**Healthy Relationships Session**

**Materials needed for session**

Sticky labels for name tags

Approx 30 sheets A4 paper

Envelopes containing the verbal/body language signs of consent and non-consent

Health leaflets for students

Leaflets advertising sexual health clinic in Sheffield

Feedback forms

**Overview**

1. Welcome + ground rules
2. Ice Breaker (snow ball fight)
3. Glossary
4. What is a healthy relationship? Two case Studies
5. Sexual consent - definition + consent is cup of tea video
6. Verbal/Body language signs of consent
7. Case Study - consent
8. Sexual Health Quiz + Go through health services for int students leaflet
9. Feedback forms

**1. Welcome (5 mins)**

*Script*

Hello, welcome to our session. We are really happy to see you here. Thank you for coming! Let’s start with introductions. I am …………, l work as ………..

[invite the participants to introduce themselves. First names only]

This session is about healthy personal relationships. We will talk openly and honestly about sexual consent, sexual health and contraception in particular. Our aim is to have some good discussions and help students to feel more confident and knowledgeable about these topics.

Our session today will have a mixture of discussions and games. We want you to feel comfortable, relaxed and also have some fun. It will last one and a half hours.

*Refer to slide about content*

We will use case studies and games to talk about healthy relationships and sexual health.

If at any time during this session I speak too quickly, please raise your hand to let me know. Also, if I say any words you don't know and have never heard before, let me know! Before we start our session, I’d like us to agree to some ground rules. This is because we understand that discussing these topics may be embarrassing for some people. We want to give you reassurance that this room is private and we do not share what is said here with your family, teachers, or friends.

**Ground Rules**

Refer to slides.

Go through ground rules on slides and explain each point carefully. Ask the students to agree to the ground rules. Ask if they wish to add anything else.

**2: Ice breaker: Snowball fight (10 mins)**

*Script*

To repeat again, please know that we do not pass on anything from this room to your family, your friends or your teachers. This is a private and confidential space. However, we know that some of you will find talking about relationships and sex difficult or embarrassing for various reasons. Maybe some of you have never talked openly about these topics before.

So let’s now play a little game so we can feel more comfortable together.

*Game: Instructions*

Hand out 3 A4 piece of paper to each participant and tell them they have 20 seconds to write the first 3 words which come to their head after we display the sentence below. Ask them to write anything they wish and as honestly as possible. Write some examples on board to help them: E.g. nervous! interested! Ask them to put one word one each paper and then scrunch it up.

Refer to slide with this sentence:

"Talking about relationships and sex makes me feel ……………….."

Then invite them to have a ‘snowball’ fight with the scrunched up bits of paper. They need to pick up and throw the balls as quickly as possible!

You can put on some fun music for one minute whilst the students throw the balls! It should then be impossible to identify which piece of paper belongs to whom.

The facilitator collects all the balls and reads them out, addressing the comments made.

*Reflection*

Students will typically write things like 'embarrassed' 'nervous'. Make sure you stress again that it is normal to feel unsure or nervous about discussing these topics and many people in the room feel the same. However, the session is confidential and we will not be discussing anybody's personal situations. The session will be gentle and the ground rules mean we will all respect and support each other.

Refer to the ground rules as necessary to offer reassurance to students and help reduce any embarrassment.

**3. Glossary**

Script

Before we start the next activity, I want to explain some terms we will be using during the session. Here is a glossary which explains some words you may or may not know. If you are unsure of any words I use, please put up your hand or you can look it up on your phone.

Hand out the glossary and read out the terms to the class.

**4. Case Studies**

*Script*

For the first part of the session we will look at some case studies together. The case studies are based on real life situations. We will look at the case studies to talk about relationships and how to deal with some common communication problems.

Hand out Case Studies 1 and read through it with the students. Divide the participants into pairs and ask them to discuss a question together each, for a few minutes. Then go through all the questions together as a group, asking the pairs to feedback. Make sure you get participants to discuss in detail:

- What should the students in the case study do/say?

- When should they say it?

- How should they say it?

- What would happen if the students in the case study do nothing?

Make sure you use the case studies to explore: good communication, consent, sexual health.

Use open questions and explore students' comments.

Repeat with case study 2.

*Reflection*

Go through the slides on the presentation about good communication with a partner.

**5. Sexual Consent: Consent is cup of tea video (10 mins)**

*Script and Instructions*

Refer to slides about definition of consent

In this next part we will talk about personal relationships. Specifically we will be discussing sexual consent and choosing to have sex with a partner. In a personal relationship it is a personal decision whether you choose to have sex with a partner or not. This is an individual choice.

Giving consent means positive agreement to have sex. Sex without consent is illegal in the UK, so every time you have sex you must give and receive consent. Full consent is given when there is verbal agreement together with facial expressions, body language and behaviour.

The age of consent for males and females in the UK is 16. Moving a relationship on to having sex is a personal choice - it's OK if you do, and it's OK if you don't. And it's also OK to have sex without being in a relationship so long as the situation is safe. In or out of a relationship, if you are having sex, it's important that both partners consent to it.

For this part of the session we will first watch a video together and then we will look at some case studies. We will not be discussing anybody's personal experiences in this session. Instead we will use case studies. They are examples that we thought up to talk about these issues. Let's watch a video to show this topic in more detail.

[Watch consent as a cup of tea video](https://www.youtube.com/watch?v=pZwvrxVavnQ)

**6: Verbal/body language signs of consent/non-consent (15 mins)**

*Script*

I really like that video and hope you did too. It's a good way to think about the topic of consent - it's actually quite a simple thing. And it's not just about drinking tea!

As we saw in the video, consent works both ways. When it comes to sex, then both people must positively agree to it. This means that both people definitely want to have sex and consent to sex. Both people in the relationship must be sure that the other person definitely wants to have sex. This applies in lots of situations.

It applies for example if:

- you are in a long term relationship with somebody.

- it applies if you are married to somebody

- it applies if you have dated somebody for 3 months

- it applies if you are going on a date for the first time or meeting somebody new for the first time.

First of all let's discuss what possible signs people give to consent to sex or not consent to sex. These are just some examples. We are aware that these signs might be seen in different ways in different countries, and cultures. The signs we are looking at today are common signs used by people in the UK to express consent.

*Game: Instructions*

Explain that you have examples of consent and non- consent. Some are verbal signs, and some are body language signs. Tell the students that on one side of the desk is 'consent' and the opposite side is 'non consent' and the middle of the desk is for ones they are unsure about.

Hold out the examples face down and ask the students to pick two or three each. Next, give the students a few seconds to think about the examples they have. Ask them to put their examples in the 'consent' 'non consent' or 'unsure' pile and explain why they are making that choice.

**Reflection**

Point out specific examples which students typically get confused about e.g.: "wearing make- up", "wearing a short skirt", saying "maybe" or "perhaps". Invite a group discussion about why students chose to put those words as a signs of consent.

Explain why none of these are consent for sex. Sex should only happen when both people are clear that the other person positively consents to have sex. Sexual consent is about ensuring consent is given and received.

Make sure you discuss the issues around the woman accepting the drink from the man in the bar. This is not consent for sex. Also, if somebody is drunk, they lack capacity to give consent. We do not recommend accepting drinks from strangers in bars, because you can't be sure of the intentions of that person or if something may happen to your drink.

**7. Sexual consent Case Study**

Read out case study 3, taking it part by part. Concentrate on starting a discussion about consent and contraception i.e.

Part A: an invitation to "stay the night" can mean different things to different people. There is positive body language, but this doesn't automatically mean that both students are consenting to sex.

Part B: There is pressure to have sex. There is not consent, because of the worries about getting pregnant. The students should stop, and could have sex another night after they have properly discussed contraception. Or if they want to continue they should buy some condoms.

Part C: Oral sex still needs consent. The body language is not positive, and consent is not being given to sex. There is pressure being applied again.

Reflection - Go through slides in presentation on reporting an unhealthy relationship.

**8: Sexual Health Quiz**

*Script*

In this final section, we are going to discuss sexual health. Coming into a new country, there might be some things about the health system or contraception you did not know about. Also, some of the words and terms that doctors use can be really confusing!

Whether you have sex or not, it's very important that you know the basic facts about how to protect your sexual health and prevent unwanted pregnancy.

Having unprotected sex can lead to unwanted pregnancy or sexually transmitted infections (also referred to as STIs or STDs). What type of contraception will depend on your personal preferences and relationship.

Show the slide with definition of common terms used in the quiz. Say to students that some people may know these words, some people may not but it is useful to explain these terms briefly.

*Game:*

*Instructions*

Give out the quiz. Allow students time to complete it individually. Stress that the answers will not be collected, and it is for the student only. Don't write your name on it, it is only for your own knowledge.

Give students 10 minutes to read through the quiz - longer if their English language levels are low. Invite the students to use their phones to check words if they are unsure.

Then hand out the answers and go through them with the students.

**9. Health Leaflet**

Hand out the leaflet and draw their attention to the important parts.

**10. Feedback and FINISH!**

Thank the students for attending. Ask them to fill in some feedback - stress this is confidential, don't write name or student number.