

**MODULE TITLE: HYP (Healthy Young People) HOP
Sex and Relationships Education
(One, Two or Three credits – 10, 20 or 30 hours)**

AIM OF MODULE:

- To enable you to gain the confidence to communicate about sex and relationships
- To help you to make informed decisions concerning your sexual health and emotional well-being
- To learn where you may go for confidential health and sexual health advice

LEARNING OUTCOMES:

On successful completion of this module you should be able to:

- Communicate confidently about sex and relationships
- Understand different types of relationships and love
- Discuss issues facing young people today such as values, attitudes and perceptions
- Be aware of self esteem and self image and how this can affect your self confidence
- Know where you can go for confidential help and advice on sexual health and relationships
- Understand the various methods of contraception and how they work
- Have a greater understanding of sexually transmitted infections including HIV
- Understand the importance of safer sex
- Discuss the effects of the media and peer pressure on sexual behaviour

ASSESSMENT DETAILS:

This module will be assessed by:

Teacher observation

Verbal questions and answers using the QCA Key Skills criteria

Debate, drama and discussion

Assessment of materials produced, group and self-assessment

LEVEL: Bronze/Silver/Gold (Network A)

Cope Level 1-3

PHSE short award

Students participating in the HYP HOP Workshops will be awarded one credit. To gain an extra credit complete **one** option from **each** of the following challenges. To gain 2 credits complete **two** out of three of the following challenges

SECTION A:

1 a) Either choose a scene from the drama 'The Letter' and devise a different ending or write your own scenario with a safer sex theme. Perform or discuss this with your peers and ask your teacher to observe or listen to the discussion.

b) Make a list of all the things that you think would encourage or discourage young people to use health services.

c) Using information technology, local newspapers or telephone directory find out where your local young people's sexual health services are and using this information design an information leaflet.

Evidence ref:

Assessed by/date:

Key Skills:

SECTION B: Let's Talk

- 2 a) Find information, pictures or photographs of young people from different countries, cultures or sub cultures and discuss with your peers how the way people look may influence communication. Ask your teacher to listen to the discussion.
- b) Make a list of what you think makes a good listener
- c) Keep a diary for one week recording examples of how you have shared experiences with someone, for example, a football match, computer game, clothes, make-up. Describe whether these were positive or negative experiences.

Evidence ref:

Assessed by/date:

Key Skills:

SECTION C: Love – What's it all about?

- 3a) Select and play a piece of music about love and discuss with your peers what influence the music has. For example, does the music make them feel happy or sad? Ask your teacher to listen to the discussion.
- b) Make a list of all the things you think love is about and what it is not.
- c) Using magazines, newspapers make a collage of couples. Ask your group to discuss these relationships; for example, are they fictitious or real, men or women, past or present, young or old?

Evidence ref:

Assessed by/date:

Key Skills:

SECTION D: Self-esteem and personal values

- 4a) Identify a character from the drama 'The Letter' or a character from a story of your choice and discuss your feelings about this character. Consider whether their self-esteem is high or low? Does this change throughout the story? Share your thoughts with your group.
- b) Think of different ways of keeping yourself safe when out with your friends and design a poster to illustrate one of these ways.
- d) Design a greetings card or write a letter to someone (who maybe fictitious) illustrating what it means to you to have them as a friend.

Evidence ref:

Assessed by/date:

Key Skills:

SECTION E: Contraception

- 5a) Make a list of all the different methods of contraception and write a report on one of these methods explaining how it works and its effectiveness.
- b) Find out how much condoms cost to buy and where young people can obtain them free of charge
- c) Find out about emergency contraception and discuss with your group the advice you would give to a friend who has had unprotected sex.

Evidence ref:

Assessed by/date:

Key Skills:

SECTION F: Sexually Transmitted Infections

- 6a) Using information technology find out about the national rates of sexually transmitted infections and discuss your findings with your group or teacher
- b) Design a safer sex poster and ask for this to be displayed in your centre or another appropriate venue.
- c) Make a list of 5 sexually transmitted infections and write a report on one of these infections including treatment and prevention

Evidence ref:

Assessed by/date:

Key Skills:

SECTION G: Media and Peer Pressure

- 7a) Devise a letter to an agony aunt and ask your group to devise a reply.
- b) Collect a selection of articles from newspapers and magazines about sex or sexual health and ask your group to debate whether these articles have a positive or negative influence on young people.
- c) Make up some role play ideas for how to 'say no' when feeling under pressure and ask your group to discuss these ideas.

Evidence ref:

Assessed by/date:

Key Skills:

SECTION H: HYP (Hip) HOP

- 8a) Write a reflection on one thing that you have learnt from the HYP HOP module
- b) Compose a rhyme or a rap with a sexual health message.
- c) Bring to your group some music CDs and discuss with your group how influential music is on the lives of young people.

Evidence ref:

Assessed by/date:

Key Skills: