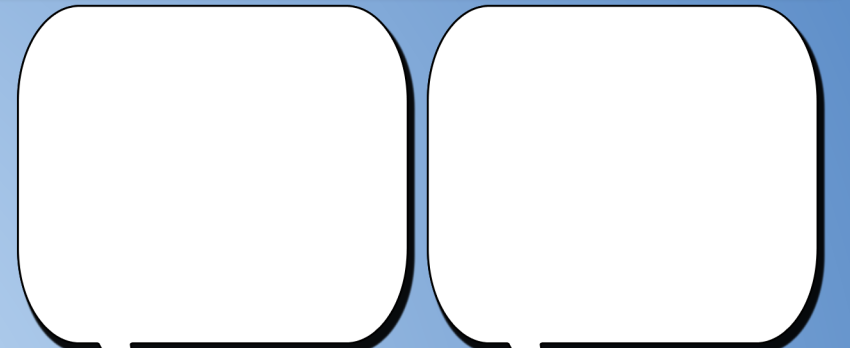
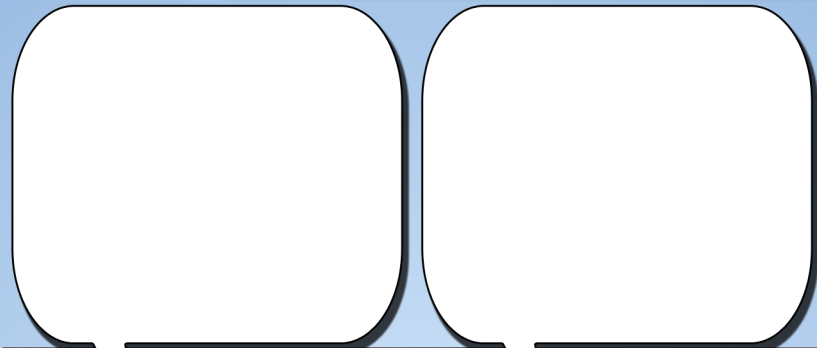
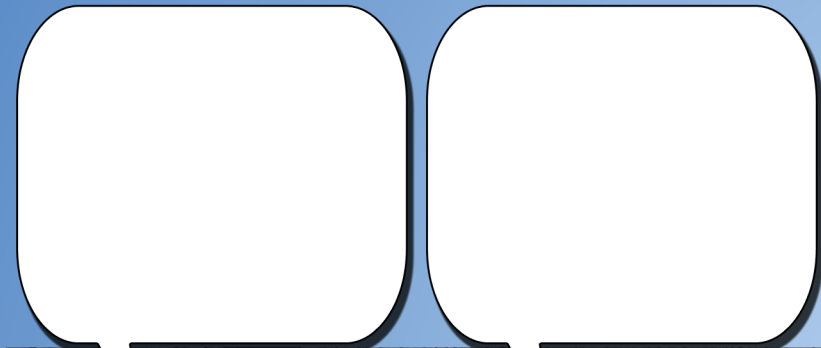
Discuss each performance, taking turns to play Jade as she finds different ways to tell her friends what she is really feeling, and possibly finding a compromise that all three are happy with. Encourage the actors to be imaginative with the scenario, and let it go where the moment leads it. Take care to identify key decision making moments, and open each one up to discussion by the group.

At the end of the session, you might like to watch the Confident Jade version on the DVD. How well do you think this Jade dealt with the situation? How does she compare to your Jade?

November

Making Choices

Activities: Storyboarding, diary, drama



The Christmas Party



Use the storyboard and speech bubbles on page 10 to create your own version of Ruby's party experience. What does Ruby tell Julie about her boyfriend Nick, who is two-timing her? What do Leo and Pete say about Ruby? What do Leo and Ruby chat about at the party and on their way upstairs? What happens in the bedroom? How does Ruby feel about it the next morning, when she updates Julie?

Compare and discuss the different versions you produce. Talk about the motives of each of the characters. Is Ruby still in love with Nick? Is this the right moment to go to bed with a close friend? How will their actions affect other intimate relationships within their circle of friends? What are Pete's feelings towards Ruby and Leo, for example? In such a volatile situation, how can each person predict their feelings the next day, or the following month? How important is it to take care of one's emotional and sexual health at such moments? Is there a condom for the heart? Can sex cure a heartache?

The Morning After

The DVD only shows you three of the many possible bedroom conversations and their effect on Ruby the morning after the night before. Think of some of the different ways events might have unfolded. Relationships, behaviour and feelings can be unpredictable!



It's the morning after the party. Take turns at being Ruby. Hold a telephone or mobile in your hand, and talk to Julie about last night. A feather boa might help you get into role.

Ideas: You had unprotected sex with Leo. You woke up thinking of Nick. You're embarrassed about your drunken behaviour. You've realised how much you fancy Leo. Nick turned up at the party! The condom broke with Leo. People are whispering and giggling about you....Watch **The Morning After** sequence on the DVD to help you get into the mood of feeling hungover, emotional, maybe jealous, maybe anxious about what your friends are thinking about you.

You can also run a similar exercise, performing as Leo, to explore his thoughts and feelings.

Fruit Machine

Watch the **Fruit Machine** animation. In it, the teenage animator wanted to convey the idea that love life decisions can have both positive and negative outcomes, involving your health and your heart. Getting involved with someone else is always a gamble. You win some, you lose some.

Look at the symbols on the animated fruit machine. What do they mean to you? Draw a fruit machine containing three windows and design your own set of symbols and combinations. Which ones are the winners? Which ones are for losers? Is there a jackpot combination? Show and discuss your artwork.

Ruby's Diary



For this activity, get into role as Ruby and write personal diary entries covering the six months since the night of the Christmas party.

You have to decide what you think has happened between Ruby and her friend Leo or her boyfriend Nick, in the past six months. There are no 'right' answers so go for it...

Get into Ruby's mind and write down all her positive or negative thoughts and feelings about what has happened. Write one diary entry for each of the following.

One month later on Jan 25th...
Two months later on Feb 25th...
Six months later on June 25th...

How are you feeling on each date:
good, bad or indifferent?

Remember, when you write as someone else you have to use first person pronouns, I, me, my.

We should respect the privacy of real diaries, but for the sake of this exercise, swop diaries at the end. Which Ruby is feeling OK? Which isn't, and why?

Dear Diary,

I know it's been Nick,
Nick, Nick for so long,
but after last night I
feel....

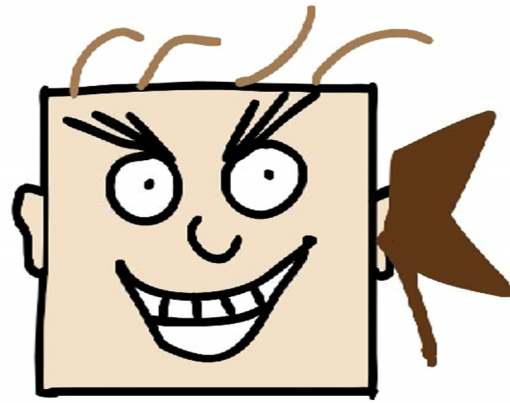


Guidelines for Group Leaders

Watch **The Christmas Party** on the DVD first. After **The Morning After** let the group choose which bedroom conversation to watch: **Unprotected Sex**, **Protected Sex** or **Just Good Friends**. The main focus for each of these activities is to encourage participants to think about how best to take responsibility for their own actions and choices in a variety of 'loaded' situations. Discussion may well relate to real life situations and dilemmas individuals may be grappling with. Take care to ensure that all feel comfortable talking about intimate matters, keeping things fictional to preserve confidentiality. Make time at the end of each activity to discuss the choices made, weighing up the potential risks and benefits, and considering a range of alternatives.

Preparation: Photocopy of the storyboard for each participant, paper, pens, performance space.
Suggested durations: 30 - 60 mins per activity.

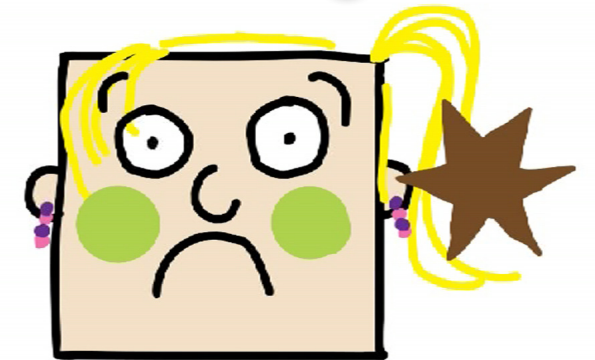
December



How could she?



...and I heard that...



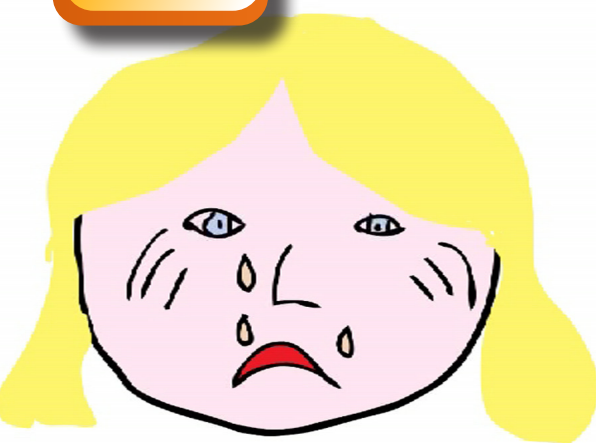
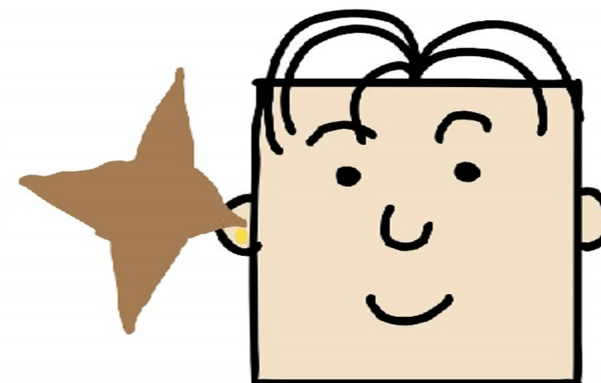
...and she's two timing!

It's just not true!



Chinese Whispers
Activities:
Creative Writing, Art

You wouldn't believe it!



Chinese Whispers



Listen to the first 20 seconds of the 'Chinese Whispers' animation, before actual words are spoken. Write down a list of the **sounds** you pick up as the Chinese whispers gossip is passed on.

You suspect that **you** are the person they are whispering and giggling about. Write down or draw how you feel.

Share your words, drawings and feelings with the rest of the group. Create a group collage entitled 'Everyone's Whispering about Me'.

Now watch the whole animation. Make two lists.

- | | |
|---|--|
| 1) Gossip seems attractive because.....
(think of five bullet points). | 2) Gossip is potentially dangerous or hurtful
because.....(five bullet points). |
|---|--|

So, come on, be honest - have you ever gossiped and why? How did you feel when you heard the gossip? How did you feel passing it on? Why did you pass it on? Look again at your group collage. Is gossip necessary? Is gossip fair?

What Does Gossip Look Like?

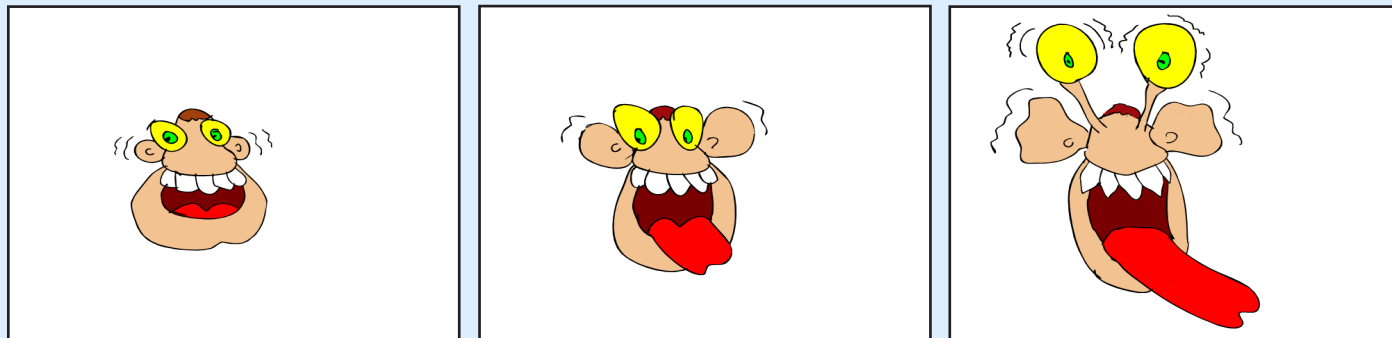
You are a theatre or film costume maker. Design a costume and/or mask(s) for a character called Gossip. Try to capture the two faced nature of gossip, seemingly attractive but potentially hurtful.

The Gossip Monster

If gossip was a creature, what would it look like? Would it change its shape or appearance as it moved from ear to ear? Would it take pleasure in causing hurt and misunderstandings? Would it pass on myths, lies or distorted facts?

Take a large piece of paper and divide it into six equal sized squares. Draw your gossip creature in the first square. It might look quite sweet and innocent to start with!

Now imagine it visiting a circle of friends one at a time. Draw it changing shape as it gets more and more carried away. You might want to write the story under each drawing, showing how it gets more distorted and hurtful with each retelling.



Blocking Gossip

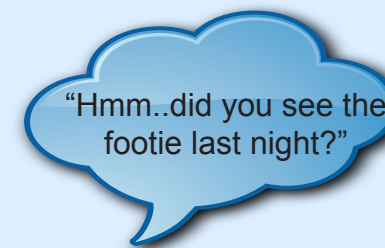
You have choices. You don't have to create or pass on gossip. This activity allows you to think of ways to stop gossip in its tracks.

Choose one of the gossip monsters you have drawn, add a speech bubble with a typical 'Have you heard...' remark.

- "Have you heard about Jemma? I don't know for sure, but she went off with Jo to the bedroom."
"Sara told me that Ravi doesn't fancy Lara any more; he was chatting up Lilly on the science trip."
"The school nurse came in and wanted to speak to Chloe. It can only mean one thing, can't it?"
"Jack told me he hates your guts!" "Lizzy was calling you a slapper. Imran heard her!"

The group leader approaches one of the group with a piece of gossip. For example: "Have you heard about Tom? I don't know for sure, but he went off with Jo to the bedroom."

Role play blocking the gossip.



How does it feel to block the gossip? How does it feel to be blocked?

Create a short drama scene in a cookery class. Make sure you include plenty of cookery stage business, such as mixing and pouring. The class gossip finds an opportunity to pass on something s/he overheard at break time. A second character might extend and distort the gossip. A third character then tries to block and disarm its potentially harmful effects.

Discuss how successful the blocking was. Is there anything more anyone could do?

Guidelines for Group Leaders

Preparation: For **Chinese Whispers** and **Blocking Gossip**, you will need an open space and chairs. For **What Does Gossip Look Like?** you will need table space and art materials. Suggested duration: 30 - 60 mins per activity.

Here is a statement you might discuss with the group. "Gossip is the unnecessary sharing of any type of harmful or hurtful information, usually about other people's personal lives. There is nothing positive about gossip. It can ruin lives, destroy reputations, split families, alienate friends, and make school unbearable. It causes bad will everywhere it spreads."

Take every opportunity to unpick examples of gossip which are thrown up by the activities. Invite participants to discuss why they are hurtful, what half truths or myths they contain and how best to respond when on the receiving end.

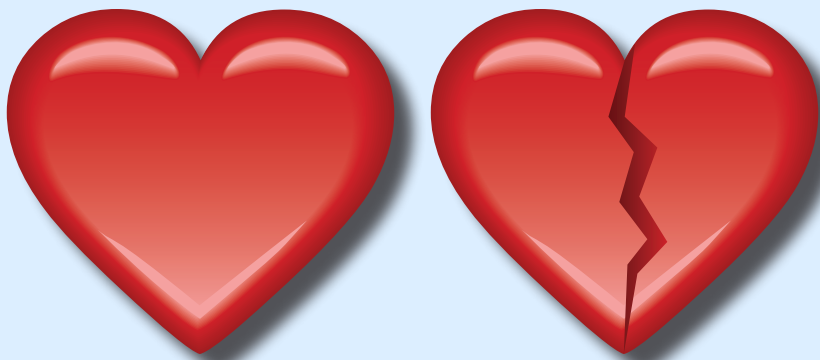
January

The First Time

Activities: game, creative writing



Agony Angel's Advice Column



This workshop involves a quick introductory game of mix and match, discussion and an in role writing exercise. Start by showing **The First Time** on the DVD.

On the right hand side are pictures of each of the characters who were chatting around the campfire about how they lost their virginity. Brief summaries of their stories are written in the adjacent boxes. Photocopy the page for each member of the group. (Split large groups into teams of 4-6, and provide one page per team.) Cut up the pictures and stories and match them together. After the game discuss with your group;

- 1) Is there a right time to lose your virginity?
- 2) Is there a wrong time to lose your virginity?
- 3) Is there an ideal situation?
- 4) Are there situations to avoid?

Now put the pictures into two piles: those who were happy with their first time, and those who weren't. What about character 3, who is a virgin? Which pile would you add her photo to, and why?

Choose one of the unhappy characters and write in role to Agony Angel. Choose a time soon after their first sexual experience and ask for help and guidance. Put the letters in a hat, and choose one each. Now write a response in role as Agony Angel.

Guidelines for Group Leaders

Preparation: You will need access to a photocopier. Ideally laminate the cards before cutting them up, so they can be reused. Provide table space for all, a hat, paper and pens.

Suggested duration: 1 hour.

This exercise encourages participants to think clearly about their hopes and motives when starting a relationship. The conversation might touch upon related questions. Am I in love? Am I doing this because we both want to? Do I know my partner well enough? Is it legal? Would I have done this if I was sober? Do I know enough about safer sex? Will I regret this in years to come? Does sex at a young age, or outside marriage fit in with my personal beliefs? Encourage participants to explore their views, ensuring all feel comfortable doing so, and able to trust each other.



A: Female, aged 21. Lost her virginity when 16 and hated the experience. Her hopes for a really special moment evaporated.



B: Female, aged 18. Lost her virginity to her first love in a long term relationship. No longer together, but still good friends.



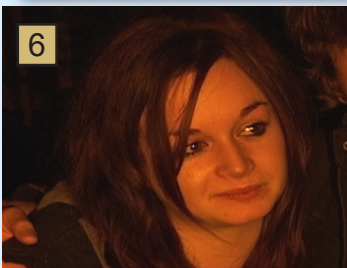
C: Male, aged 23. Lost his virginity at the age of 14 with a friend from school. The experience ruined their friendship. They are no longer on speaking terms.



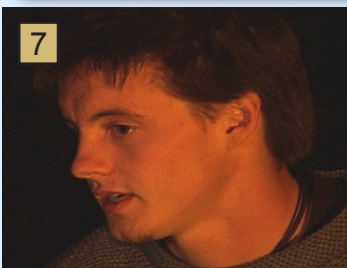
D: Male, aged 17. Lost his virginity after seeing girlfriend for eight months. They planned the moment together. Very much in love.



E: Female, aged 18. Still a virgin. Wants to wait until she is ready. Not sure if she's embarrassed by or proud of her virginity.



F: Male, aged 21. Lost his virginity when 18. He was madly in love, but she left him soon afterwards. Single ever since.

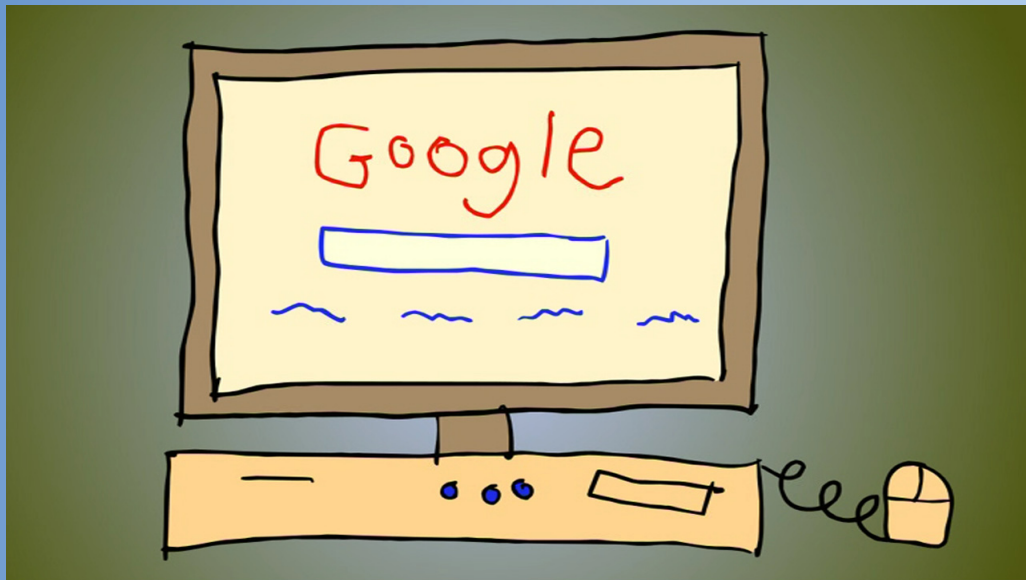


G: Female, aged 18. Lost her virginity to first, and long term boyfriend. Plans to go travelling for 9 months. Unsure how this will affect their relationship. They are in love.

February

Getting Advice

Activities: role play, web search, poster design



Whose Advice?

This activity has three stages. It starts with a role play game, followed by internet research and poster design.

Photocopy the problem cards opposite, cut them up and put them in a hat. Make up your own problems too, if you like. Players take turns at having a problem, which they pick at random from the hat. Other players adopt the role of the best friend, the lover, the mum or dad, or the school nurse. The player with a problem takes it to each of the others in turn, and compares the different advice. If you have a camcorder, record and replay the results.

During the discussion afterwards, talk about who gave the best advice. Sometimes, there isn't one right answer, so in the end each player with a problem should make up their own minds.

If you have access to the internet, check the accuracy of the answers the school nurse gave. See how easily you can find your local family planning or GUM clinic using Google. When you have all the information, you might like to design a poster for the wall, showing where to get sexual health advice.



Guidelines for Group Leaders

Preparation: You will need access to a photocopier (and laminator, if available, to protect the cards), blank card for new problems, a hat, space to perform in role and internet access in small groups. For the poster design, either use paper and pens, or software tools and printer if available. Suggested duration: role play: 30 mins, net research: 30 mins, poster design: 1 hour.

Watch **Getting Advice** on the DVD first. Prompt the group to talk about the different kinds of advice offered by the characters in the sketches. Which advice seemed trustworthy? Was any of the advice influenced by peer pressure, personal interest or hidden motives? Encourage the group to build these observations into their improvisations, as they adopt the various adviser roles.

It is important that any misinformation provided in role is corrected by the end of the session.

My girlfriend wants to have sex with me but I'm not sure. If I say no she might dump me. What shall I do?

My partner has slept with lots of people before me. We had unprotected sex last night. Do I need a check up?

My partner was very drunk last night and forced me to have sex. Now I'm really upset about it. What shall I do?

My penis hurt when I went for a piss this morning. Will it get better on its own or do I have to see my doctor?

The condom split when we were having sex last night. Should I visit my doctor?

My best friend told me Chlamydia is really common these days. I don't have any symptoms, but should I get a test just to make sure?

I've been dumped, and I just want to die. I'm so miserable I can't concentrate on anything. What can I do to get my life back together?

My partner forgot to bring his condoms last night. I had to take one of my sister's pills instead. Were we safe?

We only do oral sex. Do we still have to worry about STIs?

My boyfriend is HIV positive! I was so shocked when he told me. I love him so much. Should I dump him for my health's sake?

I've just found out I'm pregnant. I don't know what to do? Who should I talk to to help me decide?

I don't know if I'm straight or gay! How can I be sure one way or the other?

I'm 15 and I want to have sex with my boyfriend. Will my doctor give me the pill, even though I'm underage? Would she tell my parents?

My period is late and I think I might be pregnant. I'm totally broke. How can I get a free test without my Mum finding out?

March

At the Clinic

Activity: role play



The Adviser From Hell!

In this role play game, divide into groups of two. One of you should be a young person with a sexual health problem. The second could be the adviser you will meet when you first arrive at the clinic.

Watch the DVD sequence first. How many ways can you fault the adviser's behaviour? Should she really be chatting to her friend during work? Make a list of all the dodgy advice she provides. How many times did she try to make her client feel embarrassed and uncomfortable?

For the first version of the role play, make up your own versions of the sketch, working in teams of two, as teenager and adviser. If you are playing the teenager, think about the thoughts that might be making you feel nervous. "They might tell my parents!" "They might speak too loudly so everyone hears about my problem." "They might judge me!" If you are the adviser, imagine what might be making you feel grumpy and insensitive. Perhaps it's Friday afternoon, and you can't wait to get home and relax. Maybe it's your first day at the job, and you haven't learned the ropes yet. Maybe you have strong, narrow minded opinions you want everyone to know about! Overact as much as you like, and play it for laughs.

Record the sketch, replay and discuss how to train your sexual health adviser!

Now take turns playing a version with a fully trained adviser. How might s/he reassure the worried teen, and put her mind at rest? What questions will the teenager want to ask? What answers could s/he expect?

Record the new versions and discuss the results.



Guidelines for Group Leaders

Preparation: table, space for role play, observation and discussion. Video camera to record role play (optional). Suggested duration: 1 hour

The key purpose of this activity is to help overcome fears and embarrassment about visiting a sexual health clinic. It's very important that the group leader is fully informed about current procedures and policies, so that any misinformation is corrected during the workshop.

Here is a set of guidelines, to help participants role play a 'true to life' version. Each clinic may have a slightly different approach, but this model should help the group in its improvisation. More detailed information can be found at www.thesite.org

Anyone who has had unprotected sex, and is worried they may have an STI, should go for a test.

Some clinics are appointment only, so it's best to ring in advance and book if necessary. Many offer a walk in service but be prepared to queue.

You are normally asked to register when you arrive. Quite often you will be seen by a sexual health adviser or nurse first, to build a picture of your sexual history and help decide what tests need to be done.

It helps to provide contact information, in case they need to let you know about an infection that needs treating.

The visit will be confidential. No information will be made available to anyone who shouldn't see it. If you prefer you can give a false name.

You will still be seen in complete confidence if you are under 16. If you test positive for an infection, they will keep that information confidential. They will not inform your parents, school or doctor.

The doctors, nurses and advisers are well aware that some people feel embarrassed about sex, and are trained to deal with this. Clinics are non-judgemental places, where the staff are used to dealing with all kinds of personal issues.

The tests aren't painful, but can be a little uncomfortable.

Some results can be given immediately, but most involve a laboratory. You may be asked to return for another appointment in a week or so to discuss the results.

All tests and treatments are free, along with condoms and lubricants.

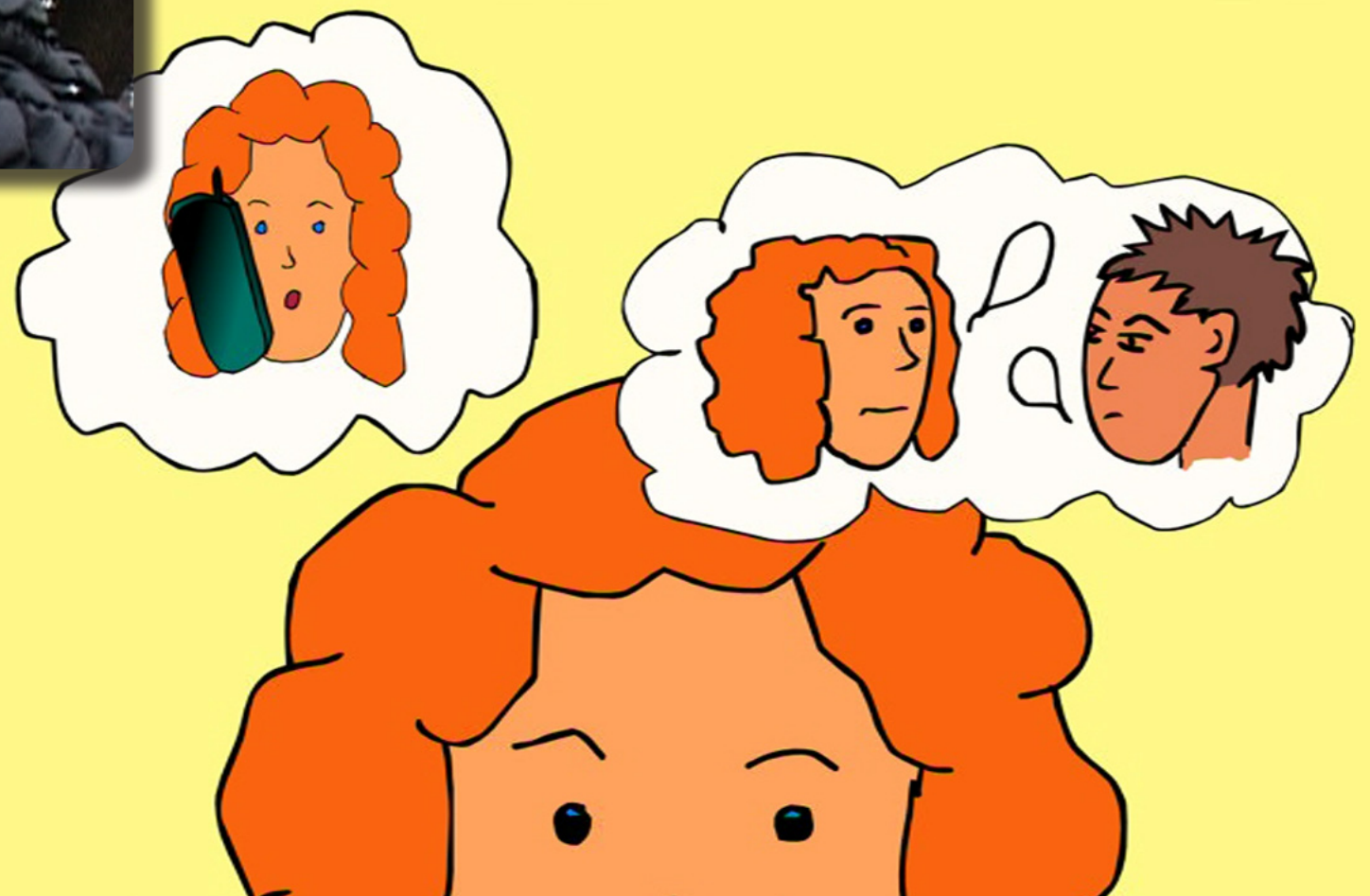
If the results are positive, your adviser will talk about the infection, and the treatment required. They will also discuss the importance of contacting partners, to help stop the spread of infections. The clinic can arrange to do this for you.



April

Letting Them Know

Activity: role play, discussion, quiz



Letting Them Know - Roleplay

You have been told you have an STI. It's really important that you tell your partner so s/he can get checked out too. But what is the best way to tell - by text, by phone, face to face, or with a note sent by your doctor? Ask two volunteers to role play telling their partner they have an STI, whilst the rest of the group observes. Discuss the results. Did anyone get angry? Could things have been handled better?

In the second run, replay the action. This time try to apply the following ground rules. Whilst discussing the situation, avoid being judgemental, casting blame or raising your voice in anger. Stick to the facts of the situation. Were there previous partners who also need to know? What is the best way of telling them? Support each other as you decide on the best course of action.

Discuss the role play and decisions made as a group.

The Message

Watch **The Message** on the DVD and discuss how the two friends (and absent boyfriend) are dealing with their problem.

Put yourself in the boyfriend's shoes. How would you have dealt with the situation?

Was sending the bad news via a text message the best way to do it?

What unanswered questions are left in the air by the message?

Does he deserve to get 'done over' for cheating?

What positive steps is the girlfriend planning to take to 'get it sorted'?

In what other ways might the three of them have resolved the situation?

Guidelines for Group Leaders

Preparation: You will need roleplay space and paper and pen for each participant in the quiz. For less confident groups, it's best to run the quiz before the roleplay and discussions, so that the key issues are fresh in people's minds. Underpin the workshop with an explanation of how easily STIs can be transmitted, to emphasise the importance of passing on information. You should also talk about the importance of tracing previous partners who may be infected without knowing, and may be passing an infection to others. If the group condones the bullying suggested by **The Message**, encourage them to consider other tactics! Watch **Letting Your Partner Know: The Bad Way!** and **The Good Way** on the DVD for further ideas.

Suggested durations: Roleplay: 30 mins, 'The Message': 15 mins, Quiz: 15 mins.



Do the Right Thing Quiz

Complete the test to see how well you score at doing the right thing.

1. You have just found out your test results from the GUM clinic and you have an STI. Do you...

- a) contact all your previous partners as soon as possible?
- b) tell no-one?
- c) take out an advert in the local paper?

2. You decide to go straight round to your partner's house to tell them. How do you break the news? Do you...

- a) find a quiet moment when it is just the two of you and you tell your partner you have something important to tell them?
- b) tell them at the dinner table in front of their brother, mum and gran?
- c) chicken out and go find your mates?

3. You think you may have caught the STI during a drunken one night stand with a friend of your partner. When explaining the situation to your partner, do you...

- a) tell them everything and take responsibility for your actions?
- b) lie a bit and cover up what really happened?
- c) blame your partner for everything?

4. You have to let all your previous partners know as well. Do you...

- a) use a confidential slip from the hospital?
- b) text them?
- c) leave it? It's too embarrassing.

5. Your partner is very understanding, but doesn't want to bother with going to the clinic. Do you...

- a) explain to them the risks of ignoring the problem and suggest going together?
- b) put a bag over their head and take them on the bus?
- c) shrug and leave well alone? It's their problem now.

6. You've got a course of antibiotics to take and your partner has made an appointment for the next day, but you're both feeling frisky. Do you...

- a) avoid penetrative sex until you know you're both in the clear.
- b) use an out of date condom.
- c) go at it like rabbits.

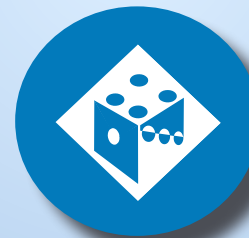
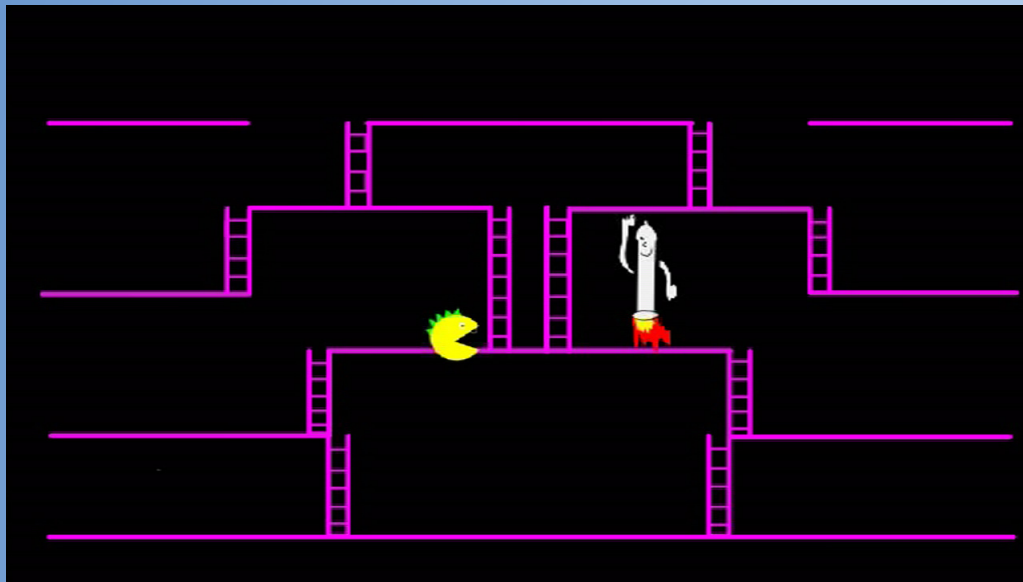
How did you score?


- Mostly (a) Well done. You've thought about it.
- Mostly (b) Needs a bit more thought!
- Mostly (c) Knock knock...Have you thought at all?

May

Getting Protected

Activities: games, quiz

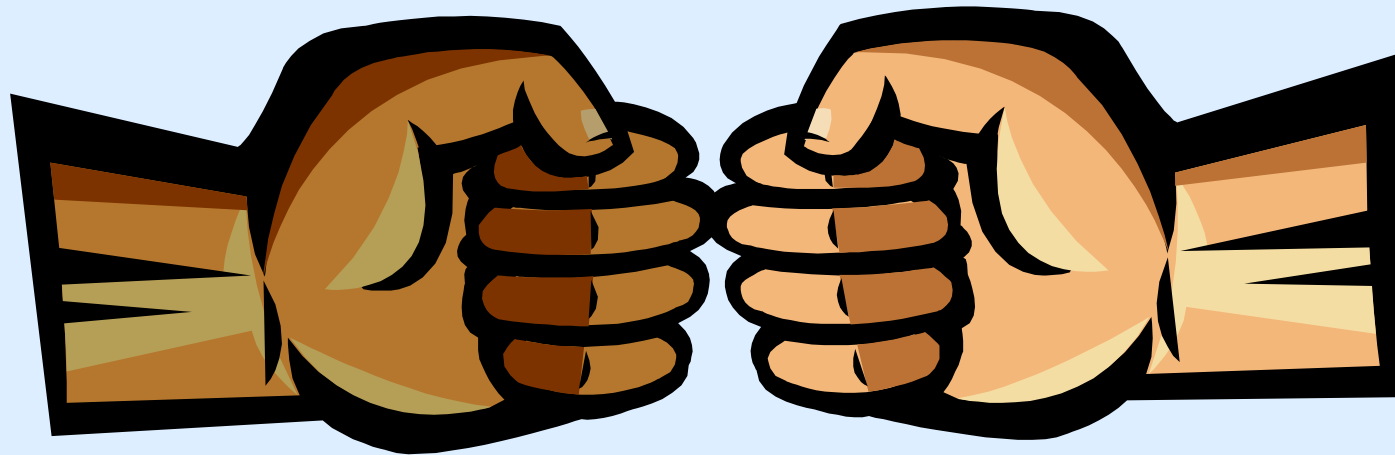


$\int \cot u \, du = \ln \sin u + C$ $\int \sec^2 u \, du = \tan u + C$ $\int \csc^2 u \, du = -\cot u + C$ $\int \sec u \tan u \, du = \sec u + C$ $\int \csc u \cot u \, du = -\csc u + C$ $\int \frac{1}{\sqrt{a^2 + u^2}} \, du = \arcsin \frac{u}{a} + C$ $\int \frac{1}{a^2 + u^2} \, du = \frac{1}{a} \arctan \frac{u}{a} + C$ $\int \frac{1}{u \sqrt{u^2 - a^2}} \, du = \frac{1}{a} \operatorname{arccsc} \frac{ u }{a} + C$ $\int a^u \, du = \frac{1}{\ln a} a^u + C$	 $+ \text{Leo} + \text{sex} +$ $\text{NO CONDOM} =$ STI?
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Sexual Health Splat

Here are some games and a quiz to break the ice, warm up, and help understand how easily STIs can be spread. For the first game, the group stands in a circle and one person stands in the middle.

The person in the middle is the STI transmitter. They select people at random in the circle by gesturing at them and saying 'Splat!' The chosen person must duck (they are the condom that might have been used but wasn't!) and the two people either side of them quickly splat each other. The first person to say splat becomes the next STI transmitter as they have had unprotected sex. The second person to splat sits down and is out, or rather off to the clinic. Keep playing until all but the last 2 people have been eliminated. They stand back to back and the rest of the group call out the names of as many STIs as they can think of. Write these up on a board. The remaining players must take a step away from each other for every STI that is called out. Only when they hear the magic word 'Condom!' can they turn and safely splat.



Close Encounters

This visual game is for 6 or more players. You will need a set of small red and black stickers. One person holds the set of red stickers. Half the group put a black sticker on their hand. The rest of the group has no sticker. Ask everyone to shake hands with everyone else. The person with the red stickers sticks a red sticker on any handshake partners who are not wearing a black sticker. Share your spare red stickers with your conquest. You cannot pass a red sticker to anyone protected by a black sticker!

After a few minutes ask everyone to show their hand. Black stickers represent condoms. They have protected you from the red STIs! Those who had no black "condom" at the start of the game were unprotected. What state are they in now? Ask the group to explain how this game demonstrates STI transmission and to assess the importance of condoms.

Sexwize Quiz

Get into small teams (of 2 - 6 depending on the size of the whole group.) Each team then makes up a set of 20 questions about sexual health, contraception or staying safer. You can get ideas by looking through this calendar, or visiting some of the web sites on page 3. If you can't think of 20, choose some from the list opposite.

Make up a scorecard numbered 1 - 20, with a column for each team and nominate the group leader as quiz master and scorer. In turn each team asks one question. The other groups buzz (or put up their hands) to answer the question. A correct answer gives that team one point. A correct explanation gives the team a second point. If no groups can answer the question the team that asked it gets the point! BUT...Make sure the question is asked clearly and you can give a correct answer which can be found in this pack or on a listed web site. Any team asking an invalid or unclear question will lose a point – so think carefully as you plan your questions.

Sample questions

1. A person can have an STI and not know it. True or false?
2. It is normal for women to have some vaginal discharge?
3. Once you have had an STI and have been cured, you can't get it again. True or false?
4. HIV is mainly present in semen, blood, vaginal secretions, and breast milk. True or false?
5. Chlamydia and gonorrhea can cause pelvic inflammatory disease. True or false?
6. A pregnant woman who has an STI can pass the disease on to her baby. True or false?
7. Most STIs go away without treatment, if people wait long enough. True or false?
8. STIs that aren't cured early can cause sterility. True or false?
9. Birth control pills offer excellent protection from STIs. True or false?
10. Condoms can help prevent the spread of STIs. True or false?
11. If you know your partner, you can't get an STI. True or false?
12. Chlamydia is the most common bacterial STI in the UK. True or false?
13. What advice would you give someone who thought s/he might have a STI?
14. How can you avoid getting an STI?
15. There is no cure for genital herpes. True or false?
16. You can catch HIV from snogging. True or false?
17. Pubic lice are visible to the naked eye. True or false?
18. Pulling your penis out before you cum is a good form of contraception. True or false?
19. Women should have a smear test every 3 years after they reach the age of 25. True or false?
20. You can't catch an STI the first time you have sex with someone. True or false?

Answers

1. True. 2. True. 3. False. 4. True. 5. True. 6. True. 7. False. 8. True. 9. False. 10. True. 11. False. 12. True. 13. Go to an STI clinic or your doctor for a check-up. 14. Don't have sexual intercourse or engage in lower risk sexual activities or use condoms every time you have sexual intercourse. 15. True. 16. False. 17. True. 18. False. The pre-cum that starts to come out of the penis when it becomes erect contains sperm. 19. True. Smear tests are important in order to check for abnormal cells, which can turn into cervical cancer. 20. False.

Guidelines for Group Leaders

Preparation: performance space for a group circle, pile of counters, paper and pens. Access to the web would be useful. Suggested durations: Sexual Health Splat: 15 mins. Close Encounters: 15 mins. Sexwize Quiz: 30mins research, 30 mins quiz.

After the warm up games, watch May's **Getting Protected** dramas and animations. The concerns and advice voiced by the characters in **Breakfast** should help prompt a discussion about STIs, their ease of transmission and advantages of condom use. The **Pacman** and **Mathematics** animations further reinforce the 'use a condom' message!

The quiz can be a fun way to check that all the messages about being Sexwize are clear and have had an impact on your group. You might like to have all teams watch all of the DVD again so that they have the messages clear in their heads when devising their questions. You could hold the quiz as part of the Sexwize event described on page 31! It's fun to have a prize at the end as an added incentive.

June

Negotiating

Activities: puppetry, role play

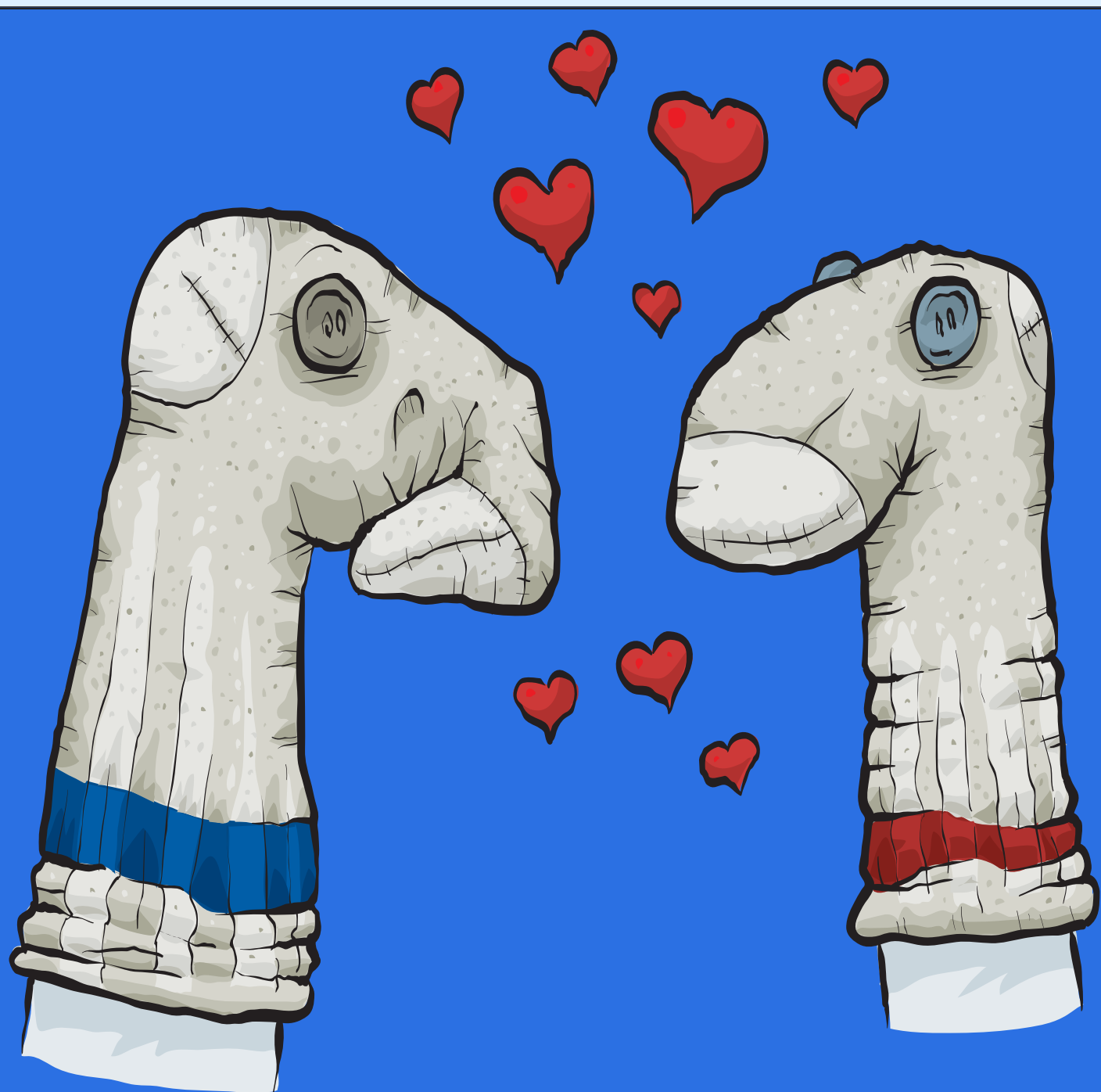


Sock it to 'Em!

Here is a role play game about condom negotiation skills. It's fun to use glove puppets, which are quick and easy to make. The game works just as well with live actors, if you prefer.

To make a glove puppet, start with a long sock. Decorate it with string, ribbon, material strips, and buttons (good for eyes and nose). Stick the assessories on with glue or double sided sticky tape. If you like, glue on a piece of oval card or felt, folded in half, for a mouth.

To warm up performance skills, sit in a circle. Make your puppet look sad, happy, angry, hungry, amorous etc. Introduce your puppet character to the group, and tell everyone something about the character. In pairs, let the puppets get to know each other. Discuss likes, dislikes, favorite hobbies etc. Now you are ready to try the following role play!



I Say, You Say...

Working in pairs, the sock puppets face each other. Puppet A is the reluctant condom user! Puppet B is going to try to persuade its partner that using a condom is a good idea. Puppet A thinks of excuses or reasons for not using a condom. Partner B has to try and change his/her mind. Swap roles. Consider both boy's and girl's points of view. Allow for heterosexual, gay and bisexual characters. Discuss results.

Participants might like to improvise a more involved scenario. This time, break the dialogue into three scenes.

How do I tell you?

Your puppet couple have only just met. They are nervous, shy and may be afraid of rejection. How do they acknowledge the sexual feelings they have for each other?

Boundaries

Now you both know you want a relationship. How far are you ready to go? You might each feel differently about this. You might be different ages, or from different backgrounds. How are you going to discuss it, and take responsibility for the choices you make? Suppose one or both of you are drunk. What difference might this make?

Staying Safer

You have decided you want to have sex. How will you discuss preventing STIs, HIV and pregnancy? Which methods will you use? Are you prepared? If not, what else do you need to do before having sex?

Guidelines for Group Leaders

Preparation: socks and puppet making materials as listed above, tables to use as impromptu puppet theatres, throws for backdrops. Suggested durations: Puppet making: 1 hour. **Sock it to Em!**: 30 mins. **I Say, You Say**: 30 mins - 1 hour.

Watch the two sock puppet animations for inspiration, before you begin. **The Horny Dragon** demonstrates a flawed discussion; **The Bedsocks** shows a more considered dialogue. Many young people say they find it difficult talking about contraception and staying safer in a new relationship. This makes these exercises especially useful. Glove puppets are great for overcoming embarrassment when talking about intimate matters. Encourage everyone to have fun and use comedy, exaggeration or irony to get their points across. Record the scenes on video if you can, then replay and evaluate.

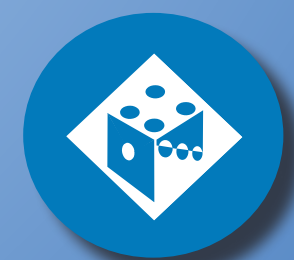
The advanced version works best with a confident and relaxed group. It can bring out many sensitive and sometimes difficult issues, so establish a set of ground rules before you begin: No real life stories. No verbal abuse. Be an attentive audience and discuss the way the characters are behaving. Encourage participants to explore positive, caring role models alongside 'flawed' scenarios. How might couples in loving and respectful relationship behave?

The Problem drama sketch can be used to prompt further discussion on how to discuss safer choices with a partner.

July

On Holiday

Activities: game, discussion, role play



Packing your Suitcase

In this activity you plan a holiday abroad. The rules are simple. The baggage limit on your holiday flight to Ibiza has been reduced. You can only take twelve items with you. Place your selected cards next to your suitcase card in order of importance, then compare your choices with other people's. What took priority, having fun or staying safer? Looking sexy or not getting an STI?

Watch the video and meet three friends, Jemma, Lee and Ryan, as they pack for their holiday. First Aid, sun cream and condoms were high priority. Do you agree?

Discuss what else you need to think about before you go. Staying safer on holiday is not just about what you pack, but what you do when you get there. Who will you be travelling with? Can you rely on each other? Does anyone speak the local language? Have you researched the local culture? Have you got a good guidebook with advice on emergency medical help? Did you buy travel insurance? Will you need a travel adaptor for charging your mobile?

swimming costume

condoms

t shirt

the pill

ipod

sun cream

sun hat

beach towel

tummy bug pills

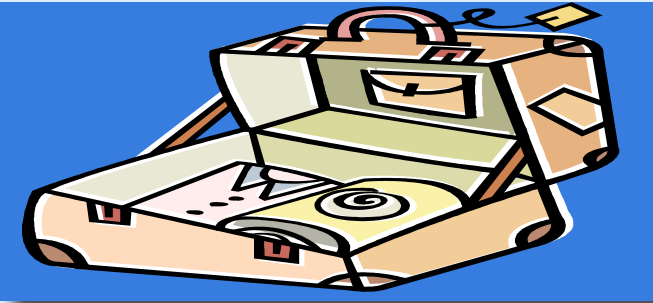
dancing shoes

travel ticket

travel guide

travel insurance

mobile phone



bermuda shorts

underwear

cool shades

camera

novel

beauty kit

passport

mozzie spray

toothbrush

club wear

frizbee

At the Club

Now watch the second video, **At the Club**. Lola (on the left of image) and Roz (on the right) are having a night out and things are hotting up. Make a flip chart with two headings (see below). Start with Lola's experiences, then add your own.

Risks out Clubbing	Thinking Ahead to Minimise Risks
Drinking too much alcohol	Don't drink alcohol
	Pace your drinking of alcohol
Getting your drink spiked	Top up on water
Getting picked up when very drunk	Don't leave your drink unattended
Having unprotected sex	Decide on ground rules with friends while sober.
?

On the Beach

The following role play activities give participants a chance to think about close friendships and explore where responsibility for yourself and each other might begin and end. Watch the third video, **On the Beach** which shows how things can get heated on a group holiday. What should they discuss before they go out clubbing again? Should they feel responsible for each other?

In groups of three, try out the following role play situations. Improvise, share and discuss.

- 1) A is feeling tired or unwell at the club and wants to go back to the hotel. B and C are having fun and want to stay longer.
- 2) You all agreed to leave the club at 2 am. It's now 2.30 am, but B has pulled and wants to stay out.
- 3) C has pulled and wants to bring their partner back to the hotel room, which you all share. It's 2 am.
- 4) At breakfast A tells B and C s/he had unprotected sex the night before.

Guidelines for Group Leaders

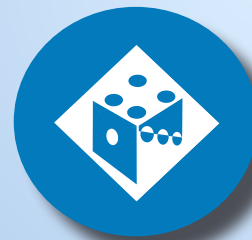
Packing your Suitcase: Preparation: Photocopy cards, scissors. Suggested duration: 30 mins
Photocopy the cards and suitcase opposite for each participant, and ask them to cut them up.
At the Club: Flip chart, pens. 30 mins. **On the Beach:** open space, video camera (optional). 60 mins.

These activities will work best if they are underpinned with a discussion about the particular health risks associated with sexual activity in foreign countries. Check out the list of useful web sites on page 3, which covers these issues in depth. When reviewing **At the Club**, encourage participants to consider how getting drunk carries its own set of health risks.

August

The Next Big Thing

Activities: hot seating role play, research

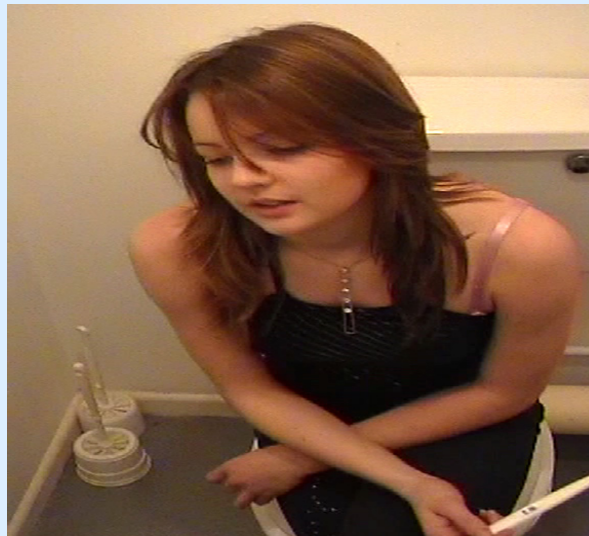


The Next Big Thing

“Choices, choices, choices” says the narrator Jarshay in “Sex, Drugs and Drum & Bass.” “Young people are always having to make choices.” When watching the video, focus on the choices for Jarshay and his girlfriend Lisa, facing an unplanned pregnancy. (It might help to watch it through twice!)

In this drama workshop, the group leader or teacher adopts the roles of Lisa and/or Jarshay to help the group think about the problems and choices they face. In the film, you learn a few sketchy details about Jarshay and Lisa, listed in the boxes below.

Lisa



Forgot to take pill and regrets it.
Pregnancy test is positive.
Dreams of DJ or modelling career.
“Would be a great mum,” says Jarshay.
Worried about her parents’ reactions.
Worried about morning sickness, depression,
labour pain.
Worried about money problems and feeling
trapped.

Jarshay



Realises Lisa needs
“a nice steady boyfriend who can give her the
love and support she needs to make the right
choice.”
He has been two timing her.
He has had unprotected sex
with Lisa and the barmaid.
He carries condoms.

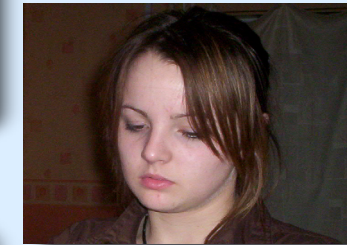
This is a chance for the group leader to use a very powerful drama technique known as TIR (teacher-in-role). The leader will be in role as Lisa, one hour after the positive pregnancy test. Well in advance of the session, the leader will work out how to sit, talk and respond as Lisa. When confident about staying in role, s/he will sit in front of the group and, in role, answer any of their questions. This is called ‘hot seating’.

A male group leader may prefer to rehearse and be in role as Jarshay. It is possible to invite the young people to adopt the roles of Lisa and Jarshay. Understanding and empathy are really boosted when boys play Lisa, and girls play Jarshay.

Questions will vary from “Where do you live?” and “How old are you” to “Do you want the baby?” or “Do you trust your partner?”.

1) Lisa: “I want to find out about abortion. Where do I turn for advice?”

3) Jarshay: “If Lisa has an abortion, what do I need to know? What do I need to do?”



2) Lisa: “I’ve decided to have my baby. Is there any support for teen mums locally?”

4) Jarshay: “I’m going to be a Dad even if I don’t stay with Lisa. Is there advice and support for young fathers locally?”

Now research answers to the questions above, using the internet or library resources, and share results and opinions with each other. Check out the web sites on page 3. A good place to start is RU Thinking. You will find a guide to resources in your local area at

http://www.multimap.com/clients/places.cgi?client=ruthink_01

Here you can select the type of service, including sexual health, abortion and support for teen parents.

After you have collected the information, ‘hot seat’ the characters once more. This time, the TIR asks the questions at the top of the page. The young people can now answer, armed with the facts they have gathered. This might spark of further dialogue about the implications of each choice.



Guidelines for Group Leaders

Preparation: DVD playback, open space for drama work. Suggested duration 60 - 90 mins. Watch the demonstration **TIR and Hot Seating** on the DVD for ideas on how to lead the workshop. For more background on these drama techniques Google ‘teacher in role’ and ‘hot seating’. There are plenty of video clips and explanations out there.

It would be impossible to explore all the emotional, moral, financial and practical implications of the choices discussed in a single session. Each group will adopt its own unique focus, according to the concerns of individuals.

It might be helpful to invite a local health specialist, counsellor or young parents’ group to provide follow up advice or first hand experience.

Peer Pressure

Drama Script (for October's forum theatre workshop)

Characters: **Jade**, aged 14 **Sammy**, a pushy mate, aged 15
Carly, another pushy mate, aged 15 **Mum** – voice off stage

Scene: Jade's room. A girly duvet cover, a pink blanket, a teenage girls' magazine and a cuddly teddy set the scene. (Add posters and school books etc. if you wish). Jade's disco clothes are laid out on a chair. Jade is curled up on the bed, reading the magazine.

Mum: (Off stage voice; calling out) Jade! Your friends are here. Sammy and Carly. Do you want them to come up?

Jade: (Calling out as she straightens out the bed) Yeah – hi ya. I'm upstairs. Just come on up. (Sammy and Carly enter. The girls hug and greet each other. Carly picks up the ted.)

Carly: (Inspecting the teddy) So, you've still got this old thing, then? You've had it for years. (She swaps teddy for the magazine and flicks through the pages as they talk.)

Jade: Are we still going out then?

Sammy: Well, you know we're meant to be going to the school disco tonight? (pause) We've got a better idea. We're going to make a detour to Jason's flat instead. Dan's taking us.
(Jade looks uncertain and surprised. The girls do not notice this)

Carly: Yeah, you remember Jason, don't you? We saw him down the city last week. He really likes you.

Jade: (Embarrassed) No, he doesn't.

Sammy: Oh yes he does! He sent me a message asking for your number.

Jade: (Unsure) You're winding me up ...

Sammy: It's true. We've got it all sorted. What are you going to wear?

Jade: Mum's put out that blouse and trousers for me ...

(Sammy picks the outfit up and grimaces)

Sammy: (Grimacing) No way! You can't wear that. But you can wear ...
(She pulls a short skirt out of her bag) Ta Daaaa – this! I brought it for you. Here, try it. And the top. (Jade holds up the items as if looking in a mirror between her and the audience)

Jade: (Uncertain, but not wanting to upset her friend) It's a bit short, isn't it?

Carly: Course not. I'll do your hair and help you with your make-up. You'll look great!

Jade: (Smiling in an unconvincing way; nervous) So ... we're going round there for a chat and a drink and then coming home again - right?

Carly: No way! He's nineteen! We're getting pissed. You can flirt a bit, have a laugh, then shag him senseless.

Jade: (Alarmed) But I've never –

Sammy: You'll be fine. He's really hot.

Carly: He's picked you out of all the popular girls.

Jade: (Nervous; worried) But I'm not sure -

Sammy: (Irritated) Dan will be there, and Phil. You don't want to be left out, do you? You said you wanted a boyfriend ...

Carly: Don't worry about a thing. It'll be fine ...

Jade: (Wide eyed with worry) It's scary!

(Sammy gets out a 4-pack of lager and hands the cans out) Sammy: (Opening her can) This'll do the trick. Nicked it from my brother's bedroom. Drink up.

Carly: Yeah, get some of this down your neck and you won't have anything to worry about. (She swigs down some lager then stops in mid-swig. Suddenly worried) Hang on a minute, you are on the pill, aren't you?

Jade: No. (She searches for an excuse) I couldn't ask my doctor.

Sammy: What are you like? You don't want to get pregnant, do you? I'd give you some of mine, but I've only got one left.

Carly: No worries. I've got plenty back at mine. I'll go and get them. I'll get my make-up, too. Come on, let's go and get things sorted.

Sammy: (Packing away her stuff) Yeah, see you in half an hour.
(Taking a final swig) Cheers.

(Sammy and Carly make a hasty exit. Jade stands clutching the teddy with a worried and scared look on her face)

Jade: (To the empty space; very troubled) Cheers

Guidelines for Group Leaders: Preparing for Forum Theatre

Task 1: Show the group the final image of Jade. They discuss or write down how she is feeling and why.

Task 2: Play the scene on video again. Ask them to shout 'Beeep' every time Jade shows lack of confidence. Alternatively photocopy and ask individuals or pairs to highlight the script. Discuss findings.

Task 3: Introduce the concept of Forum Theatre. (The audience will take turns stepping into the shoes of Jade, and reshape the scene they have just watched. They will experiment with ways to give Jade more confidence and take control of her own situation.) Actors can work in threes. It is important to remember that Sammy and Carly may be pushy, but they are not bullies. They genuinely believe they are doing Jade a favour. Discuss this with the group. In each forum scene, the actors should show Sammy and Carly arriving, and Jade reacting to their plans for her with greater confidence. There are many possible ways to shape and end this scene. Does she end up at Jason's house? Do they go to the school disco? Does Jade question their knowledge of contraception? Does she get to choose her own clothes?

Actors can improvise and perform the scenes to one another, and video the results if they wish. Alternatively, they can script the scene.

The group leader should praise all positive developments and focus the group on how confidence is shown via body language, use or lack of eye contact, tone of voice and style of speech.

Organise a Sexwize Event!

You've finished the course, you're 'Sexwized' up. Now it's time to spread the word.

Follow the flow chart below to organize an event at your youth club or school. Assign teams of people to work on the planning for each box. Have meetings to make sure everything is being done and that you will be ready for The Big Day! Help each other to make it a success.

1. Decide on the date, venue and times. Who will you invite? Parents / brothers and sisters / youth leaders / teachers / young people from other youth groups/schools / sex health professionals? Prepare invitations and send them out! Keep a checklist of all the replies.

2. Get more information; leaflets, posters, websites... Make sure you have lots of useful informative leaflets and posters on hand. Go to your local GUM clinic and doctor's surgery to get copies of everything you might need. Have a free condoms stand with information on how to use them properly.

3. Music organiser! Decide on what music you will have playing. A disco? Tapes of your own Sexwize songs? Performances of your songs? Karaoke? You are in charge of making sure everyone who is performing is fully prepared!

4. Make Posters and Leaflets about your event. Once you have planned the event you must publicise it – let people know what is going on, where, when and why!

5. Food and Refreshments! What are you going to offer people to eat and drink? Will you provide the refreshments or will you allow someone else to have a van or stall at your event? Decide what you want to do and make sure you allow plenty of time.

6. Drama and Video! Are you going to show the Sexwize DVD or any of your own drama work? If so, then you need to decide on a time and place for the drama to take place. Make sure all rehearsals have gone smoothly and that all set requirements and props are ready. Where will the audience sit? You can also play the drama games!

7. Decorations and Displays! How will you decorate the club/school/hall? You can use balloons and streamers, but you can also put up all the work you have done from the Sexwize calendar activities: storyboards, blogs, song lyrics, pictures, sock puppets...

8. All Ready? To ensure the day is a success, have a meeting with all the organisers from each group and make up a final schedule for the day. List each activity and the time it will take place. Good luck and have fun spreading the Sexwize Message!

Credits

The 'Sexwize! All Year Round' project was devised by Media Projects East Ltd, a video production company specialising in community based and educational projects. Further copies of this pack can be ordered via the company.

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The project was funded through a grant from the Big Lottery Young People's Fund.

The project was managed by a core team of young people, who assisted with project management, devised drama sequences, acted, shot video and supported peer education workshops on sexual health issues. This core team comprised of Beki Parfitt, Emma Mills, Kimara Middleton-Keen, Jay Smart, Luke Kiekopf, Lilly Mackdonald, Mageeda Goodall, Polly Cook and Theo Merz.

Students from Notre Dame High School (Norwich) and Paston College (North Walsham) provided a series of short animations. Additional drama material was devised and performed by a team of young women based at GFS Platform (Great Yarmouth). Additional animations were made by a team of young mothers at GFS Platform. Further drama sequences were provided by young people from Framingham Earl High School and Earlham High School (Norwich) and East Dereham Sixth Form College. A group of young people from City of Norwich School Association made 'Sex, Drugs and Drum & Bass' with support from Michelle Savage of Shelly Telly and an Acorn grant.

The project was supported by the following people:

Martin Sercombe: project management, video direction and editing, co-author
Britta Pollmuller: animation workshop leader
Joc Mack: drama workshop leader and co-author
Jean Kiekopf: workshop leader and co-author
Tim Edwards: video production assistant, animation workshop leader
Lucy Enskat: drama workshop leader, co-author
Karina Williams: animation workshop leader, additional animations
Rachael Wyartt: workshop support, co-author

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Kate Brand, Kevin Barnard, Sue Green, Anna Harvey, Gill Moore and Judy Jones.

The Sexual Health Resources and Information Group (Norfolk) was consulted in the production of this resource.



Sexwize! All Year Round At a Glance



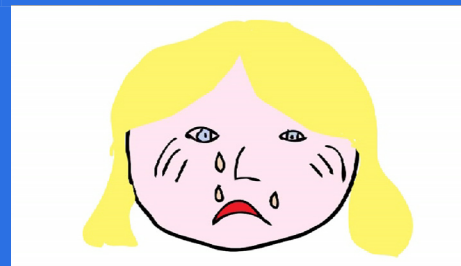
September
R U Boozewize?
Drama



October
Peer Pressure
Forum Theatre



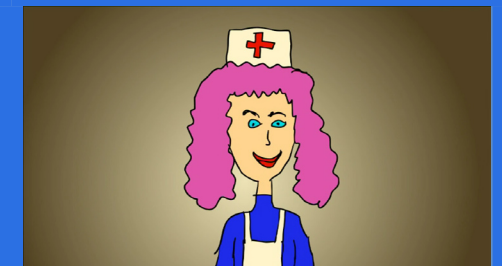
November
Making Choices
Creative Writing, Drama



December
Chinese Whispers
Creative Writing, Art



January
The First Time
Game, Creative Writing



February
Getting Advice
Role Play, Web, Posters



March
At the Clinic
Role Play



April
Letting 'em Know
Role play, Discussion, Quiz



May
Getting Protected
Games, Quiz



June
In the Bedroom
Puppetry, Role Play



July
On Holiday
Game, Discussion



August
The Next Big Thing
Hot Seating, Research

On other pages

- 2. Introduction. Icon Key
- 3. Resources
- 4. Title sequence: It's a Rap! Writing a Sexwize Song.
- 30. Peer Pressure script. What is Forum Theatre?
- 31. Organise a Sexwize! Event. Credits