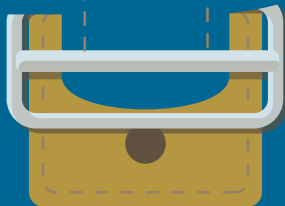
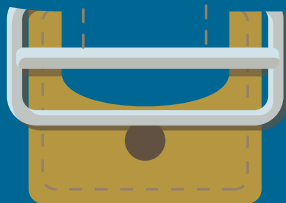


*YouthAction*  
NORTHERN IRELAND



Relationships & Sexuality Education  
Resource for Youth Workers

# BACKPACK



# BACKPACK

This backpack aims to help you on your journey as you work with young people to educate and support them on their path to healthy and life-enhancing sexual relationships. Building on the Turn the Light On resource<sup>1</sup> published in 2020, this backpack focuses attention on your role as a youth worker. Included in this backpack are resources that will both support and sustain you on your journey. These include a map, compass, water, food, phone and a first aid kit.

As documented in the Regional Assessment of Need<sup>2</sup> youth workers identified the need for clearly defined approaches, support and training and easily accessed curriculum resources. As a youth worker you are ideally situated to undertake relationships and sexuality education, commonly known as RSE. This is because of your ability to build trusting relationships with young people over time, your training in relevant pedagogies and the willingness of young people to see you as a source of accurate and credible information and guidance.

You are not on your own. As you get to know young people, they will help you understand what their needs are and what they are interested in knowing more about. As documented in this resource, there is a comprehensive range of resources available to help you on this journey. These include guidance documents as well as session plans and workshops. There are also details of organisations whose primary focus is delivering relationships and sexuality education programmes as well as sexual health experts across the Health Trusts, who are also willing to provide support and guidance.



MAP



COMPASS



WATER



FOOD



PHONE



WHISTLE

1 Turn the Light On – A Relationship and Sexuality Education Pack for Working with Young People YouthAction Northern Ireland 2020  
<https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/Turn%20The%20Light%20On.pdf>

2 Education Authority Regional Assessment of Need 2020 – 2023 March 2020  
<https://eanifunding.org.uk/wp-content/uploads/2020/03/Youth-Service-Regional-Assessment-of-Need-2020-23.pdf>

# BACKPACK



## MAP

**Maps simplify complicated information. They are functional tools, give stories context and offer inspiration.**

The ‘map’ in your back pack represents the needs assessment you carry out with young people in order to co-design an RSE programme. This well thought out and planned needs assessment will ensure that the programme is pitched in a way that caters for all young people’s needs, interests and learning, based on key curriculum areas relevant to RSE. This empowers young people to be agents of change in their own learning and make well informed decisions about their own lives in relation to relationships and sexuality education.

A sample needs assessment is overleaf for you to use and adapt.



# Needs Assessment

## Purpose

- Identify current themes/issues relevant to young people in group.
- Identify good practice that contributes to relationships and sexuality education.

What age group does your group target?

What do you believe are the current needs of young people you are working with in relation to relationships and sexuality education?

Is your group ready to take part?

Any preparatory work needed?

How would you describe any exposure either positive/negative young people have had to relationships and sexuality education? What has helped? Have you any concerns?

What are your group interested in learning about with regard to relationships and sexuality education?

Does your group have any specific learning needs you need to take account of? e.g sensory needs.

Is there anything else you need to consider when planning a programme on sexual health for your young people? e.g parental consent.

What are your anticipated outcomes/successes of the group taking part in the programme?

What date/time frame would suit the group to participate in the programme?

Relationships & Sexuality Education  
Resource for Youth Workers

# BACKPACK



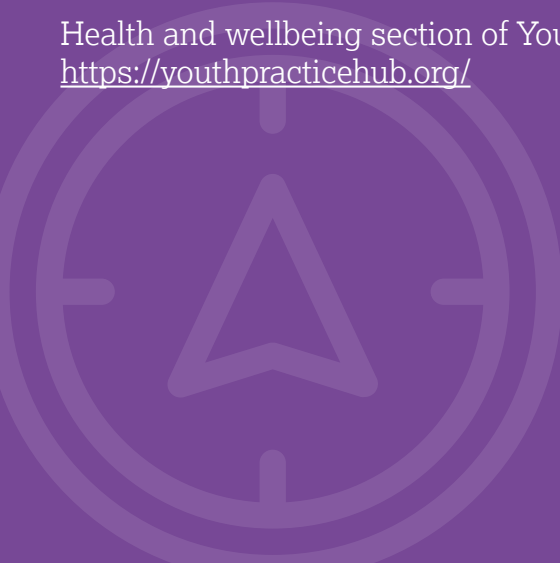
COMPASS

## COMPASS

**A compass is a device that indicates direction. It is one of the most important instruments for navigation. People use it to find their way, whether it is on a hiking trail or on a trip to a new location.**

The 'compass' in your back pack represents your knowledge on the direction of RSE for young people and the landscape they are operating from. This can include RSE frameworks, toolkits and good practice initiatives which will support and guide you to develop your own programme. A comprehensive review of frameworks, toolkits and good practice initiatives is documented in the Relationships and Sexuality Education Resources Review which can be found at;

Health and wellbeing section of Youth Practice Development Hub  
<https://youthpracticehub.org/>



# BACKPACK



WATER

## WATER

**Having enough water with you on your journey is essential if you want to maintain your energy and feel good. Drinking plenty of water is good for both your physical and emotional health and keeps you and the young people feeling energised to continue to learn.**

The 'water' in your back pack represents creating healthy habits with young people in relation to RSE. It signifies the safe spaces we create with young people to support, motivate and inspire them. It also recognises the power of sex positive language and modelling positive behaviours that young people can incorporate into their own lives and decision making. This includes preparing and maintaining a safe, positive and inspiring learning environment as well as agreeing a contract with young people on how they will care for each other when they are together.

See overleaf for some guidance.

## Preparing and maintaining a safe, positive and inspiring learning environment

- Create an environment that is relaxed, safe and comfortable to talk. This can include music, laughter, positive posters, group agreements etc.
- Be sensitive. Some young people may not want to take part in conversations or share their views. Potential sensitivities within and across groups may be aligned to gender, race and/or culture etc.
- Ensure that young people understand that the group is discussing opinions and perspectives rather than individual personal experiences.
- Opt for situational scenarios of fictitious characters rather than personal sharing.
- While sharing is encouraged, confidentiality should never be guaranteed. Remind young people about any relevant safeguarding and child protection policies and procedures that are in place, especially if a young person makes a disclosure.
- Don't make assumptions about anyone's sexual behaviour, sexual orientation or gender identity.
- Keep the focus on the young person and their understanding and perspectives rather than that of your own.
- Remind young people that sexuality isn't fixed and can vary throughout life.

*Adapted from YWI 'Talking About Sexual Health – Opening Conversations with Young People on Sexual Health.' (2019)*

A **contract** can include the following;

- Respect others
- Listen to each other
- Have fun
- Respect diversity and difference
- Attendance
- Participate
- Have the right to say no

Alternatively ask the group to;

- Identify 5 key attitudes or behaviours that will make the group/session work effectively.
- Complete the statement, "For us to work well together we should be..."
- Choose five B words from a list such as;
  - Be respectful
  - Be sensitive
  - Be caring
  - Be kind
  - Etc

*Adapted from YouthAction Northern Ireland 'Turn the Light on: A Relationship and Sexuality Education Pack for Working with Young People'(2020)*

# BACKPACK



**FOOD**

## FOOD

**You need food for any journey you undertake. Food provides energy to enable you to both enjoy and sustain you on your travels.**

The 'food' in your back pack represents the 'bread and butter' of RSE, the programme content. You will know what 'food' the young people need after completing the needs assessment with them. This is your starting point. The food includes researching resources available to you, to tailor a programme to match your needs assessment.

The following session plan samples are included for you to use and adapt, suited to the needs of your group;

- Session 1 – Being a good friend
- Session 2 – How our body changes
- Session 3 – Coming out guidance for young people
- Session 4 – Healthy relationships online
- Session 5 – Understanding gender
- Session 6 – Healthy relationships
- Session 7 – LGBTQIA+ awareness
- Session 8 – Sexually transmitted infections (STI's)
- Session 9 – Understanding consent and body autonomy

Further information can be found in **Relationships and Sexuality Education Resources Review** in Health and wellbeing section of Youth Practice Development Hub <https://youthpracticehub.org/>





## Session One: Being a good friend

Learning Outcomes		Age Group
Understand meaning of friendship and identify ways to be a good friend.		12+
Time (mins)	Activity	Resources
10	<p><b>Introduction</b></p> <p>Welcome, overview of session, learning outcomes and group contract.</p> <p>Baseline 1 – 10 (10 being very confident)</p> <ol style="list-style-type: none"> <li>1. I am able to spot when a friend is having problems.</li> <li>2. I am able to ask a friend who is having problems how they are feeling.</li> <li>3. I am confident that I know what to do to help a friend who is having problems.</li> <li>4. I know about organisations that can help young people who are having problems.</li> </ol>	Baseline, flip chart and markers or complete exercise on floor and keep record to compare at end
5	<p><b>Energisers</b></p> <p><b>Topics game – Opening the body, opening the mind</b></p> <p>Select a topic and participants throw the ball to each other around the group. This is quick fire and topics changed as the group runs out of ideas i.e pizza toppings, colours, films, food, places you'd like to travel to, what I love about where I live etc.</p> <p><b>Self-esteem flower</b> - ask participants to write down good qualities they have and ask a friend to add one.</p>	Ball  Outline of flower with petals to write into
10	<p><b>Activity 1 - What qualities does a good friend have?</b></p> <p>Ask young people what qualities a good friend has and write these onto flip chart.</p> <p>Hand out three sticky dots and ask young people to identify what three qualities they value most and place dots on these.</p>	Flip chart with large stick person drawing Sticky dots
15	<p><b>Activity 2 - Being a Good Pal</b></p> <p>Explain PALS model written on flipchart.</p> <p>Ask young people what might be the signs if their friend was having a difficult time. e.g becoming quiet, withdrawn, not eating properly, not wanting to go out anymore.</p>	Flip chart with PALS model outlined P is for PALS A is for ASK L is for LISTEN S is for SUPPORT

15	<p><b>Activity 3 - Sarah's Online Love</b></p> <p>Show the video 'Sarah's Online Love' and ask the group to pay attention to what is happening to Sarah <a href="https://youtu.be/v1OwOJN4Ff0">https://youtu.be/v1OwOJN4Ff0</a></p> <p><b>Follow-up question</b></p> <p>What support might Sarah need?</p> <p>Divide young people into smaller groups and give each group statement cards and flip chart paper. See statements below. Ask them to take turns to read out the statements and discuss what the person might need and record on their flip chart. Bring groups back together and compare similarities and differences.</p> <ul style="list-style-type: none"> <li>- Your friend has recently learned their parents are separating.</li> <li>- Your friend has just learned that they are moving house and will have to attend another school.</li> <li>- Your friend has been called names by some young people online.</li> </ul>	<p>Statement cards</p> <p>Flip chart paper and markers</p>
10	<p><b>Activity 4 - A is for Ask</b></p> <p>Have a general discussion asking the following questions.</p> <p>What stops you from talking to your friend if you are concerned about them? E.g. Being able to find a good time to bring it up, they might get defensive or they might not be ready to talk.</p> <p><b>Follow-up question</b></p> <p>What would encourage you to reach out to them? E.g. Understanding your friendship is important, that you know your friend and can reassure, support and listen to them.</p>	<p>Questions</p>
10	<p><b>Activity 5 - L is for Listen</b></p> <p>Explain that once your friend is talking it is good to listen really well. Sometimes it is easy to get distracted by our own thoughts and reactions.</p> <p>Remind young people listening is a skill that can be learned and developed.</p> <p>Activity - Back to back listening and drawing exercise.</p> <p>Ask young people to get into pairs. Ask one of the 'pair' to leave the room for a few moments and give the other (the drawer) an a4 sheet of blank paper. Ask them to draw around 4/5 objects around the page. Arrange seats back to back and ask the pairs to sit with their backs to each other. Give the young people that have returned (the listener) to the room a blank page and marker. The idea is that the 'drawer' now has to instruct the 'listener' of the images on their page, describe what they are and where they are placed on the page. At the end and when they are happy they have completed, hold up the 2 drawings to see how well they were able to complete the exercise.</p> <p>Follow up questions;</p> <p>Was this an easy task? Why? Why not? What worked well? Any barriers?</p>	<p>A4 sheets of paper and markers</p>
5	<p><b>Activity 6 - S is for Support</b></p> <p>Ask the group who can help? e.g Youth worker, parent/carer, teacher, other friend etc.</p> <p>Explain there are also other people where their friend can get help.</p>	<p><b>Phone numbers</b></p> <p>Childline - 08001111</p> <p>Lifeline - 8088088000</p> <p>Samaritans - 116123</p>

10	<b>Closing and evaluation</b> <ol style="list-style-type: none"> <li>1. Baseline 1 – 10 (10 being very confident).</li> <li>2. I am able to spot when a friend is having problems.</li> <li>3. I am able to ask a friend who is having problems how they are feeling.</li> <li>4. I am confident that I know what to do to help a friend who is having problems.</li> <li>5. I know about organisations that can help young people who are having problems.</li> </ol>	Baseline form or complete on floor and record
Total 90 mins		

Adapted from YouthAction Northern Ireland PALS - A training resource to help young people support each other effectively (2019)

<https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/YouthAction%20PALS.pdf>

Relationships & Sexuality Education  
Resource for Youth Workers

# BACKPACK



## Session Two: How our body changes

<b>Learning Outcomes</b> Understand what puberty is and how your body changes as you grow Identify ways to look after our body and mind to keep healthy		<b>Age Group</b> 9+
Time (mins)	Activity	Resources
10	<b>Introduction</b> Welcome, overview of session, learning outcomes and group contract.	Flip chart and markers Learning outcomes Contract
5	<b>Energiser</b> This is a variation on a 'name game' where the leader asks each young person to throw a soft ball to someone and call out their name (if they don't know their peers name encourage them to ask). Encourage each young person to remember who they threw the ball to and caught from and this continues until each person has caught and thrown the ball. If someone happens to drop the ball start the full round again. This is NEVER to shame anyone but simply to show that it's important to try again and keep trying. This promotes team work, good eye contact, use of voice messaging and importantly is lots of fun. You can add in a second ball and a third ball if you think the group are ready for this and will respond well to the process.	3 small balls
10	<b>Activity 1 – What is puberty?</b> This first activity is sharing information. Depending on your group you can decide to give information directly (see below) or by posing a question. What is puberty? <b>NOTE:</b> Posing the question may make some young people uncomfortable so decide on your method depending on the needs of the group. <ul style="list-style-type: none"> <li>• All our bodies change as we grow.</li> <li>• Puberty is the time when your body changes from being a child to an adult.</li> <li>• Your body is preparing itself to be able to reproduce (have a baby).</li> <li>• The speed of these changes is different for everyone.</li> <li>• Puberty happens between the ages of 8 and 18. During this time, you may experience a number of both physical and emotional changes. These will be different from person to person.</li> <li>• Puberty is an incredible part of being human and growing up.</li> </ul>	Power point or other way to display information

15	<p><b>Activity 2 – All change</b></p> <p>Arrange the participants in a circle on chairs and stand in the middle. Explain that the goal for the person standing in the middle (without a chair) is to call out a statement that anyone on a chair may answer. Begin with the statement <i>All change if e.g.</i></p> <ul style="list-style-type: none"> <li>• You have a sister.</li> <li>• You had breakfast this morning.</li> <li>• You love to read.</li> <li>• You are wearing trainers.</li> </ul> <p>Encourage creative thinking and support any participants who are unable to come up with a statement.</p> <p>When the statement is called anyone who answers yes must move to another chair before the person in the middle gets there. The person who ends up without a chair then stands in the middle and calls out a different statement. You can also suggest that if the person in the middle calls <i>all change</i> everyone must move.</p> <p>The key messages are;</p> <ul style="list-style-type: none"> <li>• Even though we are all unique people we all have similarities and differences.</li> <li>• There is no ‘normal’ when it comes to puberty and everyone experiences it differently. Some people may start experiencing signs of puberty at a younger age, some may start later and some will feel like it stops and starts with gaps in between.</li> <li>• Puberty also affects people differently depending on their sex (their biology).</li> </ul>	<p>Chairs in a circle. List of possible <i>all change</i> statements</p> <p>Poster with; <i>We are all different and it’s amazing!</i> <a href="https://images.app.goo.gl/nm0-24nGqOwkoGUyH9">https://images.app.goo.gl/nm0-24nGqOwkoGUyH9</a></p>
10	<p><b>Activity 3 - What is our sex?</b></p> <p>Sex is the word we use to talk about different types of bodies and the different role those bodies play in reproduction (having babies). We call these different bodies female and male.</p> <p>Although our sex may be determined by things we cannot see like our chromosomes (that sit inside the cells in our bodies), we normally decide whether someone is female or male by the parts of their body that we can see. When a baby is born with a vagina they will be called female/a girl. A baby born with a penis will be called male/a boy.</p> <p>Key messages include;</p> <ul style="list-style-type: none"> <li>• Sex is a physical thing and don’t let sex impact on your dreams and goals for your future.</li> <li>• Whatever your sex is you are unique and special just as you are.</li> <li>• You are kind, you are smart and you are important!</li> </ul>	<p>Images on ‘What is our sex’ <a href="https://images.app.goo.gl/qgFN9cDnx-4LbvLms6">https://images.app.goo.gl/qgFN9cDnx-4LbvLms6</a></p>
10	<p><b>Activity 5 - Team game</b></p> <p>Mix the group into teams of 3/4 minimum and call out a letter or number and ask them to create this using their bodies on the floor. Assign a point to the team who do it the quickest and that ‘looks’ the best i.e. not back to front or in the wrong shape.</p> <p>Ask the following questions;</p> <ul style="list-style-type: none"> <li>• What did you think of the game?</li> <li>• Did it matter if you were a woman or a man?</li> <li>• What makes a good team?</li> </ul>	

10	<p><b>Activity 6 – How bodies may change</b></p> <p>Changes to your body will happen over time and the speed of change will be different for each person. It's normal for people to start seeing the signs of puberty at different times, so try not to compare yourself to other people.</p> <p>Most people will experience the following changes:</p> <ul style="list-style-type: none"> <li>• You will grow taller.</li> <li>• You will grow body hair in places where you didn't have it before, such as on your legs, armpits, genitals and face.</li> <li>• The sweat glands under your arms and between your legs will become more active.</li> <li>• You may get spots on your face and body.</li> <li>• Your hair may get more greasy.</li> <li>• Your voice will get deeper.</li> <li>• Your muscles will develop, and you might notice differences in your arms, legs, tummy and chest.</li> <li>• Everyone's body is different and your body will change when it's ready.</li> </ul> <p>Also explain to young people;</p> <ul style="list-style-type: none"> <li>• There are lots of things going on in our lives. If you are worried you can ask someone you feel you can trust. This might be a friend, a member of your family, youth worker, a teacher at school, school nurse or other health care professional.</li> <li>• If you are worried about anything, make sure you talk to someone you can trust. Share phone numbers of Childline etc.</li> <li>• Remember it is better to find out about something or talk about a worry than to keep it to yourself.</li> </ul>	<p>Useful phone numbers</p> <p>Childline - 08001111</p> <p>Lifeline - 8088088000</p> <p>Samaritans - 116123</p> <p>Also remind young people that you are available to provide a listening ear and encourage them to consider who else in their lives would be someone they trust to open up to i.e. a friend or relative, teacher etc</p>
5	<p><b>Activity 7 - What can we do to look after ourselves?</b></p> <p>Ask the group to suggest ways that they can look after themselves and record on flipchart. These may include the following or add them in;</p> <ul style="list-style-type: none"> <li>• Keep clean.</li> <li>• Have a good diet and exercise, try to get outside as much as possible.</li> <li>• Be positive online.</li> <li>• Look after our happiness.</li> </ul>	<p>Flip chart and marker</p> <p>Posters</p> <p><a href="https://images.app.goo.gl/xoGpz566n-vQsvFY3A">https://images.app.goo.gl/xoGpz566n-vQsvFY3A</a></p> <p><a href="https://images.app.goo.gl/zQ6v5uVxy-1cHcUrQ9">https://images.app.goo.gl/zQ6v5uVxy-1cHcUrQ9</a></p> <p><a href="https://images.app.goo.gl/LDw-fawVNBBRh1RC9A">https://images.app.goo.gl/LDw-fawVNBBRh1RC9A</a></p>
15	<p><b>Activity 8 - Looking after our happiness</b></p> <p>Show the following video and ask for feedback at the end.</p> <p>A Very Happy Brain  <a href="https://www.youtube.com/watch?v=GZZ0zpUOhBO">https://www.youtube.com/watch?v=GZZ0zpUOhBO</a></p> <ul style="list-style-type: none"> <li>• What did you think of the video?</li> <li>• Did you learn anything?</li> </ul> <p>Divide group into smaller groups and ask them to create a poster with a message to support happiness to put up in their youth space.</p> <p>You could also have some samples to show them.</p>	<p>Laptop, screen and access to internet</p> <p>A4 blank pages and markers</p> <p>Sample posters</p>

10	<b>Closing and evaluation</b> <ul style="list-style-type: none"><li>• What did you learn that was new?</li><li>• What activities did you enjoy the most and why?</li><li>• Would you change anything about the session?</li><li>• What else would you like to learn about?</li></ul>	Evaluation form with questions
Total 100 mins		

Relationships & Sexuality Education  
Resource for Youth Workers

**BACKPACK**



## Session Three: Coming out guidance for young people

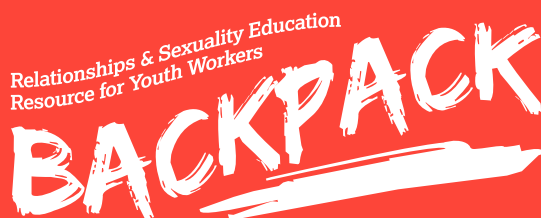
<b>Learning Outcomes</b> Explore and understand the process of 'coming out'. Understand how to support self and others in this process. Identify support organisations who can offer guidance and help.		Age Group (14+)
Time (mins)	Activity	Resources
5	<b>Introduction</b> Welcome, overview of session, learning outcomes and group contract.	Flip chart Learning outcomes Contract
5	<b>Energiser</b> <b>Backs and fronts</b> Ask participants to walk around the room using the open spaces and not in any particular direction. Explain that when you shout 'backs' they have to find a partner and stand back to back and when they shout 'fronts' stand front to front. Point out that each round they need to find a different person. This can be a fun way to use the space and create energy and laughter but can also be used in a competitive way choosing to put the last two to pair up out of the game in each round and have two winners.	
10	<b>Activity 1 - Flying the flag</b> Provide images of each of the LGBTQIA+ flags – see below. Ask participants if they recognise them and provide key information about what they stand for. This will encourage young people to see part of their identity in a globally recognised flag. It will also raise awareness on the different identities which exist within the LGBTQIA+ community. <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 10px;"> <div style="text-align: center;">  <p>The modern pride flag</p> </div> <div style="text-align: center;">  <p>The transgender flag</p> </div> <div style="text-align: center;">  <p>The bisexual pride flag</p> </div> <div style="text-align: center;">  <p>The intersex flag</p> </div> <div style="text-align: center;">  <p>The flag for the asexual community</p> </div> <div style="text-align: center;">  <p>The non binary pride flag</p> </div> </div> <p>Ask if there are others they are aware of?</p>	Images of LGBTQIA+ flags and information on each

10	<p><b>Activity 2 – Understanding what coming out means?</b></p> <p>Ask the group if they understand what ‘coming out’ means? Facilitate the group discussion.</p> <p>Provide information on what ‘coming out’ means.</p> <p>Coming out is when you tell family, friends and/or others about your sexual orientation and/or gender identity.</p> <p>Explain that talking to others about something so personal can be difficult. That’s why it’s important to talk to someone who you really trust. Also someone that you feel will understand where you are coming from and someone that will react in a positive and sensitive way.</p> <p>Ask the young people who this may be for young people.</p> <p>Suggestions may include a best friend, family member, youth worker or a teacher.</p>	<p>Information on flip chart, powerpoint or whiteboard</p> <p>Flip chart and markers</p>
10	<p><b>Activity 3 – Understanding what <i>questioning</i> means?</b></p> <p>Explain that young people may not be ready to come out because they are still questioning their sexual orientation and/or gender identity. All LGBTQIA+ young people will go through questioning. How long this period lasts will depend on a number of factors. For example if they have had a supportive or unsupportive family, peers, school, religious and social background? If their background has been supportive then their question period may be shorter than someone with an unsupportive environment. Explain that there is no right amount of time to question sexual orientation and/or gender identity. A person will know and understand when the time is right for them. What is important is that people don’t put pressure on themselves or allow others to pressure them into making decisions before they are ready. Questioning takes as long as it is needed. It is important to allow time and space to ask internal questions and find the answers that are right.</p> <p><b>Do you know if you are LGBTQIA+?</b></p> <p>Many in the LGBTQIA+ community describe the feeling of just knowing who they are. All have gone through the questioning period to some degree and realised that they are not straight or cisgender. *Cisgender is a person whose gender identity aligns with their birth sex e.g. a person with a uterus, vagina and vulva who identifies as a woman. They will understand their sexual orientation because they understand who they are attracted to and who they see themselves being romantically involved with. A person will understand their gender identity because they know how they feel internally about their gender. It is a personal realisation of who they are and how they feel. Remind the group that everyone is a unique individual and questioning may or may not have been part of their journey.</p>	<p>Information on flip chart or on a power point</p> <p>Flip chart and marker</p>

10	<p><b>Activity 4 - How to be LGBTQIA+ inclusive</b></p> <p>This can be done in small groups or as a large facilitated group discussion focusing on how to best respond to someone when they come out to us. Ask the young people to consider the following statements and ask for feedback.</p> <ol style="list-style-type: none"> <li>1. Your friend at school tells you that they think they are non-binary?</li> <li>2. A friend has come out to you and told you that she is bisexual.</li> <li>3. A friend tells you in confidence they are questioning and think they are LGBTQIA+.</li> </ol> <p>Conclude by explaining how to be LGBTQIA+ inclusive.</p> <ul style="list-style-type: none"> <li>• Use a person's preferred name and pronouns e.g she / her / hers or he / him / his or they / them / theirs.</li> <li>• Never assume someone's sexual orientation or gender identity.</li> <li>• Respect privacy and confidentiality, peers will come out when they are ready.</li> </ul>	Scenarios on card
15	<p><b>Activity 5 - Coming out – what can I say?</b></p> <p>Coming out can be done face to face as this helps to see a person's reaction and get immediate feedback. Others prefer to write letters or send a text as they may feel they can explain better through the written word. How someone comes out is personal to them. There is no right or wrong way. The important thing is that someone is able to be honest and open about how they feel.</p> <p>Here are some ideas that help start the conversation:</p> <ul style="list-style-type: none"> <li>• I have something to tell you.</li> <li>• I've been thinking about this for quite some time.</li> <li>• This isn't easy for me to say.</li> <li>• I'm not sure how you'll react.</li> <li>• I love you and I want you to know who I am.</li> </ul> <p>People can react in different ways and say things like 'it's just a phase' or you're not gay/bi/trans.' Even though this can be difficult it is important to try and help someone understand by talking to them and giving them opportunities to talk about their feelings. Here are some examples that counter some of the most commonly reported negative comments: They include;</p> <p><i>It's just a phase.</i>  <b>Response</b>  <i>I've been thinking about this and feeling this way for a long time now, it's how I feel and I cannot change that.</i></p> <p><i>You are too young to make a decision like that.</i>  <b>Response</b>  <i>I'm actually not too young as most people understand their sexual orientation at or around puberty, some can know well before that.</i></p> <p><i>You need more life experience before you can be sure.</i>  <b>Response</b>  <i>What age were you when you knew you were straight or what age were you when you realised you were male or female?</i></p> <p>Often parents or those around us are not as well informed, so try to help educate them. It will help them understand how important this is and how someone is feeling.</p>	Information on flip chart or presentation

	<p>Remind participants about support organisations that are there to support young people e.g.</p> <p>Cara-Friend Belfast: (028) 2989 0202 <a href="http://www.cara-friend.org.uk">www.cara-friend.org.uk</a></p> <p>Sail NI - Trans Resource Centre (028) 9532 0023 <a href="mailto:info@sailni.com">info@sailni.com</a> <a href="http://www.sailni.com">www.sailni.com</a></p> <p>Transgender NI 0300 302 3202 <a href="http://www.transgenderni.org.uk">www.transgenderni.org.uk</a></p> <p>The Rainbow Project Belfast: (028) 9031 9030 Foyle: (028) 7128 3030 <a href="http://www.rainbow-project.org">www.rainbow-project.org</a></p> <p>Conclude by explaining that it is important for young people to know that they can;</p> <ul style="list-style-type: none"> <li>• Take their time.</li> <li>• Tell someone they trust.</li> <li>• Be open.</li> <li>• Be honest.</li> <li>• They are not alone.</li> </ul>	
10	<p><b>Closing and evaluation</b></p> <ul style="list-style-type: none"> <li>• Head – 1 thing you learned.</li> <li>• Heart – 1 thing you felt.</li> <li>• Feet – 1 thing you're walking away with/step you might take.</li> </ul>	Evaluation form with outline head, heart and feet
Total 75 mins		

Adapted from Cara Friend 'Coming out, guidance for young people' publication 2021  
<https://cara-friend.org.uk/wp-content/uploads/2021/09/Cara-Friend-Coming-Out-Guide.pdf>





## Session Four: Healthy relationships online

Learning Outcomes		Age Group (12+)
Time (mins)	Activity	Resources
	<ul style="list-style-type: none"> <li>Understand key components of a healthy relationship online.</li> <li>Recognise the signs of an unhealthy relationship online.</li> <li>Explore misconceptions about what is 'normal' behaviour in healthy relationships online.</li> <li>Identify where to go for help, support, advice and guidance on healthy relationships online.</li> </ul>	
5	<p><b>Introduction</b></p> <p>Welcome, overview of session, learning outcomes and group contract.</p> <p>Baseline – answer 1 to 5 with a <b>circle</b>;</p> <ol style="list-style-type: none"> <li>I understand the expected behaviours of a healthy relationship online.</li> <li>I recognise the signs of an unhealthy relationship online.</li> <li>I understand what is considered 'normal' as part of a healthy relationship online.</li> <li>I know where to go to find reliable information and advice on healthy relationships online.</li> </ol>	<p>Learning outcomes</p> <p>Contract</p> <p>Baseline</p>
5	<p><b>Energiser</b></p> <p>Knights, horsemen and cavaliers – please see link below for instructions.</p> <p><a href="http://greatcampgames.ca/silly-games/knights-cavaliers-horses/">http://greatcampgames.ca/silly-games/knights-cavaliers-horses/</a></p>	
10	<p><b>Activity 1 - Walking debate</b></p> <p>Read out a range of statements (see below) and ask young people if they agree or disagree and why. These help young people to build confidence and share their opinions, thoughts and feelings.</p> <p>Statements can include;</p> <ul style="list-style-type: none"> <li>KFC is nicer than McDonalds.</li> <li>The internet shows us how people are really thinking and feeling.</li> <li>Having more friendships and followers online is more important than having friendships in person.</li> <li>If you meet someone online and they like everything you share and offer to send you gifts and presents they must be OK.</li> <li>Young people feel happy to talk to their parents/carers about their online relationships.</li> <li>Safe social media use should be taught in school.</li> <li>I always feel safe online.</li> <li>Shrek is better than Finding Nemo.</li> </ul>	<p>List of statements</p>

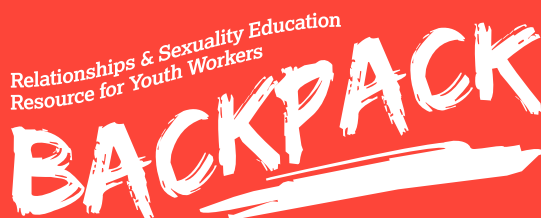
10	<p><b>Activity 2 – What are online relationships?</b></p> <p>Share 5 types of online relationships young people may be part of;</p> <p><b>Friends – offline and online</b> Friendships that were formed between individuals who knew each other offline, who also communicate using the internet.</p> <p><b>Friends – online only</b> Friendships that were formed online and communicate using the internet only.</p> <p><b>Boyfriends/girlfriends/partners – offline and online</b> Romantic/sexual relationships that were formed between individuals who knew each other offline, who also communicate using the internet.</p> <p><b>Boyfriends/girlfriends/partners – online only</b> Romantic/sexual relationships that were formed online and communicate using the internet only.</p> <p><b>Family members – offline and online:</b> Some family relationships may be only online e.g. family members who live abroad/long distance away.</p> <p>Any others?</p> <p>In pairs ask young people to discuss one of the 5 they may be part of and consider the following;</p> <p>What do they enjoy about being in this relationship and in what ways do you communicate with this person online?</p> <p>Responses will be put on flip chart to begin to identify what a healthy relationship looks like.</p>	
5	<p><b>Activity 3 – Why is a healthy relationship important?</b></p> <p>Ask young people the following question and record on flip chart;</p> <p>Why is being part of a healthy relationship important to promote our health and well being? e.g. helps us feel valued, support and friendship</p>	Flip chart and marker
10	<p><b>Activity 4- What are healthy relationships online?</b></p> <p>In small groups young people will be given a set of cards with statements and a traffic light system with green (healthy) amber (warning signs) and red (no go area, unhealthy relationship).</p> <p>They will place the statement on each of the colours depending on their opinion and if they feel comfortable share at least one from each and explain.</p> <ol style="list-style-type: none"> <li>1. Share your passwords/PINS to your online accounts/devices.</li> <li>2. Feel you have to respond to messages instantly so you don't upset the other person.</li> <li>3. Let the other person deal with online problems by themselves.</li> <li>4. Feel angry if the other person reads a message but takes a long time to reply.</li> <li>5. Message or call the other person more than they do to you.</li> <li>6. Message or call the other person less than they do to you.</li> <li>7. Update your online status to prove you are in a relationship.</li> <li>8. Tag each other in silly photos or memes because it's just a joke.</li> <li>9. 'Like' all of each other's posts/photos.</li> <li>10. Take screenshots of each other's messages.</li> <li>11. Set your profile picture as a photo of you and the other person.</li> <li>12. Check the other person's messages/ phone without asking.</li> </ol>	Cards, statements and traffic light system

	<p>Follow up questions can include;</p> <ul style="list-style-type: none"> <li>• How have you formed your own opinions on what makes a relationship healthy or unhealthy? (I.e. parents, friends, bloggers, celebrities, TV programmes etc.).</li> <li>• How would you be able to tell if these behaviours were meant as a joke or not? What difference would that make?</li> <li>• Does it make a difference if these behaviours happen in platonic friendships or romantic relationships?</li> <li>• Does it make a difference if these behaviours were happening offline too? Are any of these behaviours more acceptable online?</li> </ul>	
10	<p><b>Activity 5 – Dealing with challenging online relationships</b></p> <p>In groups of 2/3 give young people a message received between people online. Find sample messages on worksheet 2.4 Page 14. PSHE Toolkit Healthy Relationships Resource  <a href="https://www.childnet.com/wp-content/uploads/2021/03/PSHE-Toolkit-Healthy-relationships-resource.pdf">https://www.childnet.com/wp-content/uploads/2021/03/PSHE-Toolkit-Healthy-relationships-resource.pdf</a></p> <p>For each message ask them to consider;</p> <ul style="list-style-type: none"> <li>• What type of relationship is it?</li> <li>• Does it seem healthy or unhealthy? Why?</li> <li>• Are there examples of healthy and unhealthy relationships in the same message?</li> <li>• What does this message tell you about the relationship?</li> </ul> <p>Ask for feedback from each group to the questions and then ask the group to write a response to the message as if they were the person receiving it and how they would consider making sure their own feelings and expectations were protected.</p> <p>Conclude with the following top tips on how to handle tricky conversations online; Be direct, be honest, use humour, give a reason, tell someone.</p>	Sample messages
15	<p><b>Activity 6 – Understanding online relationships</b></p> <p>The group will watch 3 short videos and answer questions in a large group on each. They include:</p> <p><i>Ryan – It’s what I expect.</i>  <i>Beth – Is this what I should do?</i>  <i>Sadie – What’s the right thing to do?</i></p> <p>Each video has supporting questions which will be answered in the large group. Please find link below to video and questions:  <a href="https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships/">https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships/</a></p>	Video links and questions
10	<p><b>Activity 7 - Reality check</b></p> <p>Ask each person to put on sticky note what they would tell a friend about how to look after relationships online.</p> <p>Take time to reflect on these and conclude with following key points;</p> <ol style="list-style-type: none"> <li><b>1. Recognise your own needs online</b>        We may have slightly different views on what makes a healthy relationship online however they all have the same purpose, that each person feels happy, loved, confident, free to be themselves and not feel pressurised to do anything they don’t want to.</li> <li><b>2. Know who your friends are</b>        It’s really tempting to accept as many friends or followers as possible, it can make us feel popular but remember they could be anyone.</li> </ol>	

10	<p><b>3. Share with care</b> Look after yourself and others online.</p> <p><b>4. Use privacy settings</b> Most networks let you limit what you share to friends or followers you have accepted. It's always a good idea to only let people you know and trust to see your posts. Learn how to use the privacy settings and how to block if people are bothering you.</p> <p><b>5. Know how to report and get help</b> Most social network sites let you report if you have a problem on their site, usually on their safety pages. Most importantly, know that help and support is out there.</p> <p>Share contact details for support organisations that young people can access if they need help or have any concerns online. These could include;</p> <p>Childline 08001111 – a service for under 18s. The Mix – a service for 13-25 year olds. Respect online 08088024040 – confidential service for anyone concerned about violence or abuse in a relationship.</p>	
10	<p><b>Closing and evaluation</b> – Using baseline from start of session ask young people to answer 1 to 5 with a <b>triangle</b>.</p> <p>5. I understand the expected behaviours of a healthy relationship online. 6. I recognise the signs of an unhealthy relationship online. 7. I understand what is considered 'normal' as part of a healthy relationship. 8. I know where to go to find reliable information and advice on healthy relationships.</p>	Baseline
Total 75 mins		

Adapted from Childnet 'Healthy Relationships Online'

<https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships/>







## Session Five: Understanding gender

Learning Outcomes		Age Group
<ul style="list-style-type: none"> <li>Understand gender and gender roles.</li> <li>Increase knowledge of impact of 'fixed' roles and stereotypes connected to gender.</li> </ul>		(14+)
Time (mins)	Activity	Resources
5	<p><b>Introduction</b></p> <p>Welcome, overview of session, learning outcomes and group contract.</p>	<p>Learning outcomes</p> <p>Group contract</p>
15	<p><b>Energiser - Word association</b></p> <p>Split the group in two. Ask the young people to impersonate or act out words you say, assign each group one of the words from the following list and add your own.</p> <p>Witch vs Wizard</p> <p>Master vs Mistress</p> <p>Bachelor vs spinster</p> <p>Ask for some explanation and feedback about their thought process and what it is they are portraying related to the word. Generally, you will find the young people will view each word as more masculine or feminine. It may also be evident that what they 'act out' is heavily impacted by gender roles/stereotypes and how they have learned how men and women should behave.</p> <p>Following this add other roles that are viewed as more masculine or feminine e.g. scientist, gardener, doctor or hairdresser. Three or four is ample at this stage.</p> <p>Following this ask them why a wizard and witch appear different etc.</p> <p>Key message here is that both mean the same in an English dictionary but there are what is known as gendered expectations of each so we tend to interpret them differently.</p>	<p>List of words that could be feminine/masculine</p>
15	<p><b>Activity 1 – Masculine or Feminine?</b></p> <p>Clear space in the room and assign one side of the room masculine and the other to be feminine. Ask the young people to start in the middle of the room and move to whichever side they feel best answers the statement or question you ask.</p> <p>For a starter use statements or questions such as:</p>	<p>2 sheets of A4 paper with masculine and feminine written on each page</p>

	<ul style="list-style-type: none"> <li>• Is liking the colour pink masculine or feminine?</li> <li>• Is fighting more masculine or feminine?</li> <li>• Body hair is more...</li> <li>• Painting your nails is...</li> <li>• Cooking is...</li> <li>• Is it more masculine or feminine to be 'bossy'?</li> </ul> <p>For more in depth and subtle stereotypes:</p> <ul style="list-style-type: none"> <li>• Being a gay man is more...</li> <li>• Being a lesbian is more...</li> <li>• Men with coloured hair are more...</li> <li>• Is it more masculine or feminine to have tattoos?</li> <li>• Is it more masculine or feminine to be the breadwinner of the family/ household?</li> </ul> <p>Also feel free to adapt this game and add or take away statements/questions. You will know your group and what they understand regarding this topic.</p> <p>When the game is finished ask them to think about the statements and consider;</p> <ul style="list-style-type: none"> <li>• Is there anything they noticed?</li> <li>• Does anything stand out from discussions or perspectives?</li> </ul>	
20	<p><b>Activity 2 – Gender Roles</b></p> <p>Explain gender roles are specific expectations we place on ourselves and others based on our own gender or the perceived gender of other people. These can impact on well-being when people don't fit into other people's view of a woman or man or masculine and feminine. This can ostracise, oppress and discriminate against people or can be internalised into hatred/fear for ourselves.</p> <p>A gender role/expectation can include;</p> <ul style="list-style-type: none"> <li>• A man is the breadwinner of the family, a woman should stay at home and raise the children.</li> <li>• If a woman makes more money than her husband, she should give her job to him</li> <li>• In a homosexual relationship there is always a more feminine and more masculine person</li> </ul> <p>Ask the group if they can suggest any others.</p> <p>Ask the group if they think it affects them in their daily lives.</p> <p>Conclude by reminding young people that it is okay if they don't understand or know everything. Gender roles is a large subject to unpack and also if they have any questions or concerns you will do your best to answer them.</p>	<p>Information on presentation or flip chart</p> <p>Topics cards</p>

10	<p><b>Closing and evaluation</b></p> <p>Stand in a circle and throw the ball until everyone has received it and answered the questions below. Record feedback on audio voice recorder or write on flip chart</p> <ul style="list-style-type: none"> <li>• 1 thing you learned</li> <li>• 1 thing you felt</li> <li>• 1 thing you are walking away with/action you will take from the session</li> </ul>	
Total 65 mins		

Find more activities on understanding gender in Bullseye – A resource for working with young women

<https://irp.cdn-website.com/11ec25d7/files/uploaded/7195%20YouthAction%20Bullseye%20document%20FINAL.pdf>

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## Session Six: Healthy relationships

<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Understand the diversity of relationships.</li> <li>• Understand what a healthy relationship is.</li> </ul>		Age Group (16+)
Time (mins)	Activity	Resources
10	<b>Introduction</b> Welcome, overview of session, learning outcomes and group contract.	Learning outcomes Group contract
10	<b>Energisers</b> <b>Topics game</b> Pick a topic and as participants throw the ball to each other around the group they have to say something associated with the topic. This is a fast paced session and topics should be changed as the group run out of ideas i.e pizza toppings, colours, films, food, places you'd like to travel to, what I love about where I live etc. <b>All change</b> The aim is for the person in the middle is to get a seat and whoever is then left 'chairless' goes in the middle and calls out <i>all change if...</i> <i>You had breakfast this morning.</i> <i>You go to school.</i> <i>You like McDonalds.</i> This shows we all have similarities and differences.	Ball, chairs in a circle
5	<b>Baseline for evaluation</b> Ask the group to stand up against a wall and ask following questions in a continuum with 10 being most confident and 1 being the least. Record some of the feedback. <ol style="list-style-type: none"> <li>1. I understand what a healthy relationship looks like?</li> <li>2. I recognise what an unhealthy relationship looks like?</li> <li>3. I feel confident to communicate my own boundaries in my relationships.</li> </ol>	Baseline questions

10	<p><b>Activity 1 – Agree and disagree walking debate</b></p> <p>Explain that one side of the room is “agree” and the other is “disagree” and read out the statements. Explain if a young person agrees with a statement they stand at the side of the room that stands for agree etc. Ask for feedback to create discussion</p> <p>Statements:</p> <ul style="list-style-type: none"> <li>• McDonalds is better than KFC.</li> <li>• It’s possible for someone to fall in love at first sight.</li> <li>• If you love someone, you are willing to do anything to please them.</li> <li>• It’s okay to lie in relationships.</li> <li>• My parents/friends opinion of who I’m dating matters to me.</li> </ul> <p>Follow up questions;</p> <ul style="list-style-type: none"> <li>• How easy was it making decisions about some of these questions?</li> <li>• Are you often sitting on the fence when making a decision?</li> </ul>	Prepared statements
5	<p><b>Activity 2 – Types of relationships</b></p> <p>Provide flipchart and markers and ask young people to discuss the following questions;</p> <ul style="list-style-type: none"> <li>• What different types of relationships are there? (family, friends, social media, romantic/sexual, pets etc)</li> <li>• What is important to you in a relationship?</li> </ul> <p>Follow up questions:</p> <ul style="list-style-type: none"> <li>• Did you realise there are so many different types of relationships?</li> <li>• How easy was it for you to decide what is important to you in a relationship?</li> </ul>	Flipchart Markers
5	<p><b>Activity 3 – Relationship qualities</b></p> <p>Write out qualities e.g kind, caring, loyal, sensitive, enthusiastic, good leader, creative on small pieces of card and ask young people to pick one they are good at and one they would like to work on. Ask for feedback from each person.</p> <p>Summarise that in any type of relationship we bring our own qualities but also there is compromise and ones which we can work on together in that relationship.</p>	Cards with qualities written on them.
10	<p><b>Activity 4 - Relationship timeline</b></p> <p>Divide the young people into smaller groups. Explain that each group will get a set of cards that they will need to arrange into a timeline from the beginning of a relationship and moving forward. Ask the young people to take the statements in turn and as a group, decide where each one should be placed on the timeline, explain there no right or wrong answers. Allow time for discussion and then discuss the activity once it is complete.</p>	Relationship timeline from Turn the Light On (p15).

	<p>Follow up questions;</p> <ul style="list-style-type: none"> <li>• How did you feel about the activity?</li> <li>• Was there a difference in opinion? If so, why?</li> <li>• Should the timeline be the same in every relationship?</li> <li>• What influences someone's ideas about how a relationship timeline should look?</li> <li>• What happens if two people in a relationship want to be at different places on the timeline?</li> <li>• What part does communication play in the relationship timeline?</li> </ul>	
10	<p><b>Activity 5 – Communicating in a relationship.</b></p> <p>Place “easy” and “difficult” signs at opposite ends of the room and explain to the group that the space between the two signs is the range of difficulty, from easy to talk about and difficult to talk about. Read out the statements in turn and allow time for discussion.</p> <p>Follow up questions.</p> <ul style="list-style-type: none"> <li>• Why were some things harder to talk about than others?</li> <li>• How could we make some subjects easier to discuss?</li> </ul>	Statements from ‘Turn the light on’ (p17/18)
10	<p><b>Activity 6 - Healthy and unhealthy relationships</b></p> <p>Divide young people into smaller groups and share ‘Healthy’ and ‘Unhealthy’ relationship cards evenly among the groups. Put headings on the floor/wall ‘healthy relationship’ and ‘unhealthy relationship’. Ask the group to read the cards and decide if it’s a characteristic of a healthy or an unhealthy relationship, and then place the cards under those headings.</p> <p>This exercise can apply to all types of relationships, not just romantic relationships.</p> <p>Follow up questions;</p> <ul style="list-style-type: none"> <li>• Was it difficult to decide which characteristics were healthy and unhealthy in a relationship?</li> <li>• After this activity, would you recognise signs and symptoms of an unhealthy relationship?</li> <li>• What would you do if you found yourself in an unhealthy relationship?</li> </ul>	Relationship cards Turn the light on (p20-22)
5	<p><b>Closing and evaluation</b></p> <p>Ask young people to complete baseline in the continuum from 1-10 as noted at start and share examples of learning;</p> <ol style="list-style-type: none"> <li>1. I understand what a healthy relationship looks like?</li> <li>2. I recognise what an unhealthy relationship looks like?</li> <li>3. I feel confident to communicate my own boundaries in my relationships and friendships.</li> </ol>	Baseline questions
Total 80 mins		

Adapted from YouthAction Northern Ireland Turn the Light On (2020) A Relationship and Sexuality Education Pack for Working with Young People.

<https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/Turn%20The%20Light%20On.pdf>

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## Session Seven: LGBTQIA+ awareness

Learning Outcomes		Age Group
<ul style="list-style-type: none"> <li>Understand LGBTQIA+ community including inclusive language.</li> <li>Increased confidence in supportive actions regarding LGBTQIA+ community .</li> </ul>		(9+)
Time (mins)	Activity	Resources
10	<p><b>Introduction</b></p> <p>Welcome, overview of session, learning outcomes and group contract. Remind the group there are no 'silly' questions.</p>	<p>Learning outcomes Group contract</p>
5	<p><b>Energisers</b></p> <p>Explain pronouns in relation to how people identify themselves. e.g she / her / her's or he / him / his or they / them / theirs. Ask group to identify themselves using their preferred pronoun. Key message</p> <ul style="list-style-type: none"> <li>Never assume someone's gender identity</li> </ul>	Flip chart
10	<p><b>Activity 1 - What does LGBTQIA+ stand for?</b></p> <p>Starting with L of the acronym ask young people to guess what they think the letter stands for? After young people guess explain exactly what each identity is. Explain that language is fluid and changes all the time. Also there are ways in which language can be used to be exclusionary and/or incorrect which may be offensive to people who identify as LGBTQIA+.</p>	<p>Flip chart / whiteboard Markers Handout/flip chart sheet on LGBTQIA+ definitions Turn the Light On (p68+72)</p>
15	<p><b>Activity 2 - Exploring perceptions of LGBTQIA+</b></p> <p>Ask young people to gather in the middle of the room with agree and disagree on either side of room. Read out statements below and ask young people to move to agree or disagree sign. Ask young people why they have moved to that position and explain they may change their minds after hearing another person's perspective. Here are few example questions that can be used and please create your own too!</p> <ul style="list-style-type: none"> <li>My school is a supportive place to come out.</li> </ul>	Statements on card

	<ul style="list-style-type: none"> <li>• Very few LGBTQIA+ young people get bullied because of their sexual orientation/gender identity.</li> <li>• Saying something is “gay” isn’t offensive to gay people, it’s just a word.</li> <li>• Being LGBTQIA+ is a personal choice.</li> <li>• Coming out isn’t a big deal, they shouldn’t be afraid to tell others.</li> <li>• You can tell just by looking at someone they are LGBTQIA+.</li> </ul>	
25	<p><b>Activity 3 - Building confidence in supporting LGBTQIA+ community</b></p> <p>Divide young people into groups of 2/3 depending on size of group. Ask them to read the scenario and agree a positive and a negative reaction to the situation.</p> <p><b>SCENARIO 1</b></p> <ul style="list-style-type: none"> <li>• There are rumours going around your school that your friend Alex is gay. Alex is aware of the rumours and anytime it is brought up, he just changes the subject. One day at lunch when you are sitting with a group of friends they bring up the rumours about Alex when he isn’t there. They said they believe the rumours are true and they would support him if he comes out.</li> </ul> <p>Follow up questions;</p> <ol style="list-style-type: none"> <li>1. Can you know if Alex is gay or not without him telling you?</li> <li>2. How might Alex feel if he knew you were talking about him and his sexual orientation behind his back?</li> <li>3. If Alex is gay are there reasons as to why he hasn’t come out yet?</li> <li>4. What should you say to your friends in this situation? What would you say to Alex?</li> </ol> <p><b>SCENARIO 2</b></p> <ul style="list-style-type: none"> <li>• Your friend Sam has recently come out as bi-sexual saying they are attracted to both male and female as well as other genders. One of your friends Andrew says he doesn’t believe him and it’s only a phase and he is looking for attention. Sam has told you he is certain that he is bisexual and it upsets them that their friend doesn’t trust them.</li> </ul> <p>Follow up questions;</p> <ol style="list-style-type: none"> <li>1. What would you say to Sam in this situation to support him?</li> <li>2. What would you say to Andrew to support Sam?</li> <li>3. How would you discuss this with friends to ensure Sam feels supported?</li> </ol> <p><b>SCENARIO 3</b></p> <p>A friend Leah, attends your youth club and they identify as non-binary. Some of your friends don’t understand Leah’s identify and continuously use the wrong pronouns for them.</p> <p>Follow up questions;</p> <ol style="list-style-type: none"> <li>1. How would you speak to your friends about this issue?</li> <li>2. How could you help your friends understand more about Leah’s identity and how to be supportive?</li> <li>3. How could you support Leah yourself?</li> <li>4. What difficulties do you believe Leah could have at both the youth club and school?</li> </ol> <p>Follow up by asking the group if they have any questions regarding what was discussed in the session. This can be offered in the group or if someone would like to discuss something privately, they can.</p>	Copies of scenarios

10	<b>Closing and evaluation</b> In closing circle ask group to reflect on/and or fill in evaluation form with following questions; <ul style="list-style-type: none"><li>• 1 thing you learned.</li><li>• 1 thing you felt.</li><li>• 1 thing you are walking away with/action you will take from the session.</li></ul>	Evaluation form
Total 75 mins		

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## Session Eight: Sexually transmitted infections (STI's)

Learning Outcomes		Age Group
<ul style="list-style-type: none"> <li>Explore and identify STIs, their symptoms and how they are transmitted.</li> <li>Increase understanding of how to prevent contracting an STI and where to go for support if needed.</li> </ul>		(16+)
Time (mins)	Activity	Resources
10	<p><b>Introduction</b></p> <p>Welcome, overview of session, learning outcomes and group contract.</p>	<p>Learning outcomes</p> <p>Group contract</p>
10	<p><b>Energiser –First Thought</b></p> <p>This is a good introduction to talking about sex and relationships and using the terminology related to STI's.</p> <p>Write each letter of the alphabet on a piece of paper and place them on the floor around the room. Read out the statements below and ask the young people to think about the first thing that comes into their head when they hear the word/phrase. Encourage them to walk to the letter that corresponds with their answer. After each word/phrase, ask the young people what their answer is and encourage discussion. Statement can include:</p> <ol style="list-style-type: none"> <li>Sex</li> <li>Unprotected Sex</li> <li>One-night Stand</li> <li>Long Term Relationship</li> <li>STIs</li> <li>Netflix and Chill</li> <li>Socks and Sandals</li> </ol>	<p>Ball, chairs in a circle</p>
10	<p><b>Activity 1 - What do we know about STI's?</b></p> <p>Write the word 'STI' on flipchart paper and ask the group to call out what they already know about this abbreviation. Promote discussion as the young people share their ideas.</p> <p>Share with the group explanation of STIs.</p> <p><i>A sexually transmitted infection (STI) is any kind of bacterial or viral infection that can be passed on through unprotected sexual contact. It doesn't matter how many times you have had sex or how many partners you have had; anyone can get an STI. Sexual contact can be more than vaginal intercourse, for example oral sex or anal sex.</i></p>	<p>Flip chart, markers, information, laptop, screen and web link</p>

	<p>Explain you can get an STI from multiple forms of sexual contact. Show following YouTube video on STIs: Sexually transmitted infections - YouthMedEd <a href="https://www.youtube.com/watch?v=IF9OqT8JxBo">https://www.youtube.com/watch?v=IF9OqT8JxBo</a></p> <p>Follow on by asking the group if they know of any STIs and generate discussion around this before moving on to the next activity.</p> <p>Conclude by identifying common STIs including: - gonorrhoea, chlamydia, genital Herpes, genital warts, syphilis and HIV. You can find more information about STIs here: <a href="https://www.sexwise.fpa.org.uk/stis">https://www.sexwise.fpa.org.uk/stis</a></p> <p>Follow up questions;</p> <ul style="list-style-type: none"> <li>• Had you heard of the STIs listed above before this session?</li> <li>• What did you learn about STIs that you didn't already know?</li> <li>• Was this activity challenging? Why?</li> </ul>	
15	<p><b>Activity 2 – WALK ‘N’ TALK Quiz</b></p> <p>Write out the letters A, B and C on paper and place in different sides of room. Read out the questions - see link below, each has option A, B or C answers. Ask young people to decide which answer they think is correct and go to corresponding letter placed in the room.</p> <p>Questions are included in the link below in Turn the Light On - Activity 2 worksheet, pages 41-43. <a href="https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/Turn%20The%20Light%20On.pdf">https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/Turn%20The%20Light%20On.pdf</a></p> <p>Encourage discussion with the group before revealing the correct answer.</p> <p>This activity provides young people with the space to talk and have an open discussion about important information on STIs.</p> <p><b>Follow up questions;</b></p> <ul style="list-style-type: none"> <li>• Did you find this quiz challenging?</li> <li>• Did you learn anything from this quiz?</li> <li>• Pick one fact that stood out/surprised you.</li> </ul>	Letters on card, access to questions via direct link or printed before the session
5	<p><b>Activity 3 - DEAR LISTENER</b></p> <p>Read out ‘Dear Listener..’ (see link below).</p> <p>Divide young people into smaller groups and ask them to write a response to the person who has written the letter.</p> <p>See Turn the Light On - Activity 3 Worksheet, page 44 <a href="https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/Turn%20The%20Light%20On.pdf">https://irp-cdn.multiscreensite.com/11ec25d7/files/uploaded/Turn%20The%20Light%20On.pdf</a></p> <p>Ask group to feedback reading their letters to the group. Explain this helps to understand what we can do if we are ever found in these situations.</p> <p>Follow up questions;</p> <ul style="list-style-type: none"> <li>• How would you feel if you were writing this letter?</li> <li>• How do you feel reading this letter?</li> <li>• What advice would you offer the person writing this letter?</li> </ul>	

10	<p><b>Activity 4 – Help and support</b></p> <p>Familiarise yourself with services in your local area. These may include doctors, hospitals including accident and emergency, sexual health (GUM) clinics, sexual health experts in Health Trusts and organisations specialising in relationships and sexual health.</p> <p>The above can offer a range of services, including;</p> <p>Testing and treatment for sexually transmitted infections (STI's); advice and information about sexual health; free condoms, dental dams, female condoms and lube; contraception including emergency contraception; pregnancy testing; HIV testing including rapid tests and counselling for people who are HIV-positive; proscribe PrEP (Pre-exposure Prophylaxis) and PEP (Post-exposure Prophylaxis) medication that can help prevent people from developing HIV before or after they've been exposed to it; Hepatitis B vaccination and advice on abortion services.</p> <p>SH24 is also available online. SH24 is a free testing kit you can order online and complete and send back for confidential results in 7 days. For further information on how to order etc, see link below.</p> <p><a href="https://sh24.org.uk/sexual-health/stis">https://sh24.org.uk/sexual-health/stis</a></p>	Laptop and screen
10	<p><b>Closing and evaluation</b></p> <ul style="list-style-type: none"> <li>• How did you feel about the session?</li> <li>• Were any of the activities challenging? If so, why?</li> <li>• What did you learn?</li> </ul>	Questions on whiteboard or flipchart
Total 70 mins		

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## Session Nine: Understanding consent and body autonomy

<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Understand personal boundaries and what consent means.</li> <li>• Increased self-confidence.</li> </ul>		Age Group (9+)
Time (mins)	Activity	Resources
10	<b>Introduction</b> Welcome, overview of session, learning outcomes and group contract.	Learning outcomes Group contract
10	<b>Energiser - Prized Possessions</b> This game is about values and understanding what they mean. To begin explain they are going to share what three items they would bring to a desert island. These are items that are precious to them e.g phone, picture, book, shoes etc. Share first if they are hesitant, then go around the room and ask each young person to share their three choices and why they chose them. Explain that we all have different things that mean something very special to us but the important thing is that what we each value and care for, is respected.	
25	<b>Activity 1 – Pass the Plate</b> This activity helps to demonstrate different ways of expressing consent. Prepare an area with several “plates of food” set up and have everyone sit down around it. Explain that a person will need to say the name of another person and ask them to pass a dish. If the other person says yes and passes the dish, it becomes their turn to ask someone to “pass the plate”. If, however, they say no, the original person who asks must ask someone else. This helps to understand about giving consent using verbal communication. Complete the exercise again but this time no one is allowed to talk. When it is someone's turn to ask another player to pass the plate, they must ask by only using facial expressions, eye contact, and body language, such as hand or head gestures. The player responding may also only respond yes or no without using any verbal communication. This will help explain to the group that although it is more difficult, body language is also important in understanding what another person is or isn't agreeing to do.	Different items to represent food/ plates, whether paper, wooden toys, or real food depending on your context

	<p>In the final round, there must be no talking, no gesturing, and no communication aside from eye contact. This will really highlight to your group the difference between eye contact with no context and non-verbal communication.</p> <p>Follow up questions;</p> <ul style="list-style-type: none"> <li>• Once everyone has had a turn, ask them: <ul style="list-style-type: none"> <li>– What did you think of this activity? What was easy? What was difficult? Why?</li> </ul> </li> <li>• Explain that it is important to be able to tell someone what you feel, but it is also important to accept when someone tells you no. Share other examples of what this may look like. e.g. saying no to a hug.</li> </ul>	
10	<p><b>Activity 2 – Space Bubbles</b></p> <p>This activity helps to explain what body autonomy and boundaries are.</p> <p>Hand out a sheet with the following questions and give the young people in pairs 2/3 minutes to help each other fill in.</p> <ul style="list-style-type: none"> <li>– What is something you like to do for fun?</li> <li>– What is something you are good at?</li> <li>– What is something you can do with your body? e.g kick a ball, dance, laugh.</li> <li>– What is something you like about your body? e.g hair is long, brain makes you smart, colour of eyes etc.</li> </ul> <p>Follow up questions;</p> <ul style="list-style-type: none"> <li>– What does it feel like when someone listens to you? What about when they don't listen?</li> <li>– What does it feel like when someone does something after you have said no?</li> <li>– What do you do when someone else tells you no?</li> </ul> <p>Explain to young people that their bodies have boundaries. A boundary is like your own personal space bubble. You get to decide who is or isn't allowed in that bubble, and everyone else has one too. The "personal space bubble" is yours, and yours alone. Give examples of what this might look like e.g asking before giving a hug or not tickling your friend when they ask you to stop.</p>	List of questions on A4 sheet
10	<p><b>Activity 3 - Red, Yellow, Green</b></p> <p>This helps young people understand their own boundaries</p> <p>On the walls in your meeting space place red, yellow and green pieces of paper. Tell your group you are going to tell them some stories. If they think that the person in the story is having their boundaries respected they should go to the green square. If it sounds like they are not being respected, go to the red square. If you aren't sure, stand by the yellow square.</p> <p>Gather stories relevant to your group. These may include;</p> <ul style="list-style-type: none"> <li>– Billy's friend tries to give him a high five, but Billy doesn't like being touched. He says no, but his friend tells him he has to.</li> <li>– Jessica loves to hug but remembers that her friend doesn't like hugs, so when she sees her she just says hello.</li> <li>– Lauren loves to cuddle on the couch with her mum but doesn't like when her aunt and uncle visit and make her give them a hug and kiss. She tells her mum this and the next time they come over Lauren's mum tells her aunt and uncle quietly that she is uncomfortable with their hugs and could they shake her hand instead.</li> </ul>	Red, yellow, and green pieces of posterboard Tape List of stories

	Remind everyone that everyone's personal space bubble is very important and we should respect it and also to tell a trusted adult if they are feeling uncomfortable.	
5	<b>Closing and evaluation</b> <ul style="list-style-type: none"> <li>• Did you enjoy the session?</li> <li>• What was your favourite part of the session?</li> <li>• Name one thing you learnt?</li> </ul>	Evaluation questions on flipchart or ask as part of closing circle.
Total 70 mins		

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## PHONE

## PHONE

Having a phone with you on a journey can be a lifeline. There is always the potential for an accident, such as falling over and hurting yourself and potentially requiring medical assistance.

A 'phone' in your back pack represents the ability to be confident to reach out for help and support, for signposting and for bringing in someone who has expertise on a specific area. This is also about recognising you don't need to have all the answers. Building your knowledge of other organisations or websites where young people can access specific guidance is a key strength in RSE. These include sexual health leads in each Health and Social Care Trust as well as organisations that have particular expertise in sexual health. These include;

### **Sexual Health leads in Health Trusts**

#### **WHSST**

Ann Linstrom  
Ann.Linstrom@westerntrust.hscni.net

#### **SHSST**

Lyndsey Hasson  
Lyndsey.Hasson@southerntrust.hscni.net

#### **NHSST**

Doreen Bolton  
doreen.bolton@northerntrust.hscni.net

#### **BHSST**

Joe Harris  
joe.harris@belfasttrust.hscni.net  
shealth.team@belfasttrust.hscni.net

#### **SESST**

Gabrielle O'Neill  
Gabrielle.ONeill@setrust.hscni.net

### **Relationships and sexuality education organisations**

#### **Common Youth**

<https://commonyouth.com/>

#### **Informing Choices NI**

<https://informingchoicesni.org/>

#### **Love for Life**

<https://www.loveforlife.org.uk/>

#### **Nexus**

<https://nexusni.org/>

#### **Relate NI**

<https://www.relateni.org/>

#### **The Rainbow Project**

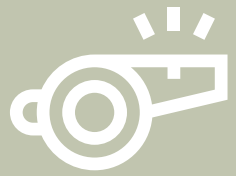
<https://www.rainbow-project.org/>

Further information can be found in **Relationships and Sexuality Education Resources Review**

<https://youthpracticehub.org/>

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WHISTLE

## WHISTLE

**A whistle makes a noise and can be used to signal to others around you that you are in need of help and will assist search and rescue teams.**

The 'whistle' in your backpack represents your ability to speak up and speak out for young people and to advocate with them and on their behalf. This is about using the information you gather from young people to advocate for and with them in places where decision makers and other stakeholders can hear and where change can happen. Social media also provides a great vehicle to promote campaigns as well as getting engaged in established events and activities, including World Aids Day held on 1st December each calendar year.

Information on taking action can be found on page 66 in the following document;  
Bullseye – A resource for working with young women  
<https://irp.cdn-website.com/11ec25d7/files/uploaded/7195%20YouthAction%20Bullseye%20document%20FINAL.pdf>



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YouthAction Northern Ireland is a membership based youth work and arts charity, with over a 75 year history of working with young people to tackle inequalities in their lives; improve their life chances; inspire them as activists and contribute to flourishing communities in a peaceful and shared society.

Cara-Friend was founded in 1974 as a voluntary support service for the LGBTQI+ community in Northern Ireland and is one of the oldest LGBTQI+ organisations specialising in youth work in the United Kingdom, Ireland, and Northern Ireland. Over the years it has evolved into one of Northern Ireland's leading LGBTQI+ organisations, and the leading source of expertise in LGBTQI+ youth provision in Northern Ireland.

This resource aims to support youth workers with the delivery of relationships and sexuality education. This is based on the understanding that relationships and sexuality education is a lifelong process encompassing the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about personal and social relationships and gender issues.

*YouthAction*  
NORTHERN IRELAND



 **ea** Education  
Authority