

SchoolBeat Survival Guide

... the
teenage
years

Relationships



SchoolBeat.cymru



A SchoolBeat survival guide to being an awesome teenager

The things that I love about being a teenager...

Growing up has never been easy! Everybody has their advice to give you! Mum, dad, teachers... even your Nan.

They have all been through it before!! But those were different times! They have no idea! They didn't even have the Internet then...

It's tough being a teenager at the best of times. What your friends tell you is so different to what the responsible adults want you to know.

Well, here is our SchoolBeat survival guide to being a brilliant and awesome teenager!

So, brace yourself... and we will see you on the other side!

The challenging part of being a teenager is...

Who
am I?

Think about what makes
you unique and special

We all have differences, and
we have similarities.
This is what makes you, you!



Friendships?



- ☆ How do you interact with friends?
- ☆ What makes a good friend?
- ☆ Are you a good friend?
- ☆ How many friendship groups do you have?
- ☆ Does it matter how many friends you have?

Who was your best friend at age...? - Lower your head and close your eyes to concentrate and think back in time to consider these private questions:

1. Who was your 'number one best friend' at the following ages?

Age 4 _____ Age 12 _____
Age 10 _____ Age 15 _____

2. Have you named the same person for all four ages? If so this kind of friendship is long term.

Many friendships change as you grow older and your interests change.

Long term friendship trends and the ones that change over time occur because of a variety of factors including - maturity, travel, gender, hobbies, interests, money, jobs and maybe religion.

3. Now, list 6 characteristics you would value in a friend. Identify those that apply to long and short term friendships.



Short term friendships

Long term friendships



4. Do you think time is a significant element?



Under what circumstances would you consider **NOT** continuing a friendship with a friend?

X
X
X

Friends are those rare people who ask us how we are and then wait to hear the answer.

Ed Cunningham

One loyal friend is worth more than a thousand fake ones!

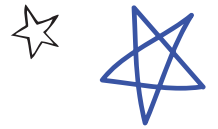
I don't need a friend that changes when I change and nods when I nod; my shadow does that so much better!

Plutanch

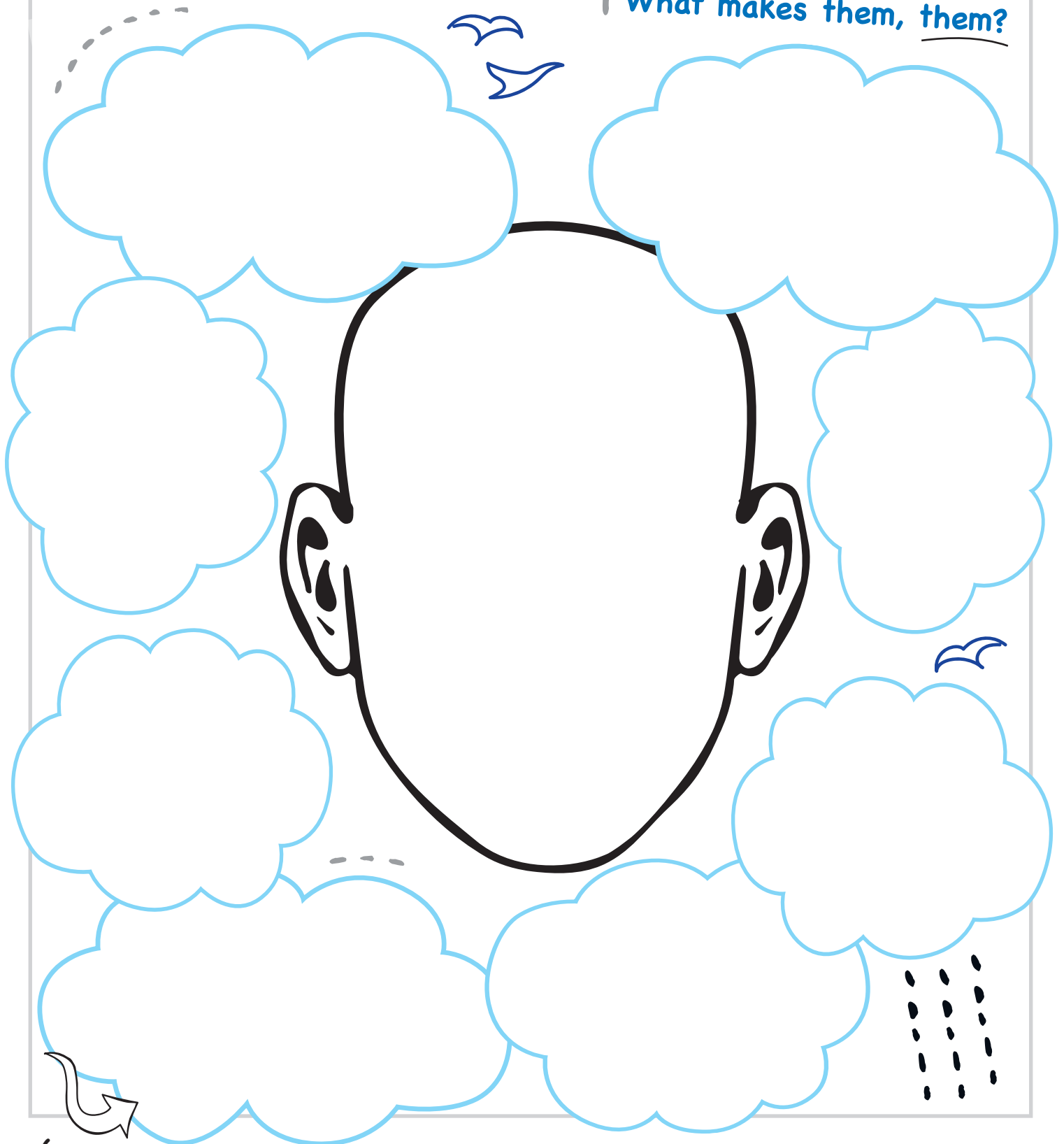


BEST FRIENDS!!

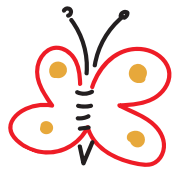
Think about what makes your friend(s) unique and special



- We all have differences, and we have similarities.
- Think about your friend(s) hobbies, interests, things that they are good at and so on.
- **What makes them, them?**



Friendship flower

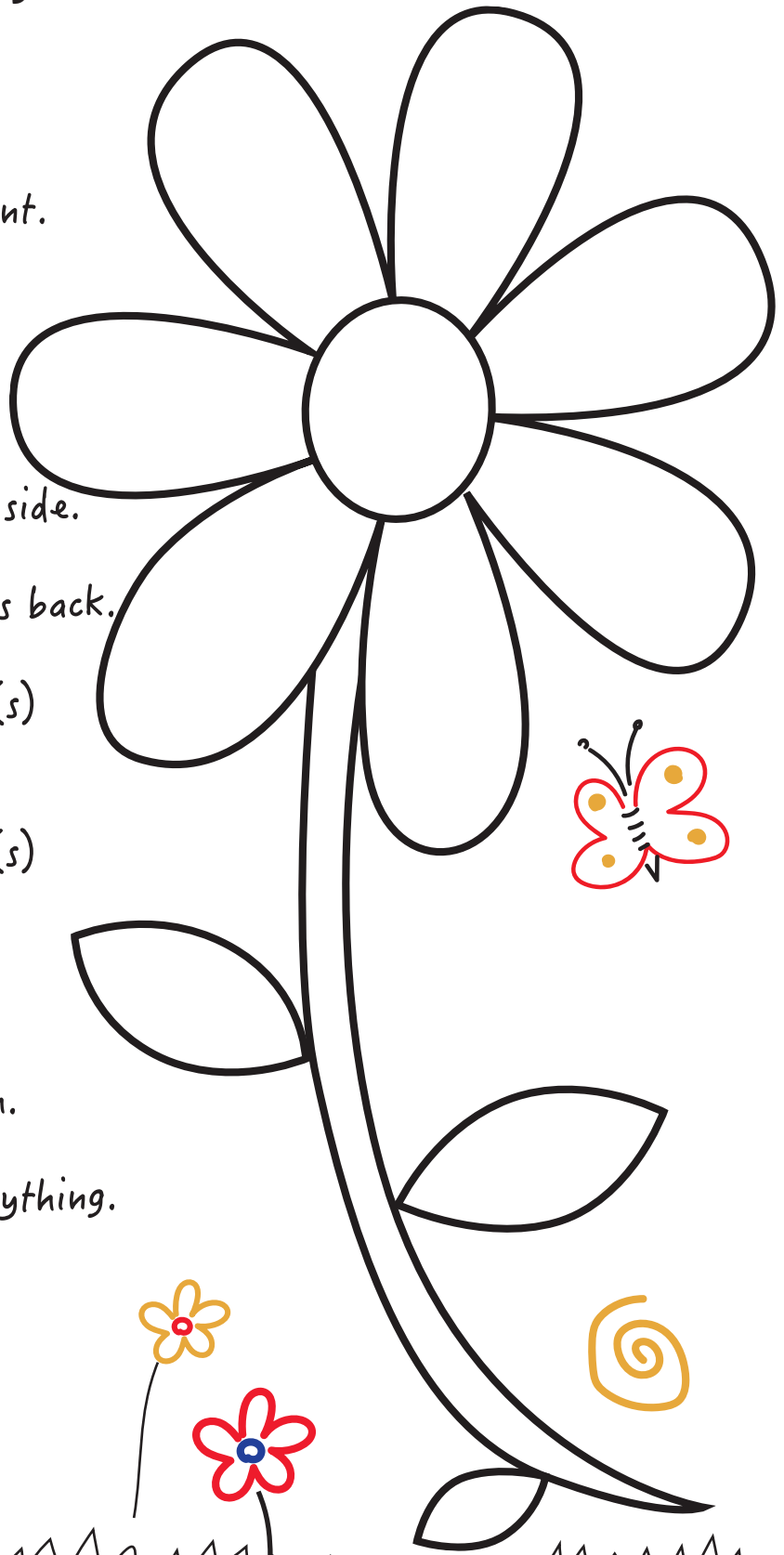


What qualities do you bring to your friendship groups?

Fill in your qualities in each petal and then as a mindfulness activity - colour and decorate your flower!



- ① I am not afraid to be different.
- ② I am a friend who listens.
- ③ I can be trusted.
- ④ I am always on my friend(s) side.
- ⑤ I never talk behind someone's back.
- ⑥ I always reassure my friend(s) that they will be OK.
- ⑦ I always forgive my friends(s) when they make mistakes.
- ⑧ I make my friend(s) laugh
- ⑨ I show my friend(s) warmth.
- ⑩ My friend(s) can tell me anything.



Positive + + + Relationships

Personal relationships can take a range of different forms.

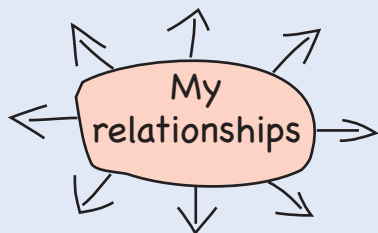
How would you define a relationship?

A relationship is...

You might possibly define it as:

'The way in which two or more people behave towards, are connected with, or involved with each other.'

List the different types of people you have a relationship with e.g. family, friends, teachers etc. Create a mind map of the people with which you have relationships with.



What is the level of significance of these relationships to you? E.g. close family, friend, acquaintance, teacher etc.

Is it a healthy relationship? 😊 😞

Consider what the characteristics of a **healthy relationship** are e.g. laughing together, having fun, sharing the same interests, helping each other, trusting each other, etc..

Then consider the signs of an unhealthy relationship or even an abusive one.

Are these signs of Healthy, Unhealthy or abusive relationships?

	Healthy	Unhealthy	Abusive
Having your own interests			
Shouting at your partner in anger			
Pestering your partner until you get what you want			
Sulking and giving your partner the silent treatment			
Considering each other's opinions and feelings			
Threatening to hurt yourself to get your own way			
Talking through differences with your partner			
Threatening to post personal photos of your partner online			
Ignoring your partner when with others			
Having an equal say in the relationship			
Scaring your partner by losing self-control			
Compromising on things so that the outcome suits both of you			
Dominating and controlling your partner's other relationships, friends and activities in real life and online			
Putting your partner down and criticising them			
Physically threatening your partner if they do not do as you want			
Controlling your partner by, saying who they can or can't talk to			
Getting very angry if your partner looks at anyone else in real life and online			
Not believing your partner when they say, 'No!'			
Shouting at your partner when they do something wrong			
Talking openly with your partner about feelings			
Respecting your partner's friends			

Note: Abuse is any kind of mistreatment - physical, emotional, sexual. Abuse is always unacceptable and you should talk to a trusted adult if you are ever in an abusive situation. Abusive behaviour shows a relationship is unhealthy.

Celebrity and Soap Relationships

Are you aware of any story lines or celebrity relationships that exhibit different types of friendships/relationships e.g. mutual, belittling, homosexual, sibling, 'hero worship', work related, sexual, aggressive, loving, dominant etc.

Think of a celebrity/soap relationship that models *safe* and *unsafe* behaviours.

Identify the positive and negative characteristics of these relationships.

A hand-drawn rectangular box with a black outline. On the left side, there are two circular icons: a blue circle with a white plus sign at the top, and a red circle with a white minus sign at the bottom. The rest of the box is empty, intended for writing notes.

Think of the early warning signs that showed the relationship had become unsafe.

A vertical strip of lined paper with a spiral binding on the left side. The lines are horizontal and evenly spaced. The paper is slightly curved and has a light blue background.

* **Early warning signs might include these behaviours:**

Possessiveness, control, outbursts of anger, remorse, intimidation, undermining confidence, isolation, name calling, threats, allegations, sexual domination, having no personal money. *

ABUSIVE RELATIONSHIPS

Abusive relationships can be categorised into 5 groups:

1. psychological,
2. physical,
3. emotional,
4. financial,
5. sexual

* **Remember! The early warning signs are usually exhibited before more obvious abusive behaviour e.g. physical violence.**

Match the behaviours you listed above to the groups:

- Possessiveness
- Control
- Outbursts of anger
- Remorse
- Intimidation
- Undermining confidence
- Isolation
- Name calling
- Threats
- Allegations
- Sexual domination
- Having no personal money

Consider these...

1. How might the victims of abusive behaviour feel?
2. What could be the effects the abusive behaviours on family members (including children) and friends?



Help! Advice needed

Read about the following relationships – how would you advise?

Tom, who is 17, has found 16 year old Janine's ex-boyfriend's number in her phone. He became very angry and threw the phone against the wall, accusing her of still secretly fancying him.



Jona and Natalya are both 16 and have been going out for 6 months. At a friend's party, Natalya sees Jonah laughing and joking with one of her best friends. She is furious, grabs him and pulls him outside where she screams at him and slaps him hard across the face and accuses him of two timing her. Later, Natalya cries and wants to make up.



Agencies that can help



- The All Wales Domestic Abuse and Sexual Violence Helpline 0808 80 10 800
- livefearfree.gov.wales
- Meiccymru.org
- Women's Aid 0808 2000 247 www.womensaid.org.uk
- The Dyn Project for males 0808801 0321 www.dynwales.org
- ChildLine 0800 1111

Don't know

Yes

Consent?

OK!

No!

Giving consent is part of everyday life. How many of the following examples of consent in everyday life are you familiar with?

- ✧ Written consent – HPI vaccinations (year 8), school trips
- ✧ Online consent – accepting Facebook 'friend' requests
- ✧ Verbal consent – agreeing social plans e.g. do you want to go to the cinema, or informal arrangements e.g. can I borrow your history book?
- ✧ Non-verbal consent – nodding your head, going somewhere with someone, passing an object to someone

Think about ways of communicating consent and non-consent without actually speaking.

Here are some examples:

Non-verbal signs of consent

- Direct eye contact
- Moving closer to someone
- Nodding (meaning yes)
- Laughter and/or smiling
- 'Open' body language, e.g. relaxed, loose arms and legs, relaxed facial expressions
- Turning towards someone



Non-verbal signs of non-consent

- Avoiding eye contact
- Pushing someone away
- Shaking your head (meaning no)
- Crying and/or looking sad or fearful
- 'Closed' body language, e.g. tense, folded arms or crossed legs, tense facial expressions
- Turning away from someone



Sexual consent is when a person who is 16 years or older, agrees by choice to any kind of sexual activity and has the freedom and capacity to make that choice.

The consent itself can take many different forms.

Read the following statements and consider if sexual consent was given:

- Sexual consent given
- Sexual consent not given
- Not sure (circle your answers)

Interactive activity with 20 speech bubbles, each containing a statement and a 1-2-3 rating scale:

- I'm not sure (1 2 3)
- No (1 2 3)
- I feel good about this (1 2 3)
- I don't want to do this anymore (1 2 3)
- That feels good (1 2 3)
- I don't want you to (1 2 3)
- I want you to (1 2 3)
- I want this now (1 2 3)
- Stop (1 2 3)
- I'm sure (1 2 3)
- This feels right (1 2 3)
- This feels wrong (1 2 3)
- I thought I wanted to, but now... (1 2 3)
- I want to keep doing this (1 2 3)
- I still want to (1 2 3)
- Yes (1 2 3)
- I love you, but... (1 2 3)
- I'm ready (1 2 3)

REMEMBER! If there is any doubt whatsoever about sexual consent being given, whether verbal or non-verbal, individuals must STOP and find out BEFORE THEY THINK OF CONTINUING with any sexual activity.

★ Think Things Through! ★

Think about what **SEXUAL CONSENT** looks and sounds like in 'real life' situations and consider the **personal, social and ethical consequences** of sexual activity using the mind maps provided for the characters.

Personal might include:

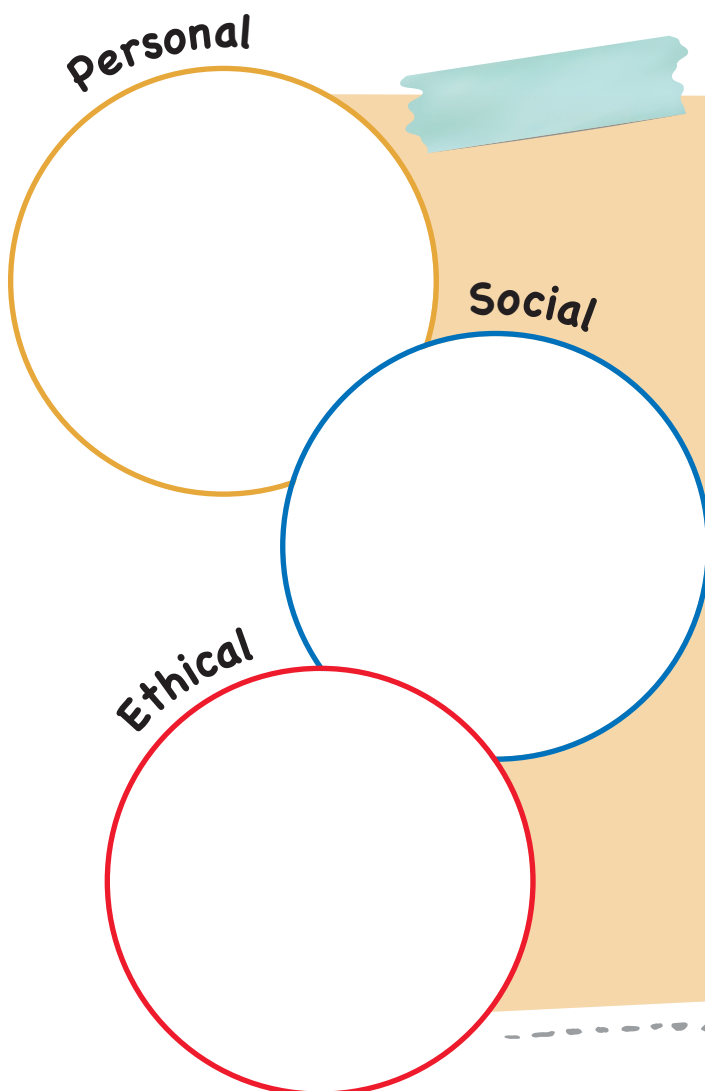
- Self-esteem/ self-respect (Gain or loss)
- Guilt, blame
- Health e.g. STIs, unwanted pregnancy
- Impact on future career opportunities

Social means:

- Expectations to behave like other young people
- Acceptance/fitting in with the friendship group
- Reputation; how other people perceive you

Ethical issues to consider:

- Religious/cultural beliefs
- Casual sex/one night stands
- Sex before marriage
- Parental disapproval



Harry and Kate

Harry knew Kate was interested in him. Whenever they were together, Kate seemed to be watching him. One night at a friend's party they talked for ages. Harry thought she was nice but he wasn't sure whether he fancied her. Kate said, "I really like you" and started kissing him. When Kate asked Harry for a lift home and then said her parents were away, Harry felt a bit strange. He seemed to be getting his chance to be alone with Kate, and maybe even have sex with her. But the situation didn't feel right to him and he didn't like her that way. He told Kate he would be happy to give her a lift home but then he wanted to go straight back to the party. She seemed annoyed and said, "That's okay; I think I'll stay too". Then she walked off and didn't speak to him again.



Sam and Tasha

Sam and Tasha (age 17) are going to the cinema. They have been going out for about ten months and they really like each other. Each time they see each other for a date, they go a little bit further. First they just kissed, then they started touching each other and they've been close to having sex a few times. Both Sam and Tasha think they are ready to have sex but they want to know what the other one thinks. After the film they go back to Sam's place and for the first time they talk about having sex. Tasha stays the night. The next morning, Sam asks Tasha, "How do you feel about last night?" Tasha says, "I feel so happy." Sam says, "Me too. I'm so glad we both agreed before we had sex."

Personal

Social

Ethical



Personal

Social

Ethical

Carys and Huw

Carys is 16 years old. Her boyfriend Huw is 18 years old and they have been together two months. Last night they went to a club to celebrate Huw getting the A-level grades he needed to go to university. Carys felt very excited being with the older students but can't actually remember much about the night out as she got very drunk. She woke up this morning, in bed with Huw who said they'd had sex. Carys was very distressed. Huw became angry and said she had responded to him kissing her so he assumed she must have wanted it as she didn't stop him.



Sexual Consent

— what does it mean?

Read the following statements and match the correct explanation (check your answers at the bottom of the page)

Statement

Nobody has any right to touch you in a sexual way without your consent.

Giving in (submission) does not equal consent.

It is always 100% your responsibility to be sure that your partner is willing before any sexual activity.

Never make assumptions about your partner's intentions.

No means no.

No answer does not mean yes.

Sex with someone unable to consent is rape.

Sexual touching without consent is sexual assault.

Someone can change their minds at any point.

Explanation

If someone doesn't say "no," it certainly does not mean, "yes." If either (or both) of you can't or won't talk about sex and the possible consequences for a relationship, then it is much too soon to be sexual together.

If your sexual partner says it, believe it.

For example, if they say "stop" or "no" or "that hurts" then you must STOP. There is no "point of no return."

Sex with someone drunk, under the influence of drugs, asleep, passed-out, underage or otherwise unable to consent is rape.

Afterwards is not the time to find out that your partner did not want any or the same level of sexual interaction. Otherwise you will be turning your potential lover into your victim.

Don't act without consent or ignore clear messages. The way someone looks at you, the way they are dressed, if they laugh at your jokes, if they respond by kissing you, for example, are not acts that equal verbal consent.

Sexually touching someone when they are drunk, under the influence of drugs, asleep, passed-out, underage or otherwise unable to consent is sexual assault. This includes touching the victim with any part of the offender's body, or anything else and through anything such as clothing.

Reasons that females might submit to sexual activity include fear.

This could include touching a part of your body, kissing you without your permission, pulling at your clothing, showing you photos or videos of a sexual nature.

Visit <https://schoolbeat.cymru/en/pupils/age/14-16/No-Means-No/>

For more information and guidance on Consent.





Answers



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The End

