

Education Support Pack

PSHE/Citizenship *Sex and Relationships*

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Page design by Garth Stewart (13.05.04)

ISBN 1-84393-081-3

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Acknowledgements

We would like to acknowledge the help of Glynnis Hendra (Advisory Teacher for PSHE, Oxfordshire), Donna Crossley (Head of PSHE Faculty, Banbury School) and Bridget Wright (PSHE Teacher, Banbury School) for their ideas and help in the writing of this title.

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Introduction

This Pack

How does using Kar2ouche help students address issues related to PSHE and Citizenship? In order to explore the ideas covered in the curriculum, discussion is essential and role-play allows students to rehearse situations, empathise with others and investigate issues in more depth. However, many of the themes to be discussed are sensitive and so potentially uncomfortable, especially if they are to be performed in front of peers. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions in a less personally threatening or embarrassing way.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. At its most basic Kar2ouche can be used to create:

- storyboards
- animations
- publications.

However, depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information – understand and visualise text
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate ideas to others.

The five suggested units in this pack integrate class, group and pair discussions with a range of computer activities. These will help you work with students as they become more aware of the nature of different relationships and give them the opportunity to develop their knowledge and understanding of sexual issues, including puberty, reproduction, contraception, STIs and safe sex. In each unit there is a range of suggested activities linked to the National Curriculum but it is up to you to decide in which order and at what age you ask students to work through these. However, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will build on these activities and/or create your own from scratch. In particular you may like to do some work to explore the key words listed in the Teacher Notes for each unit.

Each unit consists of one to two lessons so the suggested introduction, development and plenary may need adapting, according to timetable constraints, the length of lessons and the age of your students. You may also need to consider reshaping work where you only have access to one or two computers at a time. Some of the storyboards could be printed out for students to complete individually by filling in the gaps. Others work well with small groups. The aim is to provide a flexible tool that can be adapted to your individual circumstances.

If you would like to share your plans or storyboards with other teachers and so add to this shared resource, you can e-mail them to esp@kar2ouche.com

Assessment

According to QCA there is a requirement for teachers to assess students' attainment in Citizenship at Key Stage 3 but not at Key Stage 4. However, it is an expectation that schools will keep records of each child's progress and report to parents/carers at both Key Stages. A description of assessment, recording and reporting for KS 3 & 4 is given in QCA's *Initial Guidance for schools on PSHE and Citizenship*, which was sent to schools and is also available on the QCA website at <http://www.qca.org.uk/ca>

Examples of evidence they suggest can be assessed include:

- students' diaries and other individual written work
- case studies
- quizzes and questionnaires
- observation of participation in group tasks including role-play and drama
- discussions and debates
- games and outdoor activities
- assemblies
- performances and productions
- visits and field trips
- problem solving and responding to challenges.

Most of the work involving Kar2ouche requires students to work in pairs or small groups and ultimately to present ideas and work to larger groups. It is therefore worth spending some time with students exploring the skills of good group work and presentation. If they establish the criteria with you, they can then as a group reflect on how well they have done and identify the skills they want to improve.

The product from their work is usually a storyboard, animation or publication and can therefore provide evidence of their achievements. Students can be engaged in self and peer-reviews of these presentations, but are likely to need some modelling of constructive criticism. Such self and peer review can inform redrafts and improvements before some work is formally submitted for your assessment.

Opportunities for presentation and review are indicated in the Teacher Notes of each unit.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

Information-processing skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time, can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement
- musical score
- fashion show to show fashions of the time.

Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels

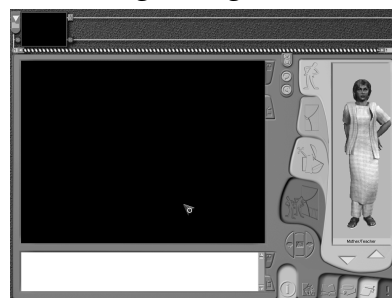
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

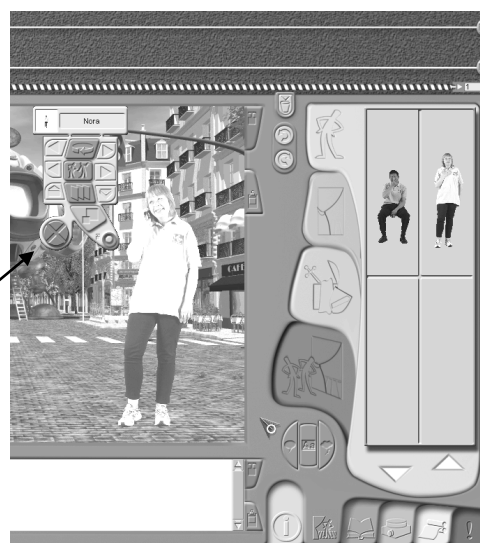
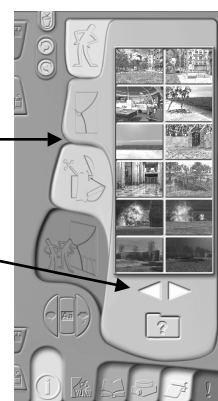
If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, they should refer to the QuickStart Guide, or work through the Apprentice Activities in Kar2ouche *Composer*. However, if they haven't had time to do this, a good way of showing them the main functions is to demonstrate how to create a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. They can pick up other skills as they go.



To create a title slide

- 1 Ask students to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.

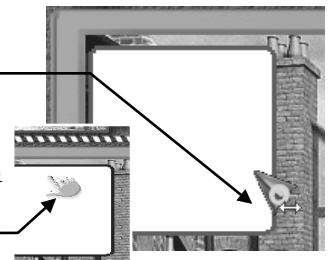
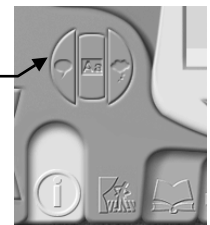


- To rotate the character students click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



- 4 Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

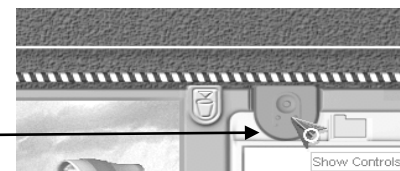
The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should **hover over the top of the bubble** until the **hand** appears, left click to grab it and then drag to position.



- 5 Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.



Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame.

Useful Contacts

Support Agency	Phone Number	Description
Childline	0800 1111	Confidential free phone for children in trouble or danger
Asian Helpline	0800 096 7719	5 different languages
Text Helpline	0800 056 0566	
Sexual Health Line	0800 567123	In English and other languages
Sexwise	0800 28 29 30	Information on contraception, sex and relationships. Open every day from 7.00 - 12.00am
Avert	01403 210202	Information on HIV/AIDS

General Citizenship and PSHE Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and the suitability of their coverage for the group you are teaching.

Wellsafe

Confidential information, advice and help on everything to do with sexual health.

www.wellsafe.org

Playing Safely

Provides information on protection from sexually transmitted infection and unwanted pregnancy.

www.playingsafely.co.uk

Teenage Health Freak

Comprehensive website for teenagers, including facility to email questions, on a wide range of medical and sexual issues.

www.teenagehealthfreak.co.uk

RUThinking

For young people aged 12-18. The website gives information on contraception, sex and relationships. Allows them to search for services anywhere in the UK.

www.ruthinking.co.uk

Avert

International AIDS & Medical Research charity. Has a comprehensive website featuring over 100 pages on HIV/AIDS, including sections aimed specifically at young people.

www.avert.org.uk

- Like it is** Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
www.likeitis.org.uk
- The Family Planning Association (FPA)** A sensible and serious site offering lots of useful information and answering a large number of frequently asked questions.
www.fpa.org.uk
- The Sexwise Guide** Produced by the BBC's World Service, this site provides friendly information about sex and relationships in the form of a travel book. This is part of a world sex education project.
www.bbc.co.uk/worldservice/sci_tech/features/health/sexwise
- BBC Science** This site provides information about changes during puberty.
<http://www.bbc.co.uk/science/humanbody/body/index.shtml/lifecycle>

You may like to add other addresses you come across below:

Website	URL	Comments

Units

Teacher Notes

Unit 1 Relationships

Key Stage/Year	With some adaptation, this unit could be suitable for Key Stage 3-4/Years 7-11
Group Organisation	Small group work with some class discussion.
Suggested Timing	Two 45-minute lessons

Overview of Task

In this activity students will have the opportunity to consider different kinds of relationships as well as to explore the qualities of a romantic relationship.

Key Words: platonic; romantic; obsessional; family; coercive

Objectives

All students will: understand that there are different kinds of relationships.

Most students will: be able to recognise different types of relationships.

Some students will: understand the importance of certain qualities in relationships.

Curriculum References

National Curriculum

KS3 PSHE

- 3 Developing good relationships and respecting the differences between people
 - 3c the nature of friendship and how to make and keep friends
 - 3d to recognise some of the cultural norms in society, including the range of lifestyles and relationships
 - 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
 - 3h to recognise that goodwill is essential to positive and constructive relationships

4 Breadth of opportunities

- 4f develop relationships
- 4c consider social and moral dilemmas
- 4i prepare for change

KS4 PSHE**3 Developing good relationships and respecting the differences between people**

- 3b to be aware of exploitation in relationships
- 3e to be able to talk about relationships and feelings
- 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully

4 Breadth of opportunities

- 4b to feel positive about themselves
- 4f develop relationships
- 4i prepare for change

Outcomes

By the end of this activity, students will have:

- identified different relationships by completing a storyboard
- illustrated relationships by creating their own storyboard
- considered the qualities desirable in a romantic relationship
- completed an interactive storyboard defining words associated with relationships.

Resources

Kar2ouche *Sex and Relationships* Content Library

- **Relationship** storyboard
- **My Relationships** storyboard
- **Types of Relationships** storyboard

Sheet 1.1 *Definitions*

Sheet 1.2 *Types of Relationships*

Sheet 1.3 or 1.4 *Qualities*

Activities

Introduction

1. In groups of four, students brainstorm different kinds of relationships, for example, they may include platonic; obsessional; romantic; family; coercive; positive or negative. Definitions of these relationships are available on Answer Sheet 1.1 at the end of this unit. If they are having trouble, get them to think more concretely about their own relationships with family, friends, teachers and so forth.
2. Ask them to share the ideas they have had with the class. You may want to make a note of their ideas on the board.

Development



3. Students load and complete the **Relationship** storyboard by filling in the empty text boxes.

Contents of storyboard

Scene 1: Composition window – Two boys on a playing field.

Scene 2: Composition window – Mother and daughter chatting at home.

Scene 3: Composition window – Boy and girl at a disco.

Scene 4: Composition window – Brother and sister fighting at home.

Scene 5: Composition window – Boy and girl in playground with boy demanding to know why she had been talking to another boy.

Scene 6: Composition window – Two girls holding hands.

Scene 7: Composition window – Girl in tears speaking to boy, 'If you leave me I'll commit suicide'.

Instructions in caption windows – In the empty text box write a description of this kind of relationship.

4. Hold a class discussion on the answers and any issues raised. For instance, in Frame 6 are the two girls friends or lovers?
5. Students load the **My Relationships** storyboard and create a storyboard describing different kinds of relationships.



Contents of storyboard

Frame 1: Composition window (text box) – Using characters, backgrounds, props, speech bubbles and/or your own voice, make a 6-8 frame storyboard showing the different kinds of relationships you experience in a typical day.

Caption window – Write an explanation or definition of these relationships below each frame.

6. If time permits, students could design and print a poster of their storyboard. They should use the QuickStart Guide for help.

Plenary



7. Students load the **Types of Relationships** storyboard and match the relationship to the correct definition.
8. Students check their answers using Sheet 1.2 *Types of Relationships*.

Extension/ Homework



9. In groups, ask students to complete either Sheet 1.3 or 1.4 *Qualities* listing the things they would look for in a romantic relationship. They need to identify and rank the three they consider most important.
10. Hold a class discussion on these qualities considering whether they are the same or different for all types of relationships.

Student Notes

Unit I Relationships

Objectives

By completing this activity you will have the opportunity to consider different kinds of relationships and explore the qualities people want in romantic relationships.

Outcomes

By working through this activity you will:

- complete a storyboard about different kinds of relationships
- produce your own storyboard about relationships
- use a sheet to consider the most important qualities in romantic relationships
- complete an interactive storyboard on the meaning of words associated with relationships.

Resources

To complete the activity you will need:

Kar2ouche *Sex and Relationships* Content Library

Sheet 1.1 *Definitions*

Sheet 1.2 *Types of Relationships*

Sheet 1.3 or 1.4 *Qualities*

Activities

Introduction

1. In your group brainstorm the different kinds of relationships in people's lives.
2. Share your ideas with the class.

Development

3. Load the **Relationship** storyboard and, in the empty text boxes, describe the kind of relationship shown.



Click here to open the **Relationship** storyboard

4. Discuss any issues raised by your answers.
5. Load **My Relationships** and create a five to six frame storyboard describing the different kinds of relationships you experience daily.



Click here to open the **My Relationships** storyboard

6. If time permits, design and print a poster of your storyboard. You can use the QuickStart Guide for help.

Student Notes**Plenary**

7. Load and complete the **Types of Relationships** storyboard.



Click here to open the **Types of Relationships** storyboard

8. Check your answers using Sheet 1.2 *Types of Relationships*.

Extension/Homework

9. In your group complete Sheet 1.3 or 1.4 *Qualities*.
10. Put the three qualities most important in a romantic relationship in rank order.
11. Discuss what qualities are important to different sorts of relationships.

Sheet 1.1**Definitions**

Relationship	Definition
Romantic	When you are attracted to someone sexually
Platonic	Non sexual relationship based on friendship
Family	Relationship with members of your immediate family
Obsessional	Relationship where someone is totally preoccupied with another person often to a troubling extent
Coercive	When a person controls a relationship by using force or threats
Positive	Relationship showing respect, care and trust
Negative	Relationship with painful feelings of anger, depression, fear, guilt, and/or jealousy
You can add others of your own	

Sheet 1.2

Types of Relationships

Kind of relationship	Definition
Lesbian	Female attracted to another female
Heterosexual	Male attracted to female or vice versa
Homosexual	People attracted to people of the same sex
Celibate	When someone decides to have no sex within a relationship
Gay	Usually refers to a man attracted to other men
Married	Legal public agreement between two people
Monogamous	Having a sexual relationship with only one person
Bisexual	Someone attracted to both males and females
Faithful	Staying with one partner without cheating
Partner	Someone you live with outside marriage although increasingly this term is also used to describe married couples wanting to avoid gender biased words like husband and wife

Sheet 1.3**Qualities**

Qualities that people may want in a romantic relationship (add any others to the list)	Tick the qualities you would want	Rank your three most important 1-3
Sense of humour		
Maturity		
Intelligence		
Good looks		
Popularity		
Honesty		
Good manners		
Reliability		
Trustworthiness		
Hardworking		
Physical fitness		
Consideration		
Generosity		
Attentiveness		
Fairness		
Kindness		
Confidence		

Sheet 1.4

Qualities

Qualities that people may want in a boyfriend/girlfriend relationship – make a list	Tick the qualities you would like	Rank your three most important
Sense of humour		

Teacher Notes

Unit 2 Puberty

Key Stage/Year	Key Stage 3/Years 7-9
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Group Organisation	Some small group work, but mainly in pairs with some class discussion.
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Suggested Timing	Two 45-minute lessons
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Overview of Task

This unit provides students with the opportunity to consider the physical and emotional changes that occur during puberty as well as the importance of self-image.

Key Words: adolescence; physical; emotional

Objectives

All students will: understand the different stages in the process of conception.

Most students will: understand the anatomically correct terms for human sexual organs.

Some students will: identify human sexual organs and the part they play in the reproductive system.

Curriculum References

National Curriculum**KS3 PSHE****2 Developing a healthy, safer lifestyle**

- 2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- 2b how to keep healthy and what influences health, including the media

4 Breadth of opportunities

- 4a take responsibility
- 4b feel positive about themselves
- 4h find information and advice
- 4i prepare for change

Outcomes

By the end of this activity, students will have:

- completed a sheet on changes at puberty
- edited a storyboard on body parts
- created a storyboard identifying the physical changes during puberty
- rehearsed asking difficult or potentially embarrassing questions
- made a storyboard about personal hygiene.

Resources

Kar2ouche *Sex and Relationships* Content Library

- **Body** storyboard
- **Body Parts** storyboard
- **Puberty** storyboard
- **Self Image** storyboard
- **Tricky Questions** storyboard

Sheet 2.1 *Changes During Puberty*

Sheet 2.2 *Puberty Checklist*

Sheet 2.3 *Personal Hygiene*

Activities.

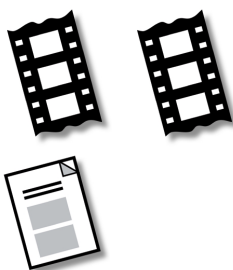
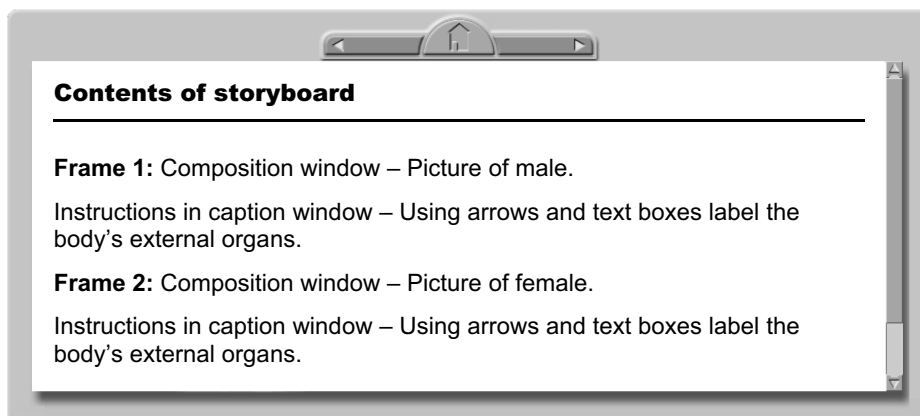
Introduction



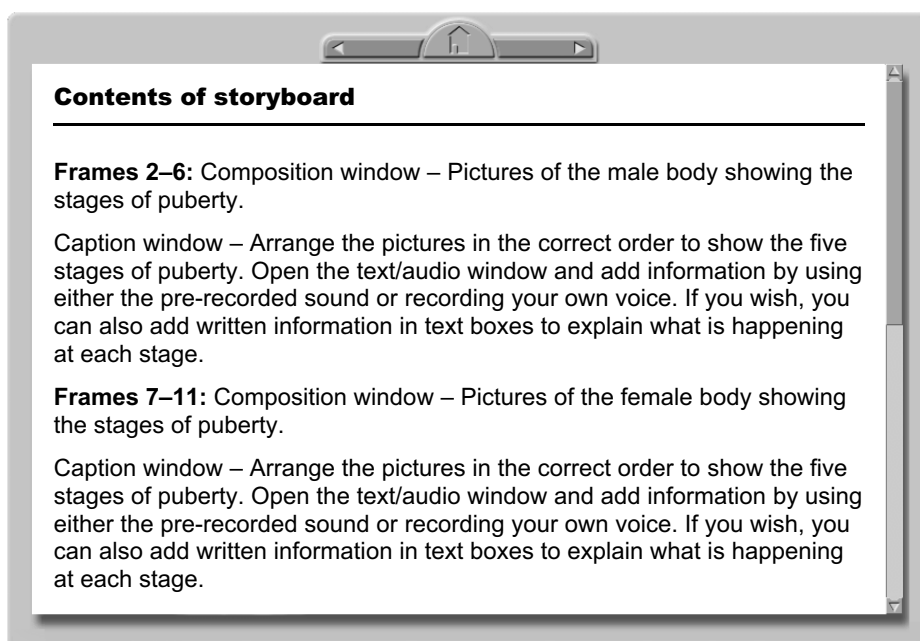
1. With the class, decide on a definition of Puberty, for example, *the period of human development during which physical growth and sexual maturation occurs.*
2. In pairs students complete Sheet 2.1 *Changes During Puberty* listing the physical changes.
3. Students share ideas with the class and update their own lists as appropriate.
4. Hold a class discussion on other changes during puberty and the different stages at which these occur.

Development

5. Students open **Body** storyboard and complete by labelling the main external body parts.



6. Get students to check answers by opening the **Body Parts** storyboard and discuss any issues or misunderstandings with them.
7. Students open and follow instructions in the **Puberty** storyboard. Information about puberty is available in the text/audio palette or in *Sheet 2.2 Puberty Checklist*, at the end of this unit.



8. Give the students the opportunity to share their storyboards with the class or small group.
9. Ask the class what other changes occur during puberty apart from physical development. Direct them towards a discussion of emotional changes.
10. Students open and complete the interactive **Self Image** storyboard.



Contents of storyboard

Frames: Composition windows – A number of questions, answers and statements about self-image and how students can feel positive about themselves as they go through puberty.

Questions:

1. What is self-image?
2. Why can puberty affect self-image?
3. Who can you talk to about self-image?
4. What could you do if you have negative feelings about yourself?
5. If someone makes unpleasant comments about you, do you ...
6. Who can affect your self-image most?
7. Which of these actions would most help you to improve your self-image?

Last Frame: Statement in composition window – Everyone goes through puberty at their own pace and no matter what shape, size or colour you are, your body and your feelings are your own. By focusing on the good things you do and the positive aspects of your life, you can change how you feel about yourself and therefore improve your self-image.

Plenary



11. Get students into small groups to list questions that still concern them or about which they are unsure. By compiling a group list they will be able to avoid personal embarrassment. If possible invite an expert into the class to answer the students' questions.
12. Based on their experiences of asking this person some potentially quite intimate and embarrassing questions, invite students to work on the **Tricky Questions** storyboard. This asks students to take some of their earlier questions, decide who best to approach, and rehearse how to ask them in a non-embarrassing way.

Extension/ Homework



13. Students complete Sheet 2.3 *Personal Hygiene* acknowledging their responsibilities to look after their bodies during puberty and into adult life.

Student Notes

Unit 2 Puberty

Objectives

During this unit you will have the opportunity to consider the physical and emotional changes that take place during puberty. You'll also be given the chance to test out what you know about the human reproductive system, along with the names of the main reproductive organs.

Outcomes

By working through this activity you will:

- complete a sheet on the changes that happen at puberty
- edit a storyboard on parts of the body
- create a storyboard identifying the external changes that occur during puberty
- rehearse asking difficult or potentially embarrassing questions
- make a storyboard about personal hygiene.

Resources

To complete the activity you will need:

Kar2ouche *Sex and Relationships* Content Library

Sheet 2.1 *Changes During Puberty*

Sheet 2.2 *Puberty Checklist*

Sheet 2.3 *Personal Hygiene*

Activities

Introduction

1. With a partner complete Sheet 2.1 *Changes During Puberty* listing the physical changes that take place.
2. Share your answers with the class and update your sheet.
3. Join in with a class discussion on other changes that occur during puberty.

Development

4. Open the **Body** storyboard and complete it by labelling the main external body parts.



Click here to open the **Body** storyboard

5. Check answers by opening the **Body Parts** storyboard.



Click here to open the **Body Parts** storyboard

6. Open the **Puberty** storyboard and follow the instructions.



Click here to open the **Puberty** storyboard

Student Notes

7. If asked to do so, share your storyboard with the class or a small group.
8. What other changes occur during puberty? Open and complete the interactive **Self Image** storyboard.



Click here to open the **Self Image** storyboard

Plenary

9. Having looked at physical and emotional changes, are there any questions left unanswered? Is there anything else you want to know? Working with a partner or small group, make a list of questions. Nominate someone willing to ask the 'experts'.
10. Look at the questions you included and think about who you would have asked if it hadn't been part of your lesson. You may have different people for different questions. How would you have phrased each question, when and where would you have approached the person to minimise both your and their potential embarrassment? Show your solutions in the following storyboard.



Click here to open the **Tricky Questions** storyboard

Extension/Homework

11. Complete Sheet 2.3 *Personal Hygiene* considering your responsibility to look after your body during puberty and into adult life.

Sheet 2.1

Changes During Puberty

Male Changes	Female Changes
Grows body hair around genitals, on chest, under arms and on face	Shape changes, breasts develop and hips become rounder

Sheet 2.2

Puberty Checklist

Five Stages of Male Puberty

Stage 1: *Normal Age Range: 9-12, Average: about 10*

Male hormones become more active, but there are hardly, if any, outside signs of physical development. Testicles mature, and some boys start to have erections without warning. A period of rapid growth may begin late in this stage.

Stage 2: *Normal Age Range: 9-15, Average: 12-13*

There is an increase in height and change in body shape. In particular the chest and shoulders develop. Testicles and scrotum begin to get bigger, but penis size doesn't increase much. Little or no pubic hair grows at the base of the penis. Sweat glands develop.

Stage 3: *Normal Age Range: 11-16, Average: 13-14*

Height growth continues and body/face shape looks more adult. Penis starts to grow in length, but not much in width. Testicles and scrotum are still growing. Pubic hair starts to get darker and coarser and spreads towards the legs. Voice begins to deepen (and break) and some hair grows around the anus.

Stage 4: *Normal Age Range: 11-17, Average: 14-15*

Further height growth continues while penis width and length increases and the testicles and scrotum continue to enlarge. Pubic hair begins to take an adult texture, although it covers a smaller area. Underarm hair develops and facial hair increases on chin and upper lip. Voice gets deeper and skin gets oilier, sometimes causing spots.

Stage 5: *Normal Age Range: 14-18, Average: around 16*

Nearing full adult height and physique. Pubic hair and genitals have an adult appearance. Facial hair grows more completely and shaving may begin now or soon.

During the late teens and early twenties, some men grow taller and some develop more body hair, especially on the chest.

Five Stages of Female Puberty

Stage 1: *Age Range: Usually 8-11*

There are no physical signs of development, but a girl's ovaries are enlarging and hormone production is beginning.

Stage2: *Age Range: Usually 8-14, Average: 11-12*

The first outward physical sign is often the beginning of breast growth, including "breast buds" and hips get rounder. A girl may also grow considerably in height and weight. The first growth of pubic hair begins although it is fine and straight, rather than curly. Sweat glands develop.

Stage 3: *Age Range: Usually 9-15, Average: 12-13*

Breast growth continues while pubic hair increases, becoming coarser and darker. The body is still growing, and the vagina is enlarging and may begin to produce a clear or whitish discharge. Some girls get their first menstrual periods late in this stage.

Stage 4: *Age Range: Usually 10-16, Average: 13-14*

Pubic hair growth takes on the triangular shape of adulthood, but doesn't quite cover the entire area. Underarm hair is likely to appear in this stage. Ovulation (release of egg cells) begins in some girls, but normally not in a regular monthly routine until Stage 5. Skin gets oilier sometimes causing spots.

Stage 5: *Age Range: Usually 12-19, Average: 15*

This is the final stage of development, when a girl becomes physically an adult. Breast and pubic hair growth are complete, and full height is usually attained by this time. Menstrual periods are well established, and ovulation occurs monthly.

Sheet 2.3**Personal Hygiene**

	Each Day	Each Week	Going Out	Never
Bath				
Shower				
Wash hands				
Wash face				
Wash under arms				
Wash genitals				
Wash hair				
Wash feet				
Shave face				
Shave under arms				
Shave legs				
Clean teeth				
Use mouthwash				
Use deodorant				
Use aftershave/perfume				

Tick the boxes to describe your personal hygiene habits. Add any others in the empty boxes in the first column. Highlight those that you consider most important to cleanliness and to avoid body odour.

Teacher Notes

Unit 3 Reproduction

Key Stage/Year	Key Stage 3/Years 7-9
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Group Organisation	Some small group work, but mainly in pairs with some class discussion.
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Suggested Timing	One 45-minute lesson
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Overview of Task

In this activity students will learn the names and roles of the main organs found in male and female reproductive systems as well as understanding the process of conception.

Key Words: conception; reproduction; pregnancy; intercourse

Objectives

All students will: understand the different stages in the process of conception.

Most students will: understand the anatomically correct terms for human sexual organs.

Some students will: identify human sexual organs and the part they play in the reproductive system.

Curriculum References

National Curriculum**KS3 PSHE****2 Developing a healthy, safer lifestyle**

2e in a context of the importance of relationships, human reproduction

4 Breadth of opportunities

4h find information and advice

4i prepare for change

Outcomes

By the end of this activity, students will have:

- completed storyboards on the male and female reproductive organs
- shown the process of conception by redesigning a storyboard

- used a sheet to explain the different roles of the sexual reproductive organs.

Resources

Kar2ouche *Sex and Relationships* Content Library

- **Female Organs** storyboard
- **Male Organs** storyboard
- **Example Female Organs** storyboard
- **Example Male Organs** storyboard
- **Conception** storyboard

Sheet 3.1 *Reproductive Parts*

Activities

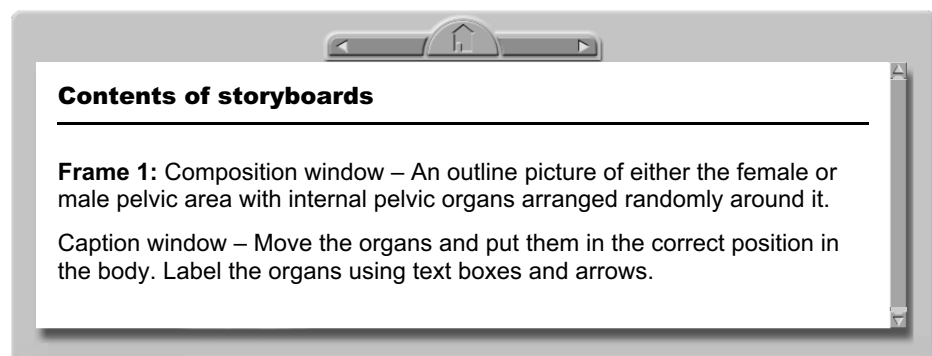
Introduction

1. Inform students that most of the sexual organs develop internally and ask them to brainstorm the names of male and female reproductive body parts.

Development

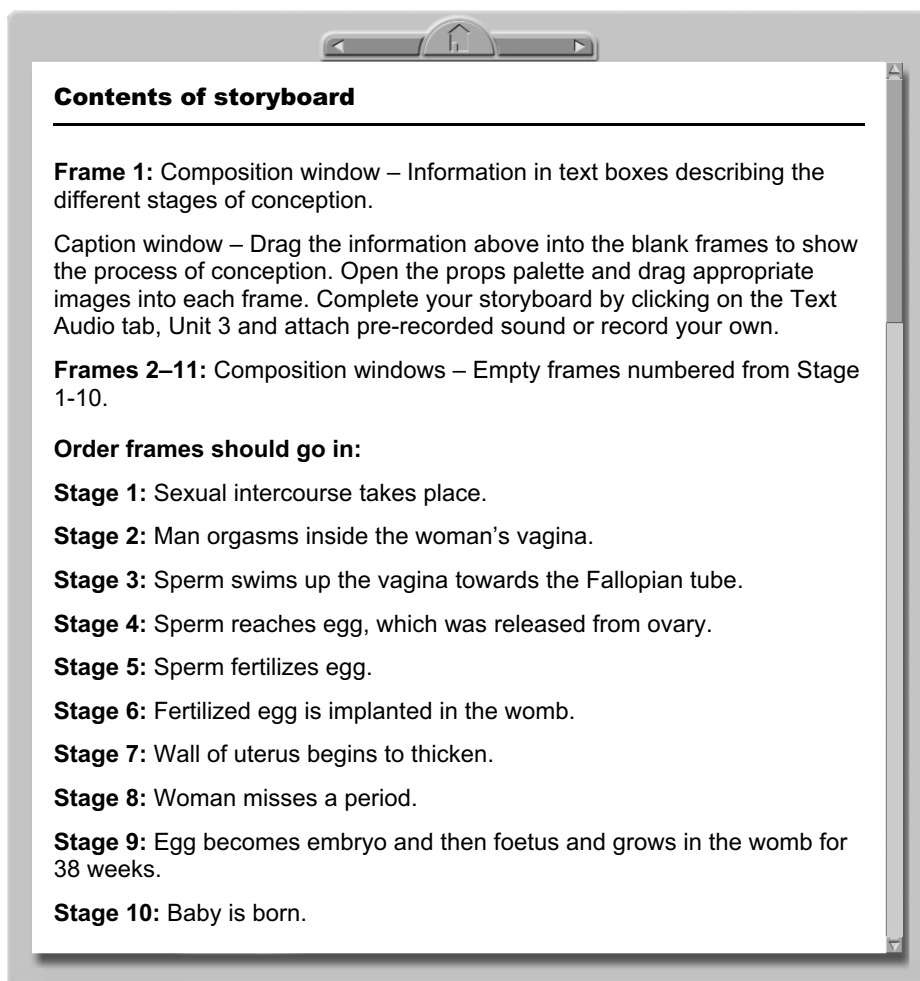


2. Instruct students to open and complete either the **Female Organs** or the **Male Organs** storyboards. *You may wish to ask the girls to open the Male Organs storyboard and vice versa.*



3. When finished students should open either the **Example Female Organs** or **Example Male Organs** storyboard to check the correctness of their own storyboards. They should return to this if they need to make any amendments.
4. Students save and print their storyboards.
5. Students open the **Conception** storyboard and complete it by moving the images and information into the correct order.





Contents of storyboard

Frame 1: Composition window – Information in text boxes describing the different stages of conception.

Caption window – Drag the information above into the blank frames to show the process of conception. Open the props palette and drag appropriate images into each frame. Complete your storyboard by clicking on the Text Audio tab, Unit 3 and attach pre-recorded sound or record your own.

Frames 2–11: Composition windows – Empty frames numbered from Stage 1–10.

Order frames should go in:

Stage 1: Sexual intercourse takes place.

Stage 2: Man orgasms inside the woman's vagina.

Stage 3: Sperm swims up the vagina towards the Fallopian tube.

Stage 4: Sperm reaches egg, which was released from ovary.

Stage 5: Sperm fertilizes egg.

Stage 6: Fertilized egg is implanted in the womb.

Stage 7: Wall of uterus begins to thicken.

Stage 8: Woman misses a period.

Stage 9: Egg becomes embryo and then foetus and grows in the womb for 38 weeks.

Stage 10: Baby is born.

6. Hold a class discussion on any issues that arise from this activity. Alternatively students could create a storyboard of questions to be answered by other students – and checked for misconceptions.
7. Students complete Sheet 3.1 *Reproductive Parts* by writing in the name of the body part beside the job it does for the reproductive system.

Plenary



Answers Male Reproductive Parts

What's it For?	Body Part
The sac that protects the testes	Scrotum
The gland that makes fluid to add to the sperm	Seminal Vesicle
The organ that produces sperm as well as testosterone	Testis
The male sex organ	Penis
The organ where sperm are stored while they mature	Epididymis
The tube that carries the sperm through the penis	Urethra
Produces fluid to feed the sperm	Prostate Gland

Answers Female Reproductive Parts

What's it For?	Body Part
Tube through which the ova travel to the uterus	Fallopian Tube
The opening from the vagina into the uterus	Cervix
Pear-shaped organ where the baby grows	Uterus
The organ where the male penis is placed during intercourse	Vagina
Gland that produces the eggs	Ovary

**Extension/
Homework**

8. Using an egg or a bag of flour as a pretend baby get the students to look after it for a week to experience what it is like to be a parent. The 'babies' require full-time care and should be fed at regular intervals, day and night and must never be left alone. Ask the students to record their experiences and be prepared to share them during the next lesson. You might like to recommend the book *Flour Babies* by Anne Fine. This describes what happens when a group of difficult students are required to look after 'pretend' babies like this.

Student Notes

Unit 3 Reproduction

Objectives

In this activity you will learn the names and roles of the main organs found in the male and female reproductive systems as well as understanding the process of conception.

Outcomes

By working through this activity you will:

- complete storyboards on the male and female reproductive organs
- show the process of conception by redesigning a storyboard
- explain the different roles of the sexual reproductive organs.

Resources

To complete the activity you will need:

Kar2ouche *Sex and Relationships* Content Library

Sheet 3.1 *Reproductive Parts*

Activities

Introduction

1. Brainstorm the names of the reproductive body parts of both sexes.

Development

2. Open and complete either the **Female Organs** or the **Male Organs** storyboard.



Click here to open the **Female Organs** storyboard



Click here to open the **Male Organs** storyboard

3. When finished open either the **Example Female Organs** or **Example Male Organs** storyboard. Compare your storyboard and make any corrections necessary.



Click here to open the **Example Female Organs** storyboard



Click here to open the **Example Male Organs** storyboard

4. Save and print your storyboard.
5. Open the **Conception** storyboard and put the frames in the right order to show the conception process.



Click here to open the **Conception** storyboard

Student Notes**Plenary**

6. Work through Sheet 3.1 *Reproductive Parts* by writing in the name of the body part beside the job it does for the reproductive system.

Extension/Homework

7. Adopt an egg or a bag of flour – this is going to be your ‘baby’ for a week. By caring for this fragile object you will begin to experience what it is like to be a parent. The ‘babies’ require full-time care and should be fed at regular intervals, day and night. They must never be left alone and need to be protected from strangers and animals. Write up your experience and be prepared to share it during your next lesson. If you want to read about what other students experienced during such an experiment, try *Flour Babies* by Anne Fine.

Sheet 3.1

Reproductive Parts

Firstly, label these body parts, M for male and F for female. Then, complete the Male and Female tables to show what the body parts are for.	Male or Female parts? M or F
Cervix	
Fallopian Tube	
Testis	
Scrotum	
Epididymis	
Uterus	
Seminal Vesicle	
Ovary	
Vagina	
Prostate Gland	
Urethra	
Penis	

Male Reproductive Parts

What's it For?	Body Part
The sac that protects the testes	
The gland that makes fluid to add to the sperm	
The organ that produces sperm as well as testosterone	
The male sex organ	
The organ where sperm are stored while they mature	
The tube that carries the sperm through the penis	
Produces fluid to feed the sperm	

Female Reproductive Parts

What's it For?	Body Part
Tube through which the ova travel to the uterus	
The opening from the vagina into the uterus	
Pear-shaped organ where the baby grows	
The organ where the male penis is placed during intercourse	
Gland that produces the eggs	

Teacher Notes

Unit 4 Contraception

Key Stage/Year Key Stage 3-4/Years 9-11

Group Organisation Some small group work, but mainly in pairs with some class discussion.

Suggested Timing One 45-minute lesson

Overview of Task

This activity gives students the opportunity to identify the various forms of contraception available as well as finding out where they can get further information and support.

Key Words: barrier; chemical; hormonal; protection

Objectives

All students will: know where they can get advice and knowledge on contraception.

Most students will: be able to identify different methods of contraception.

Some students will: understand the myths and misconceptions about contraception.

Curriculum References

National Curriculum**KS3 PSHE****2 Developing a healthy, safer lifestyle**

2b how to keep healthy and what influences health, including the media

2e in a context of the importance of relationships, contraception

2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel

2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help

3 Developing good relationships and respecting the differences between people

- 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- 3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- 3k to communicate confidently with peers and adults

4 Breadth of opportunities

- 4a take responsibility
- 4b feel positive about themselves
- 4d make real choices and decisions
- 4h find information and advice

KS3 Citizenship**2 Developing skills of enquiry and communication**

- 2b justify orally and in writing a personal opinion about issues

KS4 PSHE**1 Developing confidence and responsibility and making the most of their abilities**

- 1d to recognise influences, pressures and sources of help and respond to them appropriately

2 Developing a healthy, safer lifestyle

- 2a to think about the alternatives and long- and short- term consequences when making decisions about personal health
- 2b to use assertiveness skills to resist unhelpful pressure
- 2e about the health risks of early sexual activity and about safer choices they can make
- 2f 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
- 2g to seek professional advice confidently and find information about health

4 Breadth of opportunities

- 4a take responsibility
- 4b feel positive about themselves
- 4d make real choices and decisions

KS4 Citizenship

2 Developing skills of enquiry and communication

2c contribute to group and exploratory class discussions

Outcomes

By the end of this activity, students will have:

- identified various forms of contraceptive methods
- created a storyboard showing the possible consequences of unprotected sex
- completed a storyboard on planning and where to get information on contraception
- rearranged a storyboard showing the correct use of condoms.

Resources

Kar2ouche Sex and Relationships Content Library

- **Consequences** storyboard
- **Condom** storyboard
- **Safer Sex** storyboard

Sheet 4.1 *Contraceptive Methods*

Activities

Introduction

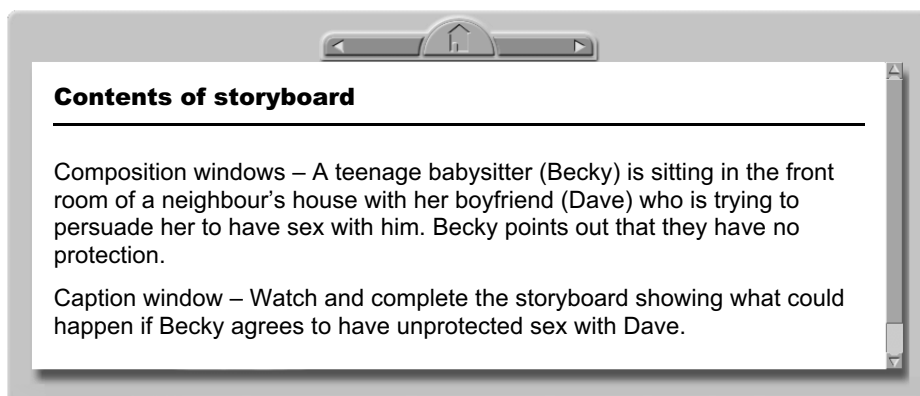
1. Put a definition of contraception on the board and discuss this with the students, for example, *method of preventing pregnancy*.
2. Ask students to brainstorm different types of contraception and write their ideas on the board.
3. Discuss answers and amend list to include these existing methods:

Method	Male or Female	What it consists of and other names.	Type
Male Condom	M	Durex; Rubber; Sheath	Barrier
Female Condom	F	Femidom	Barrier
The Combined Pill	F	Tablet to be taken for 21 days of the 28 day cycle	Releases Oestrogen and Progestin
Mini Pill	F	The mini-pill must be taken at precisely the same time every day to be effective	Releases the Progestin hormone

Method	Male or Female	What it consists of and other names.	Type
Contraceptive injection	F	An injection that lasts for 10 to 13 weeks	Progestin hormone
Implants	F	Consists of match-sized plastic rods inserted just underneath the skin in the upper arm. Can last up to 3 years.	Releases the Progestin hormone
Intrauterine Device (IUD)	F	Coil. A flexible plastic device with a copper wire which is placed inside the uterus	Prevents the sperm from fertilizing the egg
IUS	F	Similar to the IUD but also releases hormones	Releases progesterone
Diaphragm	F	A dome-shaped rubber disk that is inserted into the vagina before intercourse	Barrier; stops the sperm from reaching the egg
Cap	F	Similar to diaphragm but smaller	Barrier
Spermicide	F	Spermicides come in a variety of formulas including foam, jelly, film, or suppository inserted into the vagina before sex	Contains chemical Nonoxynol-9 which kills sperm
Vaginal Ring	F	Flexible plastic ring put in vagina for 21 days of the 28 day cycle	Releases hormones
The Sponge	F	A disposable, disc-shaped polyurethane foam device which covers the cervix	Barrier and contains spermicide
Male sterilisation	M	Vasectomy. Involves cutting or tying the tubes (vas deferens) which carry sperm from the testicles to the penis	Prevents sperm leaving the body
Female sterilisation	F	The Fallopian tubes are cut, tied or blocked.	Stops egg from meeting sperm
Natural family planning	F + M	Rhythm Method. Once you have identified your most fertile time of the month you don't have sex	Natural
Transdermal Contraceptive Patch	F	The Patch. A weekly hormonal birth control patch that is worn on the skin to prevent pregnancy	Combination of oestrogen and progestin
Emergency Contraception	F	In the form of a pill which needs to be taken within 3 days of sexual intercourse. NB: Only use in an emergency and not as a normal method of contraception	Releases progesterone

Development

4. With a partner, students open the **Consequences** storyboard and complete it by following the instructions.

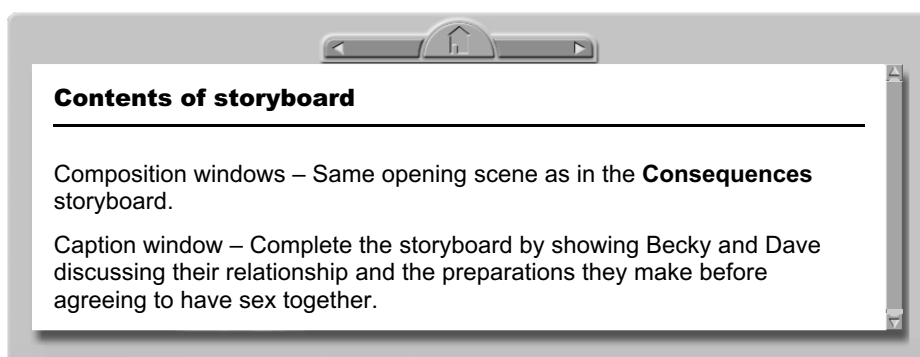


5. Give the students the opportunity to share their completed storyboards and hold a discussion on any issues. Ensure students take on board the following:

Safer Sex is about choosing to:

- say no to sex when you want
- have sex when you want
- have the type of sex you want
- use condoms.

6. In their pairs, students brainstorm where they can go to get advice about contraception.
7. Hold a discussion to allow students to share their ideas with the class. Ensure that Doctors (GPs) and Family Planning Clinics are mentioned.
8. Students load and complete the **Safer Sex** storyboard. Encourage students to think about emotional as well as physical preparation. For instance, Becky may not feel ready for sex, but if she does, it's important that the couple behave responsibly and safely.



9. Allocate students one method of contraception each and using Sheet 4.1 *Contraceptive Methods* as a guide, tell them to find out information about it.

Plenary

10. Give some groups the opportunity to share their **Safer Sex** storyboards. Try to show ones where the teenagers have sex and others where Becky resists the pressure by explaining her feelings.
11. If there is time, students should deliver a presentation about the contraceptive method they researched. If time is limited, they could use the information gathered to create a poster for homework. Posters can be created using Kar2ouche or freehand and displayed for reference in the classroom.
12. Make sure there is time to review the lesson's objectives and answer outstanding questions. In particular, you may want to discuss emergency contraception: what it is; when it might be used; how it is administered; its availability and the risks involved. The Family Planning Association website provides useful information. See www.fpa.org.uk

**Extension/
Homework**

13. Students load the **Condom** storyboard and complete it by matching the statements to the images, then putting them in the correct order. *Note: There is also a link to this storyboard in Unit 5, Sexually Transmitted Infections.*

Contents of storyboard

Composition windows – Instructions and images on how to use a condom.

Caption windows – Rearrange the thumbnails at the top of the screen to show the correct process for using a condom.

Last frame: Composition window – Three empty text boxes.

Caption window – List three places where condoms are available in your local area.

Student Notes

Unit 4 Contraception

Objectives

In this activity you have the opportunity to identify various forms of contraception as well as finding out where you can get further information and support.

Outcomes

By working through this activity you will:

- identify various contraceptive methods
- create a storyboard showing the possible consequences of unprotected sex
- explore the emotional and physical preparation required in a responsible and respectful sexual relationship
- rearrange a storyboard to show the correct way to use a condom.

Resources

To complete the activity you will need:

Kar2ouche *Sex and Relationships* Content Library

Sheet 4.1 *Contraceptive Methods*

Activities

Introduction

1. Discuss the meaning of contraception.
2. Brainstorm different types of contraceptive methods.
3. Discuss your answers.

Development

4. With a partner, open the **Consequences** storyboard and complete it by following the instructions.



Click here to open the **Consequences** storyboard

5. Share your completed storyboards with the class.
6. With your partner, brainstorm where you can go to get advice about contraception.
7. Share your ideas with the class.
8. Load and complete the **Safer Sex** storyboard.



Click here to open the **Safer Sex** storyboard

9. Your teacher will give you a method of contraception to research. Use Sheet 4.1 *Contraceptive Methods* as a guide and find out the information.

Student Notes

Plenary

10. If asked, share your completed **Safer Sex** storyboard with the class.
11. Plan and deliver a presentation about your allocated method of contraception or create a poster summarising the most important facts. You can use Kar2ouche or paper.
12. Discuss outstanding questions and issues.

Extension/Homework

13. Load the **Condom** storyboard and put the statements and images in the correct order.



Click here to open the **Condom** storyboard

Sheet 4.1

Contraceptive Methods

Information	Method
What it is	
How it works	
Advantages	
Disadvantages	
How effective it is	
The things that make it less effective	
Who uses this method	
Other useful information	

Teacher Notes

Unit 5 Sexually Transmitted Infections (STIs)

Key Stage/Year Key Stage 3-4/Years 9-11

Group Organisation Some small group work, but mainly in pairs with some class discussion.

Suggested Timing Two 45-minute lessons

Overview of Task

In this unit students identify different types of STIs including HIV/ AIDS and consider how practising safe sex can prevent their transmission.

Key Words: transmission; infections; virus; symptoms; discharge

Objectives

All students will: identify different types of STIs and know where to go for help, information and support.

Most students will: understand the process of safe sex.

Some students will: understand the growing dangers of STIs including HIV/ AIDS.

Curriculum References

National Curriculum

KS3 PSHE

2 Developing a healthy, safer lifestyle

2b how to keep healthy and what influences health, including the media

2e in a context of the importance of relationships, sexually transmitted infections, HIV and high-risk behaviours

2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel

2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help

3 Developing good relationships and respecting the differences between people

3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help

3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises

3k to communicate confidently with peers and adults

4 Breadth of opportunities

4a take responsibility

4b feel positive about themselves

4d make real choices and decisions

4h find information and advice

KS3 Citizenship

2 Developing skills of enquiry and communication

2b justify orally and in writing a personal opinion about issues

KS4 PSHE

1 Developing confidence and responsibility and making the most of their abilities

1d to recognise influences, pressures and sources of help and respond to them appropriately

2 Developing a healthy, safer lifestyle

2a to think about the alternatives and long- and short- term consequences when making decisions about personal health

2b to use assertiveness skills to resist unhelpful pressure

2e about the health risks of early sexual activity and about safer choices they can make

2g to seek professional advice confidently and find information about health

4 Breadth of opportunities

4a take responsibility

4b feel positive about themselves

4d make real choices and decisions

Outcomes

By the end of this activity, students will have:

- completed a storyboard about the transmission of STIs and how to avoid getting infected
- rearranged a storyboard about the correct use of condoms
- completed a storyboard testing their knowledge on STIs.

Resources

Kar2ouche *Sex and Relationships* Content Library

- **Infections** storyboard
- **Condom** storyboard
- **Do You Know?** storyboard
- **Brand New** storyboard

Sheet 5.1 *Sexually Transmitted Infections*

Activities.

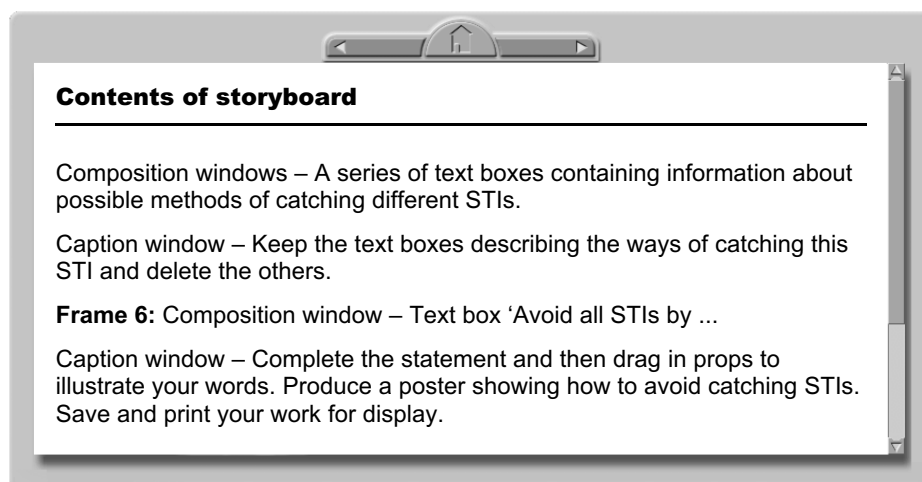
Introduction

1. Students brainstorm as many Sexually Transmitted Infections (STIs) as possible, (*See Appendix 2*), and identify the five most prevalent in today's society, that is: HIV/AIDS; Chlamydia; Genital Warts; Gonorrhoea and Herpes.

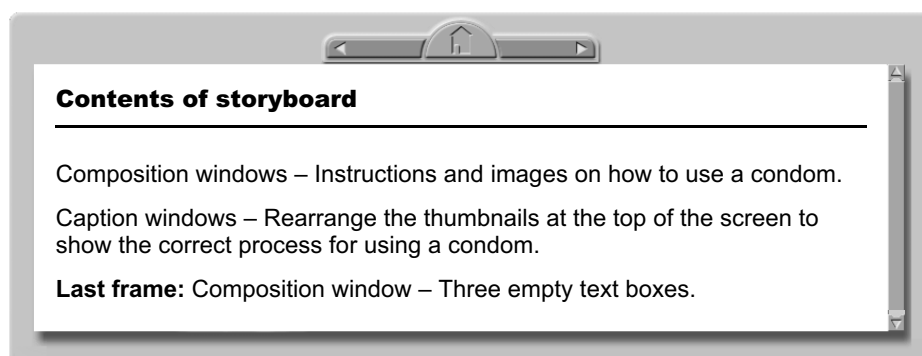
Development




2. Students load and complete the **Infections** storyboard on different STIs.



3. Students load and complete the **Condom** storyboard. Note: There is also a link to this storyboard in Unit 4, Contraception.





Caption window – Complete your storyboard by stating three reasons for using condoms. Add images and props or even sound to illustrate your reasons.

Plenary



- Students load the interactive storyboard **Do You Know?** and answer the multiple choice questions on STIs.

Contents of Storyboard

Frames: Composition windows – a number of questions, answers and statements about STIs.

Questions:

- Sexually Transmitted Infections – What are they?
- How many different types of STIs exist?
- How many sexually active teenagers have an STI?
- How can a STI be passed on from one person to another?
- Can you tell if someone has an STI by looking at them?
- Which behaviour increases your chances of catching an STI?
- What are the long-term dangers of having an STI?
- How do you avoid catching an STI?
- Which methods of contraception can help to protect you from catching an STI?
- If you think you may have caught an STI what should you do?
- Where can you go to get checked out?
- What is a GUM clinic?
- How can I find out if there is one in my local area?

Extension/ Homework



- Allocate each student one STI to research. Using Sheet 5.1 *Sexually Transmitted Infections* they need to find out the relevant information.
- Using Kar2ouche, students plan and deliver a presentation about their allocated infection. Information on HIV/AIDS; Chlamydia; Genital Warts; Gonorrhoea and Herpes is available for students in the text/audio window.
- Students open a new storyboard and tell the story of a visit to a health clinic. (*If possible import pictures of the local Health Clinic to use as backgrounds for this activity.*) Get them to show what they think it would be like and then try to dispel any misconceptions and allay fears.

Student Notes

Unit 5 Sexually Transmitted Infections

Objectives

In this unit you will identify different types of Sexually Transmitted Infections (STIs) including HIV/AIDS and consider how practising safe sex can prevent their transmission.

Outcomes

By working through this activity you will:

- complete a storyboard about the transmission of STIs and how to avoid catching them
- rearrange a storyboard to show the correct use of condoms
- complete a storyboard testing your knowledge of STIs
- tell the imagined story of someone who visits a health centre with a sexually transmitted infection.

Resources

To complete the activity you will need:

Kar2ouche *Sex and Relationships* Content Library

Sheet 5.1 *Sexually Transmitted Infections*

Activities

Introduction

1. Brainstorm as many STIs as possible.
2. Identify the five most common in today's society.

Development

3. Load and complete the **Infections** storyboard on different STIs.



Click here to open the **Infections** storyboard

4. Load and complete the how to use a **Condom** storyboard.



Click here to open the **Condom** storyboard

Plenary

5. Load the interactive storyboard **Do You Know?** and answer the multiple choice questions.



Click here to open the **Do You Know?** storyboard

Student Notes

Extension/Homework

7. Your teacher will allocate you one STI to research. Using Sheet 5.1 *Sexually Transmitted Infections* find out the relevant information.
8. Plan and deliver a presentation about your allocated infection using Kar2ouche.
9. Tell the story of someone who visits a health clinic with a sexually transmitted infection. Describe what you think it would be like and how the person might be treated and what advice the staff might offer.



Click here to open a new storyboard

Sheet 5.1

Sexually Transmitted Infections

Information	Infection
What is it?	
How it is passed on	
Symptoms	
Possible long term effects	
Where to get help	
Treatment	
Any other useful information	

Appendices

Appendix I Text and Audiofiles

The following text replicates what is in the text/audio palette of Kar2ouche and is included here for your reference when planning activities for students.

The accents have been varied to avoid students developing stereotypical views about particular regions. There are, however, insufficient scenarios to cover all possible accents. Other accents will be represented in subsequent PSHE/Citizenship Content Libraries.

Text/audio for Unit I

Storyboard - Relationships

Scene 1: *Two boys on a playing field.*

Fiam: Hi mate, fancy a game of football?
Ed: Good idea, kick it over here.

Scene 2: *Mother and daughter chatting at home.*

Seeta: How was school today?
Raani: Not bad, but I had some problems with another girl.
Seeta: Is there anything I can do to help?

Scene 3: *Boy and girl at a disco.*

Dave: Cool music.
Becky: Not as cool as you!
Dave: You look pretty good yourself.

Scene 4: *Brother and sister at home.*

Fiam: I want to watch the wrestling.
Raani: It's my turn and Westenders is on, so give me the controls.
Fiam: If you want the control come and get it!

Scene 5: *Boy and girl talking in a quiet corner of the playground.*

Matt: Why were you talking to that lad this morning?
Jan: He was a friend of my sisters.
Matt: You know I do not want you talking to other boys!

Scene 6: Two girls holding hands as they walk down the street.

Raani: Where shall we go, to the park or down town?

Donna: I don't mind but it is a nice day.

Raani: Let's go to the park, then.

Scene 7: Boy and girl in park. The girl is in tears.

Dave: I think it is time to finish with each other.

Becky: I know that things have not been good lately, but if you leave me I am going to cut my wrists!

Text/audio for Unit 2**Storyboard - Puberty****Information on the Five Stages of Male Puberty****Stage 1: Normal Age Range: 9-12, Average: about 10**

- Male hormones become more active, but there are hardly, if any, outside signs of physical development.
- Testicles mature, and erections can occur without warning.
- Some boys start a period of rapid growth late in this stage.

Stage 2: Normal Age Range: 9-15, Average: 12-13

- There is an increase in height and change in body shape. In particular the chest and shoulders develop.
- Testicles and scrotum begin to get bigger, but penis size doesn't increase much.
- Little or no pubic hair grows at the base of the penis.
- Sweat glands develop.

Stage 3: Normal Age Range: 11-16, Average: 13-14

- Height growth continues and body/face shape looks more adult.
- Penis starts to grow in length, but not much in width.
- Testicles and scrotum are still growing.
- Pubic hair starts to get darker and coarser and spreads towards the legs.
- Voice begins to deepen (and break).
- Some hair may grow around the anus.

Stage 4: Normal Age Range: 11-17, Average: 14-15

- Further height growth continues while penis width and length increases.
- The testicles and scrotum continue to enlarge.
- Pubic hair begins to take an adult texture, although it covers a smaller area.
- Underarm hair develops and facial hair increases on chin and upper lip.

- Voice gets deeper.
- Skin gets oilier which can cause spots.

Stage 5: Normal Age Range: 14-18, Average: around 16

- Nearing full adult height and physique.
- Pubic hair and genitals have an adult appearance.
- Facial hair grows more completely and shaving may begin now or soon.
- During the late teens and early twenties, some men grow taller and some develop more body hair, especially on the chest.

Information on the Five Stages of Female Puberty**Stage 1: Age Range: Usually 8-11**

- There are no physical signs of development.
- Ovaries are enlarging and hormone production is beginning.

Stage 2: Age Range: Usually 8-14, Average: 11-12

- The first outward physical sign is often the beginning of breast growth, including "breast buds", and hips get rounder.
- A girl may also grow considerably in height and weight.
- The first growth of pubic hair begins although it is fine and straight, rather than curly.
- Sweat glands develop.

Stage 3: Age Range: Usually 9-15, Average: 12-13

- Breast growth continues.
- Pubic hair increases, becoming coarser and darker.
- The body is still growing, and the vagina is enlarging and may begin to produce a clear or whitish discharge.
- Some girls get their first menstrual periods late in this stage.
- Skin gets oilier which can cause spots.

Stage 4: Age Range: Usually 10-16, Average: 13-14

- Pubic hair growth takes on the triangular shape of adulthood, but doesn't quite cover the entire area.
- Underarm hair is likely to appear in this stage.
- Ovulation (release of egg cells) begins in some girls, but normally not in a regular monthly routine until Stage 5.

Stage 5: Age Range: Usually 12-19, Average: 15

- This is the final stage of development when a girl matures into an adult.
- Breast and pubic hair growth are complete.
- Full height is usually reached by this time.
- Menstrual periods are well established, and ovulation occurs monthly.

Text/audio for Unit 3

Storyboard - Conception

Conception Process

- Man and woman have sexual intercourse.
- Man has an orgasm and ejaculates into the vagina.
- Sperm swim up the vagina into the womb and then to the Fallopian tubes.
- An egg leaves the ovary.
- The sperm fertilizes the egg.
- The fertilized egg continues down the Fallopian tube and into the womb.
- Fertilized egg implants in the wall of the womb.
- Wall of the womb begins to thicken.
- Woman misses her next period.
- Egg becomes embryo and then foetus and grows in the womb for 38 weeks.
- Baby is born.

Text/audio for Unit 4

Storyboard - Consequences

Scene: *Becky is babysitting with her boyfriend, Dave, who is trying to persuade her to have sex with him.*

Dave: Come on Becky, you know you want to.

Becky: I think we should wait until we're ready and anyhow we don't have any protection.

Dave: If we only do it once, we'll be all right!

Storyboard - Condom

Putting on a condom

- Make sure that the condom has the (BSI) kitemark on the packet.
- It is very important that the condom is put on when the penis is erect and before it has had any contact with the partner's body.
- Open the foil packet carefully by tearing down one side so you do not damage the condom. If you think you may have torn it then throw it away and use another one.
- Squeeze the tip of the condom to remove any air.
- Place the condom (still squeezing the end) over the penis and roll it down the full length.
- Ensure that the condom does not slip off during intercourse.
- After ejaculation, and while the penis is still erect, carefully withdraw from body while holding onto the condom.
- Remove the condom and put in some tissue paper and discard it in a suitable container (not a toilet).

Text/audio for Unit 5

Storyboard – Do You Know?

Sexually Transmitted Infections

- Matt Sexually Transmitted Infections – What are they?
- Julie A sexually transmitted infection (STI) is an infectious disease that is passed from one person to another through sexual contact.
- Matt How many different types of STIs exist?
- Julie There are over twenty different types of sexually transmitted infections.
- Matt How many sexually active teenagers have an STI?
- Julie Research shows that one out of every ten sexually active teenagers has a STI.
- Matt How can a STI be passed on from one person to another?
- Julie STIs can be passed from female to male, male to female, female-to-female and male-to-male; through sexual intercourse, by oral or anal sex and other intimate sexual contact.
- Matt Can you tell if someone has an STI by looking at them?
- Julie Lots of people with STIs do not have obvious symptoms so you cannot tell if someone is infected, just by looking at them.
- Matt Which behaviour increases your chances of catching an STI?
- Julie The more sexual partners you have the greater the risk of contracting an infection.
- Matt What are the long-term dangers of having an STI?
- Julie Some STIs can have long-term complications such as infertility and cancer.
- Matt How do you avoid catching an STI?
- Julie If you do not have sex or have sex with one uninfected partner only you are not at risk.
- Matt Which methods of contraception can help to protect you from catching an STI.
- Julie Condoms (male and female) are the only popular method of birth control that offer some protection against STIs.
- Julie It is important to remember that condoms make sex safer, they do not make sex safe. For example, genital warts are passed on by skin-to-skin contact around the pubic region. Condoms may also be worn incorrectly or may even split.
- Matt If you think you may have caught an STI what should you do?
- Julie If you are in any doubt, get checked out!
- Matt Where can you go to get checked out?

- Julie You can get help and advice from your Doctor or at the local GUM clinic.
- Matt What is a GUM clinic?
- Julie GUM stands for Genito-Urinary Medicine and is a clinic that specialises in dealing with sexual issues. All the services are confidential.
- Matt How can I find out if there is one in my local area?
- Julie Look in Yellow pages, phone NHS direct, contact the Family Planning Association or look up an appropriate web site.
- Julie No, try another answer.

Appendix 2 Common Sexually Transmitted Infections

HIV – Human Immunodeficiency Virus

- What is it?**
- This is a virus that attacks the body's defence or immune system. The immune system can keep the HIV infection under control for several years.
- How is it transmitted?**
- Through sexual contact or the exchange of bodily fluids with another person. These include blood, sperm and seminal fluid, vaginal fluids including menstrual blood, and breast milk.
 - Other methods of transmission include sharing needles, through blood transfusion or organ transplants (this is not the case in this country as blood is treated and tissues are tested, but is still a risk in many other countries).
 - It can be transmitted via the internal surface of the rectum, vagina, cervix or urethra or from a mother to her baby during pregnancy.
 - Note that the virus cannot pass through the air like a cold or pass through unbroken external skin.
- What are the symptoms?**
- There are no obvious symptoms during this stage and the person may feel completely well.
- What are the effects?**
- Eventually, the virus overpowers the immune system and stops it from working properly. Then the person can no longer fight other infections.
 - People infected in this way are said to be 'HIV positive'.
- Can it be treated?**
- It can be treated by drugs but not cured.

AIDS – Acquired Immune Deficiency Syndrome

- What is it?**
- An 'HIV positive' person will start to catch infections which their immune system is unable to fight and as they become increasingly weak they display a collection of symptoms. At this point they are said to have developed AIDS.
 - Doctors prefer to refer to this as late-stage or advanced HIV infection.
- What are the symptoms?**
- They vary from person to person, but examples include a rare type of pneumonia, a type of herpes that can cause blindness, stomach, lung and brain problems as well as Kaposi's sarcoma – a rare skin cancer.
 - Other symptoms include weight loss, fever, swollen lymph nodes, fatigue, plus a range of other less serious illnesses and infections.
- Can it be treated?**
- Although modern medicines have greatly helped infected people to live longer, there is no known cure.

Chlamydia

- What is it?**
- Chlamydia is caused by bacteria, which can be passed easily to a sexual partner.
 - It is the most common sexually transmitted infection amongst sexually active young people.
- What are the symptoms?**
- There are few or no symptoms, so infected people often don't know they have caught it.
 - 70% of women with Chlamydia have no symptoms.
- What are the effects?**
- Left untreated it can lead to pelvic inflammatory disease and even make women infertile, that is, unable to have children.
- Can it be treated?**
- Yes, Chlamydia can easily and quickly be cured with a short course of antibiotics.

Gonorrhoea

- What is it?**
- This is a bacterial infection that can affect the cervix, rectum, urethra, vagina and throat.
- What are the symptoms?**
- It can be difficult to notice symptoms, especially in its early stages.
 - Women often do not notice anything until the infection has spread from the cervix.
 - Symptoms in women may include an increase in discharge from the vagina or a change in its consistency or colour, discomfort or pain when passing urine, lower abdominal pain and tenderness.
 - Men's symptoms may include a white or yellow discharge from the penis, discomfort or pain when passing urine and itching or discharge from the anus.
 - However, many people with Gonorrhoea may have no symptoms at all.
- What are the effects?**
- Left undiagnosed or untreated it can cause pelvic inflammatory disease and infertility.
- Can it be treated?**
- With a course of antibiotics.

Human Papilloma Virus (HPV) and Genital Warts

- What is it?**
- Like warts on your hands, there are also other kinds of warts that can occur on the genital area.
 - They are caused by strains of a virus called the human papilloma virus (HPV).
 - The virus is passed on through skin-to-skin contact with someone who is infected. Warts can be different sizes and found in different parts of the genital organs.
 - In women they are found in the vulva, vagina, cervix and around the anus.
 - In men the warts can be on the glans or shaft of the penis, over the genital skin or around the anus.
- What are the symptoms?**
- Once you have caught the virus it can be weeks or even months before warts appear.
 - Some people become infected with HPV but never develop visible warts.

What are the effects?

- Genital warts are associated with abnormal changes in cells and can contribute to genital cancers (especially cervical cancer).
- Women who are, or have been, sexually active should have regular cervical smears.

Can they be treated?

- Large clusters of warts usually have to be removed surgically.
- Smaller warts can be treated with repeated careful application of caustic agents. Often the application needs to be carried out in a GUM clinic, though sometimes one of the weaker agents may be self-applied at home.
- Always consult a doctor before commencing treatment for HPV.

Herpes (HSV)

What is it?

- Herpes simplex viruses can cause sores on the genital or anal area.
- It's possible for herpes to pass from the mouth to the genital area through oral sex.

What are the symptoms?

- Symptoms include stinging in the genital area, flu-like symptoms and sometimes pain in the legs or thighs.
- Blisters may form leaving small red ulcers in the genital area, which can be painful – as can passing urine.

What are the effects?

- HSV remains in the body as a lifelong infection, which may recur periodically.
- Attacks can be made less severe and/or less frequent by taking antiviral medicines.

Can it be treated?

- No.

Appendix 3 Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that you are always considering ways of differentiating the lessons that you teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that you and/or a learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely-used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that not only were they more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with special needs more than success, especially when their peer group

can see that success is demonstrated on an equal basis without allowances being made.’ (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum.) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by you to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, you can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief soundclips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to you, support research projects and use findings to develop additional features that will help to move learning forward.