

<b>Topic : Are you Ready?</b>		<b>Year 9</b>
<p><b>What does the session explore?</b></p> <p>This session explores the social constructs of sex, including 'virginity' and 'passing' into adulthood. The session also explores what sex actually is and helps students to develop an understanding of how to prepare for making decisions around sex.</p>	<p><b>Lesson at a glance</b></p> <p>What is virginity?          What is first time sex?          First time sex expectations          What could go wrong          Are you ready checklist</p> <p><b>Resources:</b>          PowerPoint          Virginity Discussion Headings          What Could go Wrong cards          What Could go Wrong answers          Are you Ready Checklist</p>	
<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• To identify two different cultural understandings of sex</li> <li>• To investigate the impact of these social constructs on young people and recognise the different beliefs held</li> <li>• To explore what first time sex means to each individual</li> <li>• To manage expectations relating to first time sex and recognise which expectations are realistic and unrealistic</li> <li>• To develop an understanding of what prepares us for making decisions about sex</li> <li>• To recognise that 'feeling ready' is different for each person</li> </ul>	<p><b>Activity details</b></p> <p>Introduction – 5 mins          Refer back to your class constitution or classroom agreement to highlight the relevant ground rules for the session.          Explain the plan for the lesson and what you'd like the students to understand or have achieved by the end, as outlined on the PowerPoint</p> <p><b>Key delivery information</b></p> <p>You may want to use this opportunity to place students into five groups that will work well together.</p>	

Activity details	Key delivery information
<p><b>What do we mean by ‘virginity’? - Small Group task – 15m</b></p> <p>Spend 1 minute as a class discussing what ‘virginity’ means, then share the slide with the definition of virginity and sex on. Explain that sex can be different things to different people and is, therefore, a ‘social construct’.</p> <p>Use the ‘Virginity Discussion headings’ resource and hand out one heading to each table. Ask students in their groups to discuss and mind-map what they think the heading means to them, and to others in different age groups or societal settings.</p> <p>Feedback and discuss as a class – 5m</p>	<p>Remind YP that there are no right or wrong answers and that it could mean something different to different people.</p> <p>Encourage YP to write their thoughts down, could use A3 paper or a laminated sheet which they can write on as replacement for a whiteboard.</p> <p>Use coloured paper if needed for a specific learning need.</p> <p>Hand out pens and paper.</p>
<p><b>First-time Sex: Opinions —Whole class discussion – 5m</b></p> <p>What is first time sex? Encourage group to think about relationships inclusive of all genders and sexualities.</p>	<p>Encourage young people that there is no right or wrong answer and remind them that it may mean something different to each individual.</p> <p>Mention consent, contraceptives and protection.</p>
<p><b>First-time Sex: Expectations —Whole class discussion – 5m</b></p> <p>Explore young people’s expectations relating to first time sex.</p>	<p>Explore embarrassing moments, myths and worries, impact of being uncomfortable compared with being relaxed, pain vs pleasure.</p>

Activity details	Key delivery information
<p><b>What could go wrong? - Activity - 15m</b></p> <p>Young people in small groups will be given cards with different things that could 'go wrong' during first time sex.</p> <p>Ask young people to consider solutions to these difficulties.</p> <p><b>If time allows:</b> facilitator can use What Could go Wrong answers sheet to go through the scenarios with students and talk about some of the possible responses to the problems.</p>	<p>Scenarios can be printed out on laminated paper.</p> <p>Students can discuss in their pairs / groups but hand out spare paper and pens also in case anyone wants to make notes.</p> <p>Facilitator should walk around and attempt to support each group with different scenarios.</p>
<p><b>Are You Ready? Checklist – 5m</b></p> <p>Depending on the age / stage / understanding of the group, facilitator to decide whether to complete task A, or task B:</p> <p>Task A: Students to complete Are you ready? Checklist</p> <p>Task B: Students to identify: five things that are most important to you when deciding if you are ready to engage in sexual activity</p> <p>Feedback and discuss as a class: what does it mean to feel 'ready'?</p>	<p>Choose between the two activities depending on understanding of group.</p> <p>Task should be done individually or in pairs</p> <p>Emphasise that there is no rush to engage in sexual activity and that even if we think 'everyone is doing it' they're probably not</p>
<p><b>Questions and Conclusion—5m</b></p> <p>Summarize the key points of the session</p> <p>Thank students for their participation and let them know they have done well.</p>	<p>Encourage them to think about important factors:</p> <ul style="list-style-type: none"> <li>Within themselves and their own feelings</li> <li>Within a relationship</li> <li>Within their body</li> <li>Within their understanding of sex / their body</li> </ul>