



IF I WERE JACK: Dá mBa Mise Jack

Treoir don Mhúinteoir agus
Acmhainní an Dalta

Béarla agus Gaeilge



**QUEEN'S
UNIVERSITY
BELFAST**



**IF I WERE JACK:
Dá mBa Mise Jack**

TREOIR DON MHÚINTEOIR AGUS ACMHAINNÍ AN DALTA

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OVERVIEW OF THE IF I WERE JACK/ Dá mBa Mise Jack EDUCATIONAL RESOURCE

In this booklet first, we provide an overview of the If I were jack/ Dá mBa Mise Jack resource in the English language and then we provide all of the classroom activities in English and in Irish.

If I Were Jack is a Relationships and Sexuality Education (RSE) resource which focuses on preventing unintended pregnancy and safe and positive relationships. The resource is based around an interactive video drama (IVD) which tells the story of Jack, a teenager who has just found out that his girlfriend Emma is unexpectedly pregnant. The user is encouraged to put themselves in Jack's shoes and consider how they would feel if they were in his situation.

The resource addresses the much-neglected role and perspectives of teenage men in relation to teenage pregnancy. However, it is designed to encourage reflection and discussion among teenage women, as well as teenage men, and to go beyond the gender stereotypes surrounding teenage pregnancy. It includes a computer-based IVD, educational materials to assist teachers in facilitating classroom discussions around the issues raised in the IVD and web-based educational materials for parents. Ideally, the IVD is viewed by students on individual computers but it can also be presented by teachers on an overhead screen. If I Were Jack can be used by both male and female students in same-sex and mixed-sex classrooms. It can be delivered by post-primary school teachers or external RSE facilitators.

WHO HAS DEVELOPED THE RESOURCE?

If I Were Jack was developed by a research team led by Professor Maria Lohan at Queen's University Belfast in collaboration with key stakeholders in Northern Ireland and Ireland including the Department of Health, Social Services and Public Safety Northern Ireland, the Public Health Agency Northern Ireland, the Council for Curriculum Education and Assessment Northern Ireland, the Health Services Executive Crisis Pregnancy Programme Ireland and the Department of Education and Skills Ireland as well as teacher trainers, teachers, students and parents. Adapted versions of the resource developed for use in England, Scotland and Wales were developed in consultation with researchers from Cardiff University, University of Glasgow, London School of Hygiene and Tropical Medicine and University College London.

The Irish language version of this resource has been developed by a team at Queen's University Belfast (QUB) led by professor Maria Lohan and working in close collaboration with the Council for Curriculum Education and Assessment (CCEA) Northern Ireland and An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta on the island of Ireland. We wish to acknowledge in particular the contribution of Mr. Liam Dempsey, CCEA for leading the translation of the materials. In addition, Dr Teresa McShane, QUB conducted the early pilot work. Contact person: Professor Maria Lohan: m.lohan@qub.ac.uk

KEY MESSAGES

If I Were Jack/ Dá mBa Mise Jack has the following key messages:

- Relationships, sex and pregnancy can be positive experiences when they are mutually consensual and an individual is prepared and ready for them.
- Young men, as well as young women, have roles and responsibilities with respect to relationships, sex and pregnancy.
- With the correct skills and knowledge, young men and young women can make safe and responsible decisions relating to relationships, sex and pregnancy.
- Unintended teenage pregnancy can be a stressful experience for some people that may involve difficult decisions and potentially challenging outcomes.
- It is important for young people to consider their personal values and beliefs regarding relationships, sex and pregnancy and to make a plan for positive experiences that are in line with these.
- Confidential and impartial support and information is available locally and online for young people in relation to all aspects of their sexual health.

EDUCATIONAL APPROACH

If I Were Jack/ Dá mBa Mise Jack takes a positive, comprehensive, objective and non-judgmental approach to RSE. The educational objectives are to increase teenagers' awareness of:

- how relationships, sex and pregnancy can be positive experiences when they are mutually consensual and a person is prepared and ready for them;
- their own personal attitudes, values and beliefs with regard to relationships, sex and pregnancy and how to effectively communicate these to others;
- the attitudes, values and beliefs of their family and peers and those of the school ethos in relation to relationships, sex and pregnancy;
- the importance of personal responsibility and agency in avoiding unintended pregnancy;
- gender norms and stereotypes associated with relationships, sex and pregnancy;
- reliable sources of online information on sexual health; and
- local sexual health support services.

The resource aims to provide an opportunity for students to explore and discuss these issues with reference to their own personal, familial, cultural and religious values, beliefs and attitudes.

More information on the resource and its theoretical foundations are available in the If I Were Jack Information for Teachers booklet. See www.qub.ac.uk/IfIWereJack/Resources/Teachers

HOW SHOULD THE RESOURCE BE USED?

If I Were Jack/ Dá mBa Mise Jack is designed to fit within the Learning for Life and Work Area of Learning and should be delivered at Key Stage 4. It fits with the Northern Ireland statutory statement for Personal Development that students should 'develop an understanding of the roles and responsibilities of parenting' and be provided with opportunities to develop their knowledge, skills and understanding by 'exploring the issues surrounding teenage pregnancy and parenthood with reference to the individual, family, community and society.'

In the Republic of Ireland, the resource is suitable for use in the senior cycle RSE curriculum where parenting is covered or in the junior cycle, if schools prefer. The resource can be delivered in a way that suits your school's normal procedure for RSE. Depending on the length of lessons in your school, you can choose from the following options:

- Four 50-60 minute lessons; or
- Six 35-45 minute lessons.

The resource can be ideally delivered as one or two lessons a week over a number of consecutive weeks or if necessary during a one day session or two half day sessions.

OVERVIEW OF THE CLASSROOM MATERIALS

The If I Were Jack resource is based around the If I Were Jack interactive video drama (IVD), which students should use during the first lesson. The IVD is followed by eleven other activities, one of which is an optional (but recommended) homework exercise. Explanations for symbols used throughout the document are provided below.



**INDICATES
PREPARATION
NEEDED**



**INDICATES
WRITTEN
ACTIVITY**



**INDICATES
DISCUSSION
ACTIVITY**



**INDICATES
SURVEY**



**PLAY
FILM**



**INDICATES
ONLINE
ACTIVITY**

This document provides two different delivery options for four or six classroom-based lessons followed by descriptions of how each of the activities should be delivered. Each activity has an associated worksheet or handout which can be found in the appendices of this document.

DELIVERY OPTIONS & PROGRAMME OUTLINES

There are two programme outlines to choose from depending on how you will deliver the resource:

Use Programme Outline A if you are delivering the resource over four 50-60 minute lessons.

Use Programme Outline B if you are delivering the resource over six 35-45 minute lessons.

PROGRAMME OUTLINE A Four 50-60 minute lessons		
LESSON ONE introduces students to the topic of unintended teenage pregnancy, gives them an opportunity to use the IVD and consider some of the causes and outcomes of unintended pregnancy for the characters in the IVD.		
i.	Activity 1: Introduction to the programme	(3 mins) Page 08
ii.	Activity 2: Ground rules	(5 mins) Page 15
iii.	Activity 3: If I Were Jack interactive video drama*	(20 mins) Page 17
iv.	Activity 4: Pause: Fast-forward: Rewind	(20-25 mins) Page 32
v.	Wrap-up	(2 mins)
<i>* You will need to book a computer room/tablets. Head phones are provided with the resource.</i>		
LESSON TWO encourages discussion of the potential outcomes of unintended pregnancy for Emma, consideration of how life might change with a baby, provides opportunities for communication about relationships, sex and unplanned pregnancy and introduces students to reliable sources of information and support.		
i.	Introduction to the lesson	(3 mins)
ii.	IVD recap video	(2 mins) Website
iii.	Activity 5: What about Emma?	(5 mins) Page 36
iv.	Activity 6: If I had to Look After a Baby	(15-25 mins) Page 39
v.	Activity 7: Fact or Fiction?	(15-20 mins) Page 44
vi.	Wrap-up and handout - Activity 8: JACK Wallet Card	(3 mins) Page 45
LESSON THREE encourages further communication about relationships, sex and pregnancy and introduces students to further reliable sources of information and support.		
i.	Introduction to the lesson	(2 mins)
ii.	Homework Review (Wallet Card)	(3 mins) Page 47
iii.	Activity 9: Jack Forum Dilemmas	(15-20 mins) Page 50
iv.	Activity 10: Online Scavenger Hunt*	(25-35 mins) Page 55
v.	Wrap-up & homework – Activity 11: Parent/Carer Survey	(3 mins) Page 59
<i>* You will need to book a computer room/tablets for this lesson.</i>		
During LESSON FOUR students consider and practice communicating about issues surrounding sexual readiness and consent and social stereotypes related to relationships, sex and pregnancy. They also have an opportunity to make a personal plan to avoid unintended pregnancy.		
i.	Introduction to the lesson	(2 mins)
ii.	Group discussion - Homework review (Survey)	(2 mins) Page 60
iii.	Activity 12: Staying Safe Scenarios	(20-25 mins) Page 69
iv.	Activity 13: Controversial Statements	(20-25 mins) Page 76
v.	Activity 14: My Plan	(5-10 mins) Page 79
vi.	Wrap-up	(2 mins) Page 80

PROGRAMME OUTLINE B

Six 35-45 minute lessons

LESSON ONE introduces students to the topic of unintended teenage pregnancy, gives them an opportunity to use the IVD and consider how their life would change if they had to look after a baby.

i.	Activity 1: Introduction to the programme	(3 mins)	Page 08
ii.	Activity 3: If I Were Jack interactive video drama*	(20 mins)	Page 17
iii.	Activity 6: If I had to Look After a Baby	(10-15 mins)	Page 39
iv.	Wrap-up	(2 mins)	

* You will need to book a computer room or tablets and headphones for this lesson.

LESSON TWO encourages discussion of the potential causes and outcomes of unintended pregnancy for the characters in the IVD, including the female character, Emma.

i.	Introduction to the lesson	(3 mins)	
ii.	Activity 2: Ground rules	(5 mins)	Page 15
iii.	IVD recap video	(2 mins)	Website
iv.	Activity 4: Pause: Fast-forward: Rewind	(20-25 mins)	Page 32
v.	Activity 5: What about Emma?	(5 mins)	Page 36
vi.	Wrap-up	(2 mins)	

LESSON THREE provides opportunities to practice communicating about relationships, sex and pregnancy and introduces students to reliable sources of information and support.

i.	Introduction to the lesson	(2 mins)	
ii.	Activity 7: Fact or Fiction?	(15-20 mins)	Page 44
iii.	Activity 9: Jack Forum Dilemmas	(15-20 mins)	Page 50
iv.	Wrap-up and handout – Activity 8: The JACK Wallet Card	(3 mins)	Page 45

LESSON FOUR gives students further opportunities to explore sources of sexual health information and support.

i.	Introduction to the lesson	(2 mins)	
ii.	Group discussion - Homework Review (Wallet Card)	(3 mins)	Page 47
iii.	Activity 10: Online Scavenger Hunt*	(25-35 mins)	Page 55
iv.	Wrap-up	(3 mins)	

* You will need to book a computer room or tablets.

LESSON FIVE provides students with an opportunity to practice communicating about issues surrounding sexual readiness and consent.

i.	Introduction to the lesson	(2 mins)	
ii.	Activity 12: Staying Safe Scenarios	(20-30mins)	Page 69
iii.	Wrap-up & homework – Activity 11: Parent/Carer Survey	(5 mins)	Page 59

During **LESSON SIX** students consider social stereotypes related to relationships, sex and pregnancy and practice communicating about the issues involved. They also have an opportunity to make a personal plan to avoid unintended pregnancy.

i.	Introduction to the lesson	(2 mins)	
ii.	Group discussion - Homework review (Survey)	(2 mins)	Page 60
iii.	Activity 13: Controversial Statements	(20-25 mins)	Page 76
iv.	Activity 14: My Plan	(5-10 mins)	Page 79
v.	Wrap-up	(2 mins)	

PREPARATION FOR THE LESSONS



The checklists below provide detail on the preparation you may wish to do for each lesson:

PREPARATION CHECKLIST FOR DELIVERY **OPTION A:** (FOUR 50-60 MINUTE LESSONS)

	PHOTOCOPYING	OTHER PREPARATION
BEFORE LESSON 1	<ul style="list-style-type: none"> Some teachers find it preferable to arrange photocopying of all the worksheets/ handouts required for the four lessons at the outset. 	<ul style="list-style-type: none"> Download the Teachers' Overheads Powerpoint file from www.qub.ac.uk/IfIWereJack/Resources/Teachers Download and adapt the parents' letter and factsheet from www.qub.ac.uk/IfIWereJack/Resources/Teachers and arrange for them to be posted to parents/carers. Decide if you will show the IVD on individual computers/tablets and allow the students to fill in the questionnaire on individual computers OR on an overhead screen in the classroom with the hard copy of the questionnaire provided in this booklet. The former option is preferable because it helps students to engage fully with the IVD. If using the online version, ask the IT technician to unblock www.qub.ac.uk/IfIWereJack for students. If students will be using individual computers, ask the IT technician for a set of temporary log-in numbers that students can use during the first session in case they forget their own log-in details. Also ask the IT technician to unblock the list of websites used in the Online Scavenger Hunt activity. A list can be downloaded from www.qub.ac.uk/IfIWereJack/Resources/Teachers If using individual computers, bring headphones and book tablets or a computer room for lessons 1 and 3. Check that the IVD can be accessed and viewed in full in the classroom you will be using before the first lesson.

<p>LESSON 1</p>	<ul style="list-style-type: none"> • If I Were Jack Questionnaire Worksheet A (only if showing IVD on overhead screen). • Pause: Fast-forward: Rewind worksheet Worksheet B. 	<ul style="list-style-type: none"> • Set up the IVD for viewing. • Set up classroom so that students can view the film and complete the interactive questions privately (i.e. exam conditions). • If using individual computers, bring earphones and turn on all computers at the start of the lesson.
<p>LESSON 2</p>	<ul style="list-style-type: none"> • What about Emma worksheet Worksheet C. • If I had to look after a baby worksheet Worksheet D. • Fact or Fiction handouts Worksheet E. • Wallet Cards Worksheet F. 	<ul style="list-style-type: none"> • Open the recap version of the IVD 'Previously on Jack' for viewing during the lesson www.qub.ac.uk/IfIWereJack/Resources/Teachers • Bring If I Were Jack Wallet cards for distributing to students.
<p>LESSON 3</p>	<ul style="list-style-type: none"> • Jack Forum handout Worksheet G. • Online Scavenger Hunt worksheet Worksheet H. • Parent/Carer Survey Worksheet I and Film excerpt Worksheet J. 	<ul style="list-style-type: none"> • If you are planning to do the Online Scavenger Hunt activity in class, you will need to book a computer room or tablets. • You will also need to download and print the list of websites included in the activity and ask the IT technician to unblock them so that students can use them.
<p>LESSON 4</p>	<ul style="list-style-type: none"> • Staying Safe handouts Appendices K & L. • Controversial statements cards Worksheet M. • My Plan Worksheet Worksheet N. 	<ul style="list-style-type: none"> • Cut Controversial Statement cards for distributing to students.

PREPARATION CHECKLIST FOR DELIVERY **OPTION B:** (SIX 35-45 MINUTE LESSONS)

	PHOTOCOPYING	OTHER PREPARATION
BEFORE LESSON 1	<ul style="list-style-type: none"> Some teachers find it preferable to arrange photocopying of all the worksheets/ handouts required for the six lessons at the outset. 	<ul style="list-style-type: none"> Download the Teachers' Overheads Powerpoint file from www.qub.ac.uk/IfIWereJack/Resources/Teachers Download and adapt the parents' letter and factsheet from www.qub.ac.uk/IfIWereJack/Resources/Teachers and arrange for them to be posted to parents/carers. Decide if you will show the IVD on individual computers/tablets or on an overhead screen in the classroom. The former option is preferable because it helps students to engage fully with the IVD. Decide if you will use the online version of the film or have the hard copy version loaded onto the school network. The latter option is preferable if your internet connection is not reliable. If using the online version, ask the IT technician to unblock www.qub.ac.uk/IfIWereJack for students. If students will be using individual computers, ask the IT technician for a set of temporary log-in numbers that students can use during the first session in case they forget their own log-in details. Also ask the IT technician to unblock the list of websites used in the Online Scavenger Hunt activity. A list can be downloaded from www.qub.ac.uk/IfIWereJack/Resources/Teachers If using individual computers, bring headphones and book tablets or a computer room for lessons 1 and 4. Check that the IVD can be accessed and viewed in full in the classroom you will be using before the first lesson.
LESSON 1	<ul style="list-style-type: none"> If I Were Jack Questionnaire Worksheet A (only if showing IVD on overhead screen). If I had to look after a baby worksheet Worksheet D. 	<ul style="list-style-type: none"> Set up the IVD for viewing. Set up classroom so that students can view the film and complete the interactive questions privately (i.e. exam conditions). If using individual computers, bring earphones and turn on all computers at the start of the lesson.

<p>LESSON 2</p>	<ul style="list-style-type: none"> • Pause: Fast-forward: Rewind worksheet Worksheet B. • What about Emma worksheet Worksheet C. 	<ul style="list-style-type: none"> • Open the recap version of the IVD 'Previously on Jack' for viewing during the lesson www.qub.ac.uk/IfIWereJack/Resources/Teachers
<p>LESSON 3</p>	<ul style="list-style-type: none"> • Fact or Fiction handouts Worksheet E. • Jack Forum handout Worksheet G. • Wallet Cards Worksheet F. 	<ul style="list-style-type: none"> • Bring If I Were Jack Wallet cards for distributing to students.
<p>LESSON 4</p>	<ul style="list-style-type: none"> • Online Scavenger Hunt worksheet Worksheet H. 	<ul style="list-style-type: none"> • If you are planning to do the Online Scavenger Hunt activity in class, you will need to book a computer room or tablets. • You will also need to download and print the list of websites included in the activity and ask the IT technician to unblock them so that students can use them.
<p>LESSON 5</p>	<ul style="list-style-type: none"> • Staying Safe handouts Appendices K & L. • Parent/Carer Survey Worksheet I and Film excerpt Worksheet J. 	
<p>LESSON 6</p>	<ul style="list-style-type: none"> • Controversial statements cards Worksheet M. • My Plan Worksheet Worksheet N. 	<ul style="list-style-type: none"> • Cut Controversial Statement cards for distributing to students.

UNBLOCKING WEBSITES



Due to the fact that most of the websites used in the resource activities contain the word 'sex' they may be blocked from the school network. Therefore, you will need to ask a school computer officer or IT technician to unblock the websites below. If you want to email the list of websites to the technician, the list is available on the Teacher Resources section of the If I Were Jack Website:

(www.qub.ac.uk/IfIWereJack/Resources/Teachers)

If you experience any difficulties unblocking the websites, you could ask students to do the Online Scavenger Hunt activity as a homework exercise or you could print the relevant pages from the websites for discussion in class. If you will use the online version of the IVD, you must have unblocked the If I Were Jack website.

- If I Were Jack www.qub.ac.uk
- Sexual Health NI (Public Health Agency) www.sexualhealthni.info/
- Common Youth www.commonyouth.com
- Respect Yourself www.respectyourself.info/
- Childline www.childline.org.uk
- NHS Service Finder (GUM Clinics in NI) <http://servicefinder.hscni.net>
- B4U Decide www.b4udecide.ie

INTRODUCING AND WRAPPING UP THE LESSONS

At the beginning of the first lesson you can use the **If I Were Jack Young Peoples' Theory of Change Model** to explain to students what you will cover during the lessons and why.

Introduction and wrap-up slides for each lesson are provided in If I Were Jack Teacher's Overheads PowerPoint file available on the Teacher Resources section of the If I Were Jack Website **www.qub.ac.uk/IfIWereJack/Resources/Teachers**

IF I WERE JACK

ACTIVITIES

ACTIVITY 1: INTRODUCING THE IF I WERE JACK PROGRAMME (5 MINUTES)

OVERVIEW

During the first lesson students are introduced to the If I Were Jack resource. You can tell them briefly what it is about and show them the If I Were Jack Theory of Change Model provided in the teachers' overheads. This paints a picture of what students will learn about and how in using this resource.

INTRODUCTION

- Explain that during the next four/six lessons you will be learning about unintended teenage pregnancy.
- Explain that unintended teenage pregnancy is when a teenager gets pregnant without expecting to or wanting to at that time. It's the same thing as 'unplanned pregnancy'.
- Indicate that if students find anything upsetting during the next few lessons they can come and talk to you or make an appointment to see the school counsellor or school nurse (or other designated person).
- Explain that some parts of the lessons may not appear relevant because you may not ever see yourself in a heterosexual relationship or others who think that the issue of unintended pregnancy may never apply to them. However, many of the things that will be discussed are relevant to everyone. For example, there is information on staying safe and contraception that will be relevant to both gay and straight young people throughout your lives and other information that would be useful to those supporting a friend experiencing such issues.

THE IF I WERE JACK THEORY OF CHANGE MODEL

- Explain that in order to help students learn about unintended teenage pregnancy, you will be using the If I Were Jack resource.
- Explain that this resource is a little different than other resources because it has been developed by a team of researchers, teachers and health professionals and teenagers. It is also the only resource about teenage pregnancy that considers the boy's (and the girl's) point of view.
- Tell them that the resource is based around a film about a young couple, Jack and Emma. You will watch this film today. Then there are 11 other activities related to the film that you will do together over the next few lessons.
- Put the Theory of Change Model on the overhead (see teachers' overheads).
- You might say: "Relationships, sex and pregnancy can all be really positive experiences when you are prepared and ready for them. As you can see, the purpose of this resource is to give you the knowledge, information and skills you need to help you avoid unintended pregnancy and make informed decisions and to plan for positive relationships and sexual experiences when you are ready for them".

GNÍOMHAÍOCHT 1: AN CLÁR ‘Dá mBa Mise Jack’ A THABHAIRT

ISTEACH

(5 BHOMAITE/NÓIMÉAD)

FORBHREATHNÚ

Le linn an chéad cheachta cuirtear an acmhainn Dá mBa Mise Jack in aithne do na daltaí. Is féidir leat a insint dóibh go hachomair cad atá i gceist leis agus an tSamhail Teoiric Athraithe Dá mBa Mise Jack, atá curtha ar fáil i gcur i láthair na múinteoirí, a thaispeáint dóibh. Tugann sé seo léiriú ar na rudaí a fhoghlaimoidh na dalta í, agus ar na heispéiris foghlama, agus an acmhainn seo á húsáid acu.

RÉAMHRÁ

- Míniú go mbeidh tú ag foghlaim faoi thoircheas neamhbheartaithe i ndéagóirí le linn na chéad cheithre/shé cheacht eile.
- Míniú gurb ionann toircheas neamhbheartaithe i ndéagóirí agus déagóir a bheith torrach gan a bheith ag súil leis nó ag iarraidh a dhéanamh ag an am sin. Is ionann é agus ‘toircheas neamhphleanáilte’.
- Cuir in iúl gur féidir le daltaí labhairt leat nó coinne a dhéanamh bualadh le comhairleoir nó altra na scoile (nó duine ainmnithe eile) má chuireann ábhar ar bith isteach orthu le linn na gceachtanna a bheidh rompu.
- Míniú do dhaltaí nach mbainfeadh codanna áirithe de na ceachtanna leo siúd nach mbeadh i gcaidreamh heitrihnéasach choíche nó le daoine eile a shíleann nach mbainfeadh ceist an toirchis neamhbheartaithe leo choíche. Mar sin féin, bainfidh go leor de na rudaí a bheidh á bplé le gach duine. Mar shampla, tá faisnéis ann maidir le bheith sábháilte agus le frithghiniúint a bheidh ábhartha do dhaoine óga aeracha agus heitrihnéasacha araon ar feadh a saoil agus faisnéis eile a bheadh úsáideach dóibh siúd a thacaíonn le cara a bhfuil fadhbanna dá leithéid aige.

AN tSAMHAIL TEOIRIC ATHRAITHE Dá mBa Mise Jack

- Míniú go mbeidh an acmhainn Dá mBa Mise Jack in úsáid le cuidiú le daltaí foghlaim faoi thoircheas neamhbheartaithe déagóirí.
- Míniú go bhfuil an acmhainn seo beagán difriúil ó acmhainní eile toisc go bhfuil sé forbartha ag foireann taighdeoirí, múinteoirí, gairmithe sláinte agus déagóirí. Chomh maith leis sin, is é seo an t-aon acmhainn faoi thoircheas déagóirí a chuireann dearcadh an bhuachalla (agus an chailín) san áireamh.
- Abair leo go bhfuil an acmhainn bunaithe ar scannán faoi lánúin óg, Jack agus Emma. Amharcaidh sibh ar an scannán seo inniu. Ansin, tá 11 ghníomhaíocht eile a bhaineann leis an scannán a dhéanfaidh sibh le chéile le linn na gceachtanna atá le teacht.
- Taispeáin Múnla Teoiric an Athraithe ar an chur i láthair (féach cur i láthair na múinteoirí).
- D’fhéadfá a rá: “Is féidir le caidreamh, gnéas agus toircheas a bheith ina n-eispéiris thar a bheith dearfach nuair a bhíonn tú réidh dóibh. Mar is léir, is é cuspóir na hacmhainne seo an t-eolas, an fhaisnéis agus na scileanna atá de dhíth ort a thabhairt duit le cuidiú leat toircheas neamhbheartaithe a sheachaint agus cinntí eolasacha a dhéanamh, agus planáil do chaidrimh dhearfacha agus éispéiris ghnéis agus tú réidh dóibh”.

ACTIVITY 2: IF I WERE JACK GROUND RULES

(3-4 MINUTES)



OVERVIEW

During the first or second lesson (depending on which lesson plan you follow) you should discuss 'ground rules' for the lessons to follow. These are 'rules' for the lessons that help ensure students feel as comfortable as possible discussing the, at times sensitive, issues raised.

PREPARATION

Put the RICES Rules Slide on the overhead (See JACK Teachers' Overheads).

INTRODUCTION

If you have not previously agreed ground rules you might use the following:

- Explain that you would like to agree on some 'ground rules' to help guide our discussions while using the If I Were Jack resource.
- Propose using the **R.I.C.E.S.** system. Explain what each letter stands for:
 - R:** Respect for everyone's contribution by listening to one another's views;
 - I:** Involvement in the discussions and activities, when you feel comfortable doing so;
 - C:** Confidentiality - that we are not going to talk about our own personal stories but we can talk about relationships in general;
 - E:** Equality - we want to acknowledge that everyone's experience and opinions are OK and there are no 'right' or 'wrong' opinions (related back to R – respect other people's different opinions);
 - S:** Stays – what is said in the room, stays in the room (i.e. we don't talk about what other people said outside the classroom)
- Ask if anyone would like to add anything further.

WRAP UP

- You might ask "Are we all agreed?" You could go around the class and ask all students to say 'agreed'.
- Finally, explain that all of the written activities that form part of the If I Were Jack lessons (including answers to the IVD) will be confidential. That is, none of the written work will be collected and, while students are encouraged to share their opinions in the class discussions, they will not have to share their views on any of the issues raised.

GNÍOMHAÍOCHT 2: BUNRIALACHA Dá mBa Mise Jack (3-4 BHOMAITE /NÓIMÉAD)



FORBHREATHNÚ

Le linn an chéad nó an dara ceacht (ag brath ar an phlean ceachta atá in úsáid) ba chóir duit 'bunrialacha' do na ceachtanna a phlé. Is 'rialacha' iad seo do na ceachtanna a chuidíonn lena chinntiú go mothaíonn daltaí chomh compordach agus is féidir agus iad ag plé na mórcheisteanna a ardaítear a bhíonn íogair in amanna.

ULLMHÚCHÁN

Cuir Sleamhnán Rialacha RICES ar an teilgeoir (Féach cur i láthair Múinteoirí JACK).

RÉAMHRÁ

Mura bhfuil bunrialacha comhaontaithe agat roimhe seo d'fhéadfá na pointí seo a leanas a úsáid:

- Míniú gur mhaith leat roinnt 'bunrialacha' a chomhaontú le cuidiú lenár bplé a threorú agus an acmhainn Dá mBa Mise Jack in úsáid.
- Mol an córas **R.I.C.E.S** a úsáid. Míniú cad é dó a seasann gach litir:

R: (Respect) Meas a léiriú ar gach duine ach éisteacht le tuairimí a chéile;

I: (Involvement) Rannpháirtíocht sna díospóireachtaí agus sna gníomhaíochtaí, nuair a bhíonn tú ar do shuaimhneas é sin a dhéanamh;

C: (Confidentiality) Rúndacht - nach labhróidh muid ar ár scéalta pearsanta féin ach gur féidir linn labhairt faoi chaidrimh i gcoitinne;

E: (Equality) Comhionannas - ba mhaith linn a aithint go bhfuil glacadh le taithí agus le tuairimí gach duine agus nach bhfuil tuairimí 'cearta' nó 'míchearta' ann (baineann sé seo le R – meas a léiriú ar thuairimí éagsúla daoine eile);

S: (Stays) Fanann – an méid a deirtear sa tseomra, fanann sé sa tseomra (i.e. ní phléann muid na rudaí a dúirt daoine eile taobh amuigh den tseomra ranga)

- Fiafraigh díobh ar mhaith le duine ar bith aon rud eile a chur leis na bunrialacha.

ACHOIMRE

- D'fhéadfá fiafraí díobh "An aontaíonn muid uilig leis seo?" D'fhéadfá dul thart ar an rang agus iarraidh ar gach dalta 'aontaím' a rá.
- Mar fhocal scoir, míniú go mbeidh na gníomhaíochtaí scríofa uilig atá mar chuid de na ceachtanna Dá mBa Mise Jack (lena n-áirítear freagraí ar an IVD) faoi rún. Is é sin le rá, nach mbaileofar cuid ar bith den obair scríofa agus cé go spreagtar na daltaí lena dtuairimí a roinnt sna díospóireachtaí ranga, ní bheidh orthu a dtuairimí a roinnt ar mhórcheist ar bith a ardaítear.

ACTIVITY 3: IF I WERE JACK INTERACTIVE VIDEO DRAMA (20 MINUTES)



OVERVIEW

Students use an interactive video drama (IVD) which aims to engage them in a 'real life' scenario about unintended teenage pregnancy. Students are asked to put themselves in 16-year-old Jack's shoes and consider how they would feel and what they would do if they were in his situation. Ideally, the IVD should be viewed by students on individual computers/tablets with headphones. If this is not possible, you can show the film on an overhead screen and give students paper copies of the If I Were Jack questionnaire (Worksheet A) to complete as you show the film.

PREPARATION



Put the RICES Rules Slide on the overhead (See JACK Teachers' Overheads).

1. Decide if you will show the IVD on individual computers/tablets or on an overhead screen in the classroom. The former option is preferable because it helps students to engage fully with the IVD.
2. If using on one overhead screen in classroom, print out the hardcopy questionnaires (worksheet A) for each student in your preferred language.
3. If using the online version, ask the IT technician to unblock www.qub.ac.uk/IfIWereJack for students. If using the internet, we recommend considering a back-up option in case of internet difficulties (e.g. a hard copy of the IVD or asking the technician to load to the school network).
4. If students will be using individual computers, ask the IT technician for a set of temporary log-in numbers that students can use during the first session in case they forget their own log-in details.
5. If you show the film on an overhead screen you will need to print copies of the If I Were Jack questionnaire for students (Worksheet A).
6. If using individual computers, book tablets or a computer room for the lesson. Under no circumstances should you allow students to use the IVD in pairs or small groups as they will not be able to consider their own responses in private. If there are not enough computers, show the film on an overhead screen.
7. Students can access the If I Were Jack IVD on the If I Were Jack website www.qub.ac.uk/IfIWereJack/Resources/IVDS or (if showing on an overhead screen) you can use the If I Were Jack memory stick on your PC. Check that the IVD can be accessed and viewed in full in the classroom you will be using before the first lesson.
8. Set up the classroom so that students can view the film and complete the interactive questions privately (i.e. exam conditions). If possible, stay at the front of the classroom throughout so that students are sure you cannot see their answers.
9. If using individual computers, bring earphones and turn on all computers at the start of the lesson.

INTRODUCTION

- Explain that you are going to use the If I Were Jack film. You might say the following:
- “You will hear Jack and his girlfriend's Emma's story and as you watch the film, questions will appear on the screen that will ask to consider how you would feel if you were Jack or Emma. Sometimes it's hard to imagine how we would feel in situations like this, so the point of this film is to give you a little understanding of what it might be like to experience an unintended pregnancy”.
- “You will watch the video from start to finish and answer the questions that appear as you go along.”
- “You will answer the questions on the screen/questionnaire on your own. Your answers are private and will not be recorded by the computer/collected. If you wish you can bring your paper questionnaire to the office to be shredded after class.”
- If viewing on an overhead screen it is best to tell students that you will always tick the first answer that appears on screen so that they are not distracted wondering if the boxes you tick are your 'true' responses.
- “I will stay at the front of the class but if you have any questions or need help, please raise your hand.”
- “It should take around 15 minutes but if you finish early you can get on with other work (quietly).”
- Show/tell students how to access the film.
- Access the If I Were Jack video on the school system or the If I Were Jack website. The website details are on JACK Teacher Overheads if you want to put on the slide for students to see.
- The IVD interface is very simple but you may need to help some students to access the resource and navigate through the video.

WRAP UP

- Ask for opinions on the film and tell students that you will talk more about Jack and Emma in the next activity/lesson.

GNÍOMHAÍOCHT 3: Dá mBa Mise Jack FÍSDRÁMA

IDIRGHNÍOMHACH

(20 BOMAITE/ NÓIMÉAD)



FORBHREATHNÚ

Baineann daltaí úsáid as físdráma idirghníomhach (IVD) a bhfuil sé mar aidhm aige tabhairt orthu dul i ngleic le cás 'fíorshaol' faoi thoircheas neamhbheartaithe déagóirí. Iarrtar ar dhaltaí iad féin a chur in áit Jack, atá 16 bliana d'aois, agus machnamh a dhéanamh ar an dóigh a mothódh siad agus cad é a dhéanfadh siad dá mbeadh siad ina áit. Go hidéalach, ba chóir do dhaltaí amharc ar an IVD ar ríomhairí/tháibléid aonair le cluasáin. Mura féidir é seo a dhéanamh, is féidir an scannán a thaispeáint ar scáileán agus cóipeanna páipéir den cheistneoir Dá mBa Mise Jack (Bileog Oibre A) a thabhairt do na daltaí lena chomhlánú agus an scannán á thaispeáint agat. Iarrann roinnt múinteoirí ar dhaltaí vóta a chaitheamh amharc ar an scannán ar scáileán nó ar ríomhairí aonair.

ULLMHÚCHÁN

1. Socraigh ar an IVD a thaispeáint ar ríomhairí/tháibléid aonair nó ar scáileán sa tseomra ranga. Is fearr an chéad rogha mar cuidíonn sé le daltaí dul i ngleic go hiomlán leis an IVD.
2. Socraigh ar an leagan ar líne den scannán a úsáid nó cóip chrua a uaslódáil chuig líonra na scoile. Is fearr an dara rogha mura bhfuil do nasc idirlín iontaofa.
3. Má tá an leagan ar líne in úsáid agat, iarr ar an teicneoir TF www.ifiwerejack.com agus www.qub.ac.uk/if-i-were-jack a dhíbhlócaíl do na daltaí. Má tá an t-idirlíon in úsáid, molann muid smaoineamh ar rogha cúltaca i gcás deacrachtaí idirlín (m.sh. cóip chrua den IVD nó iarraidh ar an teicneoir é a uaslódáil chuig líonra na scoile).
4. Má bhíonn daltaí ag baint úsáid as ríomhairí aonair, iarr ar an teicneoir TF uimhreacha sealadacha a thabhairt do dhaltaí le logáil isteach. Is féidir le daltaí iad seo a úsáid le linn an chéad seisiúin ar eagla go ndéanann siad dearmad ar a sonraí féin.
5. Má thaispeánann tú an scannán ar scáileán beidh ort cóipeanna den cheistneoir Dá mBa Mise Jack a phriontáil do dhaltaí (Bileog Oibre A).
6. Má tá ríomhairí aonair in úsáid agat, cuir táibléid nó seomra ríomhaireachta in áirithe don cheacht. Níor cheart ligean do dhaltaí an IVD a úsáid i mbeirteanna nó i ngrúpaí beaga in am ar bith mar ní bheidh siad in ann machnamh a dhéanamh ar a bhfreagraí féin go príobháideach. Mura bhfuil go leor ríomhairí ann, taispeáin an scannán ar scáileán.
7. Is féidir le daltaí rochtain a fháil ar an IVD Dá mBa Mise Jack ar an tsuíomh gréasáin Dá mBa Mise Jack: www.ifiwerejack.com , nó (má tá sé á thaispeáint ar scáileán) is féidir leat an mhéaróg chuimhne Dá mBa Mise Jack a úsáid ar do ríomhaire. Cinntigh gur féidir teacht ar an IVD agus amharc air ina iomlán sa tseomra ranga a bheidh in úsáid agat roimh an chéad cheacht.
8. Socraigh an seomra ranga ionas gur féidir le daltaí amharc ar an scannán agus na ceisteanna idirghníomhacha a chomhlánú go príobháideach (i.e. coinníollacha scrúdaithe). Más féidir, fan ag barr an tseomra ranga le go mbeidh na daltaí cinnte nach féidir leat a bhfreagraí a fheiceáil.
9. Má tá ríomhairí aonair in úsáid agat, tabhair leat cluasáin agus cuir na ríomhairí uilig ar siúl ag tús an cheachta.

RÉAMHRÁ

- Mínigh go mbeidh an scannán Dá mBa Mise Jack in úsáid. D'fhéadfá an méid seo a leanas a rá:
- “Cluinfidh tú scéal Jack agus a chailín Emma, agus tú ag amharc ar an scannán, beidh ceisteanna le feiceáil ar an scáileán a chuirfidh ort smaoineamh ar an dóigh a mothófá dá mba thusa Jack nó Emma. Uaireanta, bíonn sé deacair a shamhlú cén dóigh a mothódh muid i gcásanna mar seo, agus mar sin is é an pointe an scannáin seo ná tuiscint bheag a thabhairt duit ar thoircheas neamhbheartaithe.”
- “Amharcfaidh tú ar an fhíseán ó thús go deireadh agus freagróidh tú na ceisteanna a thagann aníos agus tú ag leanúint ar aghaidh.”
- “Freagróidh tú na ceisteanna ar an scáileán/ceistneoir leat féin. Freagraí príobháideacha a bheidh agat agus ní dhéanfaidh an ríomhaire iad a thaifeadadh /ní bhaileofar iad. Más mian leat, is féidir do cheistneoir páipéir a thabhairt chuig an oifig lena mhionghearradh i ndiaidh an ranga.”
- Má amharcann tú ar scáileán is fearr a rá le daltaí go gcuirfidh tú tic sa chéad fhreagra atá le feiceáil ar an scáileán i gcónaí ionas nach gcuirfí isteach orthu agus iad ag fiafraí an bhfuil do chuid freagraí ‘fíor’ sna boscaí a gcuireann tú tic leo.
- “Fanfaidh mé ag barr an tseomra ranga ach má tá ceist ar bith agat nó má tá cuidiú ar bith de dhíth ort, ardaigh do lámh le do thoil.”
- “Ba cheart go nglacfadh sé thart faoi 15 bhomaite/nóiméad ach má chríochnaíonn tú go luath is féidir leat tabhairt faoi obair eile (go ciúin).”
- Taispeáin/inis do na daltaí faoin dóigh le teacht ar an scannán.
- Faigh rochtain ar an fhíseán Dá mBa Mise Jack ar chóras na scoile nó ar an tsuíomh gréasáin Dá mBa Mise Jack. Tá sonraí faoin tsuíomh gréasáin ar chur i láthair Múinteoirí JACK más mian leat iad a chur ar an tsleamhnán le go bhfeicfidh na daltaí iad.
- Tá an comhéadan IVD an-simplí ach b'fhéidir go mbeadh ort cuidiú le roinnt daltaí rochtain a fháil ar an acmhainn agus é a nascleanúint.

ACHOIMRE

- Iarr ar na daltaí tuairimí a thabhairt ar an scannán agus abair leo go labhróidh tú níos mó faoi Jack agus Emma sa chéad ghníomhaíocht/cheacht eile.



IF I WERE JACK QUESTIONNAIRE

WORKSHEET A



Watch the film and write your answers to the questions when prompted to do so.

Questions		Answers	Tick
1a	If you were Jack, what would be your strongest feeling? <i>Tick one box</i>	Shocked	<input type="radio"/>
		Happy	<input type="radio"/>
		Confused	<input type="radio"/>
		Excited	<input type="radio"/>
		Frightened	<input type="radio"/>
		Something else	<input type="radio"/>
1b	How do you think Emma would feel? <i>Tick as many boxes as you like</i>	Shocked	<input type="radio"/>
		Happy	<input type="radio"/>
		Confused	<input type="radio"/>
		Excited	<input type="radio"/>
		Frightened	<input type="radio"/>
		Something else	<input type="radio"/>
2	If you were Jack, what would your best friend most likely say? <i>Tick one box</i>	What??!!	<input type="radio"/>
		It'll work out OK.	<input type="radio"/>
		It's her problem, not yours.	<input type="radio"/>
		Didn't you use a condom?	<input type="radio"/>
		You would make a great father.	<input type="radio"/>
		Something else.	<input type="radio"/>
3a	If you were Jack, would you tell your mother(s)/ female carer(s)? <i>Tick one box</i>	Yes	<input type="radio"/>
		No	<input type="radio"/>
		This question doesn't apply to me.	<input type="radio"/>
3b	If you were Jack, what would your mother(s)/ female carer(s) most likely say? <i>Tick one box</i>	You've really messed up!	<input type="radio"/>
		It'll work out OK.	<input type="radio"/>
		Didn't you use protection?	<input type="radio"/>
		You would make a great father.	<input type="radio"/>
		Something else.	<input type="radio"/>
		This question doesn't apply to me.	<input type="radio"/>

Questions		Answers	Tick
4a	If you were Jack, would you tell your father(s)/ male carer(s)? Tick one box	Yes	<input type="radio"/>
		No	<input type="radio"/>
		This question doesn't apply to me.	<input type="radio"/>
4b	<i>If you were Jack, what would your Father(s)/ male carer(s) most likely say?</i> Tick one box	You've really messed up!	<input type="radio"/>
		It'll work out OK.	<input type="radio"/>
		Didn't you use protection?	<input type="radio"/>
		You would make a great father.	<input type="radio"/>
		Something else.	<input type="radio"/>
		This question doesn't apply to me.	<input type="radio"/>
5	If you were Jack, would you wish she'd just disappear out of your life? Tick one box	Yes	<input type="radio"/>
		No	<input type="radio"/>
6a	If you were Jack, would you go with Emma to the clinic?	Yes	<input type="radio"/>
		No	<input type="radio"/>
6b	If you were Jack, would you go with Emma to the clinic?	Yes	<input type="radio"/>
		No	<input type="radio"/>
7a	If you were Jack, wondering if you might have to leave school, how would you feel? Tick one box	I'd make a go of it, I'd be OK.	<input type="radio"/>
		I wouldn't care.	<input type="radio"/>
		My life would be messed up and I would never get a decent job.	<input type="radio"/>
7b	How do you think Emma might feel if she had to leave school for a while? Tick one box	She'd make a go of it, she'd be OK.	<input type="radio"/>
		She wouldn't care.	<input type="radio"/>
		Her life would be messed up and she would never get a decent job.	<input type="radio"/>
7c	If you were Jack, do you think Emma would want to live with you? Tick one box	Probably	<input type="radio"/>
		Probably Not	<input type="radio"/>
8a	What do you think about abortion? Tick one box	I think it should be Emma's choice alone.	<input type="radio"/>
		I think it's OK.	<input type="radio"/>
		I don't agree with it.	<input type="radio"/>
		I feel confused. I don't know enough about it.	<input type="radio"/>
		Something else.	<input type="radio"/>

Questions		Answers	Tick
8b	If you were Jack, would having a baby change your life? Tick one box	A great deal.	<input type="radio"/>
		Quite a bit.	<input type="radio"/>
		Not much.	<input type="radio"/>
		Not at all.	<input type="radio"/>
8c	<i>If you were Jack, would Emma having an abortion change your life? Tick one box</i>	A great deal.	<input type="radio"/>
		Quite a bit.	<input type="radio"/>
		Not much.	<input type="radio"/>
		Not at all.	<input type="radio"/>
8d	If you were Jack, would having the baby adopted change your life? Tick one box	A great deal.	<input type="radio"/>
		Quite a bit.	<input type="radio"/>
		Not much.	<input type="radio"/>
		Not at all.	<input type="radio"/>
9a	If you were Jack, how would you feel if you left Emma now? Tick one box	Guilty and sad for leaving.	<input type="radio"/>
		OK, lots of guys do it.	<input type="radio"/>
		Off the hook, relieved.	<input type="radio"/>
9b	How do you think Emma might feel if Jack left her now? Tick one box	Upset and lonely.	<input type="radio"/>
		OK, she'd just get on with her life.	<input type="radio"/>
		Off the hook, relieved.	<input type="radio"/>
10a	If you were Jack, could you cope with being a father now? Tick one box	Yes	<input type="radio"/>
		No	<input type="radio"/>
		I don't know	<input type="radio"/>
10b	Could Emma cope with being a mother now? Tick one box	Yes	<input type="radio"/>
		No	<input type="radio"/>
		I don't know	<input type="radio"/>
11	If you were Jack, how would you feel now? Tick the box that applies most	I'd feel angry that I've been dragged in to a health centre.	<input type="radio"/>
		I'd feel embarrassed talking about personal things.	<input type="radio"/>
		I'd feel excluded from what is happening.	<input type="radio"/>
		I'd feel supported.	<input type="radio"/>
		I'd feel relieved to talk to someone.	<input type="radio"/>

Questions		Answers	Tick
12a	If you were Jack, what might be the possible advantages of having the baby? Tick as many boxes as you like	It might make my relationship with Emma stronger.	<input type="radio"/>
		I'd feel better if I took responsibility for my actions.	<input type="radio"/>
		Emma wouldn't have to experience an abortion.	<input type="radio"/>
		I'd enjoy being a dad.	<input type="radio"/>
		It would give me a purpose in life.	<input type="radio"/>
		The baby could grow up to have a worthwhile life.	<input type="radio"/>
12b	<i>If you were Jack, what might be the possible disadvantages of having the baby?</i> <i>Tick as many boxes as you like</i>	It could ruin my future.	<input type="radio"/>
		I'd be a useless father.	<input type="radio"/>
		I could lose friends.	<input type="radio"/>
		Babies cost a lot of money.	<input type="radio"/>
		I'd lose sleep and have to deal with nappies.	<input type="radio"/>
		It would be too much responsibility for me now.	<input type="radio"/>
13a	If you were Jack, what might be the possible advantages for you if Emma had an abortion? Tick as many boxes as you like	I could forget this ever happened.	<input type="radio"/>
		It wouldn't change any of my plans.	<input type="radio"/>
		It wouldn't upset my family and no one need know.	<input type="radio"/>
		I could avoid being a really young parent.	<input type="radio"/>
		I'd be free to split with Emma if I wanted to.	<input type="radio"/>
		The child would not grow up disadvantaged.	<input type="radio"/>
13b	If you were Jack, what might be the possible disadvantages for you if Emma had an abortion? Tick as many boxes as you like	I would worry that it could be physically and mentally risky for Emma.	<input type="radio"/>
		I might be disappointed because part of me actually wants a baby.	<input type="radio"/>
		It's morally wrong.	<input type="radio"/>
		You can't change your mind afterwards.	<input type="radio"/>
		I might regret it for the rest of my life.	<input type="radio"/>
		We'd have to organise it all and there would be doctors and counsellors involved.	<input type="radio"/>

Questions		Answers	Tick
14a	If you were Jack, what might be the possible advantages for you about having the baby adopted? Tick as many boxes as you like	The baby would be adopted by a good family.	<input type="radio"/>
		I could forget this ever happened.	<input type="radio"/>
		I could avoid being a young parent.	<input type="radio"/>
		I'm free to split with Emma if I want to.	<input type="radio"/>
		The child wouldn't be disadvantaged.	<input type="radio"/>
14b	<i>If you were Jack, what might be the possible disadvantages for you about having the baby adopted?</i> <i>Tick as many boxes as you like</i>	I might always wonder what has happened to the child.	<input type="radio"/>
		My family would have to get involved with social services.	<input type="radio"/>
		I might never be able to forget about it.	<input type="radio"/>
		Someone else would be the child's father.	<input type="radio"/>
		I might feel guilty wondering if the child is unhappy without its biological parents.	<input type="radio"/>
15	If you were Jack, what would you think is the best option for you? Tick one box	I would want us to keep the baby.	<input type="radio"/>
		I would want Emma to have an abortion.	<input type="radio"/>
		I would want to have the child adopted.	<input type="radio"/>
		It's totally up to Emma.	<input type="radio"/>
		I can't decide.	<input type="radio"/>
16	If you were Jack, how do you think Emma would feel about your opinion? Tick one box	OK	<input type="radio"/>
		Happy	<input type="radio"/>
		Relieved	<input type="radio"/>
		Afraid	<input type="radio"/>
		Angry	<input type="radio"/>
		Upset and lonely	<input type="radio"/>
		Something else	<input type="radio"/>



Dá mBa Mise Jack CEISTNEOIR

BILEOG OIBRE A



Féach ar an scannán agus scríobh do fhreagraí ar na ceisteanna nuair a spreagar é sin a dhéanamh.

Ceisteanna		Freagraí	Tic
1a	1a Dá mba thusa Jack, céard é an mothúchán is mó a bheadh ort? Ticeáil bosca amháin	Suaitheadh	<input type="radio"/>
		Sonas	<input type="radio"/>
		Mearbhall	<input type="radio"/>
		Sceitimíní	<input type="radio"/>
		Eagla	<input type="radio"/>
		Rud eile	<input type="radio"/>
1b	<i>Cén dóigh a mbeadh Emma ag mothú? Cuir tic san oiread boscaí agus is mian leat</i>	Suaitheadh	<input type="radio"/>
		Sonas	<input type="radio"/>
		Mearbhall	<input type="radio"/>
		Sceitimíní	<input type="radio"/>
		Eagla	<input type="radio"/>
		Rud eile	<input type="radio"/>
2	Dá mba thusa Jack, cad a déarfadh do dhlúthchara leat, do bharúil? Ticeáil bosca amháin	Cad é??!!	<input type="radio"/>
		Oibreoidh sé amach go breá	<input type="radio"/>
		A fadhb féin atá ann, ní bhaineann sé leatsa	<input type="radio"/>
		Nár bhain tú úsáid as coiscín?	<input type="radio"/>
		Bheifeá go hiontach mar dhaid	<input type="radio"/>
		Rud eile	<input type="radio"/>
3a	Dá mba thusa Jack, an ndéarfá le do mháthair/ do chaomhnóir mná? Ticeáil bosca amháin	Déarfainn	<input type="radio"/>
		Ní déarfainn	<input type="radio"/>
		Ní bhaineann an cheist seo liom	<input type="radio"/>
3b	Dá mba thusa Jack, cad é a déarfadh do mháthair/ do chaomhnóir mná leat? Ticeáil bosca amháin	Tá praiseach déanta agat!	<input type="radio"/>
		Oibreoidh sé amach go breá	<input type="radio"/>
		Nár bhain tú úsáid as cosaint/ coiscín?	<input type="radio"/>
		Bheifeá go hiontach mar dhaid	<input type="radio"/>
		Rud eile	<input type="radio"/>
		Ní bhaineann an cheist seo liom	<input type="radio"/>

Ceisteanna		Freagraí	Tic
4a	Dá mba thusa Jack, an ndéarfá le d'athair/do chaomhnóir fir? Ticeáil bosca amháin	Déarfainn	<input type="radio"/>
		Ní déarfainn	<input type="radio"/>
		Ní bhaineann an cheist seo liom	<input type="radio"/>
4b	<i>Dá mba thusa Jack, cad é a déarfadh d'athair/ do chaomhnóir fir leat?</i> Ticeáil bosca amháin	Tá praiseach déanta agat!	<input type="radio"/>
		Oibreoidh sé amach go breá	<input type="radio"/>
		Nár bhain tú úsáid as cosaint/ coiscín?	<input type="radio"/>
		Bheifeá go hiontach mar dhaid	<input type="radio"/>
		Rud eile	<input type="radio"/>
		Ní bhaineann an cheist seo liom	<input type="radio"/>
5	Dá mba thusa Jack, an mbeifeá ag iarraidh nach mbeadh Emma i do shaol níos mó? Ticeáil bosca amháin	Bheinn	<input type="radio"/>
		Ní bheinn	<input type="radio"/>
6a	Dá mba thusa Jack, an rachfá léi go dtí an clinic?	Rachainn	<input type="radio"/>
		Ní rachainn	<input type="radio"/>
6b	Dá mba thusa Jack, an mbeifeá in ann cuidiú le Emma, do bharúil?	Bheinn	<input type="radio"/>
		Ní bheinn	<input type="radio"/>
7a	Dá mba thusa Jack, cad é mar a bheifeá ag mothú dá mbeadh ort an scoil a fhágáil? Ticeáil bosca amháin	Bhainfinn triail as, bheinn go breá	<input type="radio"/>
		Ba chuma liom	<input type="radio"/>
		Bheadh mo shaol ina phraiseach agus ní bhfaighinn post maith go deo	<input type="radio"/>
7b	Cad é mar a bheadh Emma ag mothú dá mbeadh uirthi an scoil a fhágáil? Ticeáil bosca amháin	Bhainfeadh sí triail as. Bheadh sí go breá faoi	<input type="radio"/>
		Ba chuma léi	<input type="radio"/>
		Cheapfadh sí go raibh praiseach déanta aici dá saol agus nach bhfaigheadh sí post maith go deo.	<input type="radio"/>
7c	Dá mba thusa Jack, an dóigh leat go mbeadh Emma ag iarraidh cónaí leat? Ticeáil bosca amháin	Is dócha go mbeadh sí	<input type="radio"/>
		Ní dóigh liom é	<input type="radio"/>

Ceisteanna		Freagraí	Tic
8a	Cad é a cheapann tú faoin ghinmhilleadh? Ticeáil bosca amháin	Ceapaim gur chóir go mbeadh an rogha ag Emma í féin	<input type="radio"/>
		Ceapaim go bhfuil sé go breá	<input type="radio"/>
		Ní aontaím leis	<input type="radio"/>
		Tá mé trína chéile. Níl go leor eolais agam faoi	<input type="radio"/>
		Rud eile	<input type="radio"/>
8b	Dá mba thusa Jack, an athródh leanbh an saol atá agat? Ticeáil bosca amháin	Go mór	<input type="radio"/>
		Measartha mór	<input type="radio"/>
		Ní mórán	<input type="radio"/>
		Ní in aon chor	<input type="radio"/>
8c	<i>Dá mba thusa Jack, an athródh sé do shaol dá mbeadh ginmhilleadh ag Emma?</i> Ticeáil bosca amháin	Go mór	<input type="radio"/>
		Measartha mór	<input type="radio"/>
		Ní mórán	<input type="radio"/>
		Ní in aon chor	<input type="radio"/>
8d	Dá mba thusa Jack, an athródh sé do shaol an páiste a thabhairt suas le huchtú? Ticeáil bosca amháin	Go mór	<input type="radio"/>
		Measartha mór	<input type="radio"/>
		Ní mórán	<input type="radio"/>
		Ní in aon chor	<input type="radio"/>
9a	Dá mba thusa Jack, cad é mar a bheifeá ag mothú dá ndéanfá Emma tú a fhágáil? Ticeáil bosca amháin	Ciontach agus faoi bhrón as imeacht	<input type="radio"/>
		Go breá, déanann go leor leaideanna é	<input type="radio"/>
		Saor, bheadh faoiseamh orm	<input type="radio"/>
9b	Cad é mar a bheadh Emma ag mothú dá bhfágfá í? Ticeáil bosca amháin	Trí chéile agus uaigneach	<input type="radio"/>
		Go breá, leanfadh sí ar aghaidh lena saol	<input type="radio"/>
		Saor, bheadh faoiseamh uirthi	<input type="radio"/>
10a	Dá mba thusa Jack, an mbeifeá in ann a bheith i d'athair anois? Ticeáil bosca amháin	Bheinn	<input type="radio"/>
		Ní bheinn	<input type="radio"/>
		Níl a fhios agam	<input type="radio"/>
10b	An mbeadh Emma in ann a bheith ina máthair anois? Ticeáil bosca amháin	Bheadh	<input type="radio"/>
		Ní bheadh	<input type="radio"/>
		Níl a fhios agam	<input type="radio"/>

Ceisteanna		Freagraí	Tic
11	Dá mba thusa Jack, cad é mar a bheifeá ag mothú anois? Ticeáil bosca amháin	Bheadh fearg orm gur tarraingíodh isteach in ionad sláinte mé	<input type="radio"/>
		Ghoillfeadh sé orm a bheith ag labhairt ar rudaí pearsanta	<input type="radio"/>
		Mhóthóinn druidte amach as gach rud atá ag tarlú	<input type="radio"/>
		Mhóthóinn go raibh tacaíocht agam	<input type="radio"/>
		Bheadh faoiseamh orm labhairt le duine	<input type="radio"/>
12a	Dá mba thusa Jack, cad iad na buntáistí a bheadh ann dá mbeadh an leanbh agat? Cuir tic san oiread boscaí agus is mian leat	Seans go ndéanfadh sé an caidreamh atá agam le Emma níos láidre	<input type="radio"/>
		Mhóthóinn níos fearr dá mbeinn freagrach as rudaí atá déanta agam	<input type="radio"/>
		Ní bheadh ar Emma ginmhilleadh a fháil	<input type="radio"/>
		Bhainfinn sult as a bheith i mo dhaid	<input type="radio"/>
		Thabharfadh sé sprioc sa tsaol dom	<input type="radio"/>
		D'fhéadfadh an leanbh fás aníos chun saol fiúntach a bhaint amach	<input type="radio"/>
12b	<i>Dá mba thusa Jack, cad iad na míbhuntáistí a bheadh ann dá mbeadh an leanbh agat? Cuir tic san oiread boscaí agus is mian leat</i>	Mhillfeadh sé an saol atá romham	<input type="radio"/>
		Ní bheadh aon mhaith ionam mar dhaid	<input type="radio"/>
		D'fhéadfainn mo chairde a chailleadh	<input type="radio"/>
		Tá costas mór airgid le babaithe	<input type="radio"/>
		Chaillfinn codladh na hoíche agus bheadh orm deileáil le clúidíní	<input type="radio"/>
		Bheadh barraíocht freagrachta i gceist dom faoi láthair	<input type="radio"/>

Ceisteanna		Freagraí	Tic
13a	Dá mba thusa Jack, cad iad na buntáistí a bhainfeadh le ginmhilleadh? Cuir tic san oiread boscaí agus is mian leat	D'fhéadfainn dearmad a dhéanamh gur tharla seo riamh	<input type="radio"/>
		Ní athródh sé mo phleananna	<input type="radio"/>
		Ní chuirfeadh sé isteach ar mo theaghlach agus ní gá go mbeadh a fhios ag aon duine	<input type="radio"/>
		Ní bheadh orm a bheith i mo thuismitheoir an-óg	<input type="radio"/>
		D'fhéadfainn scaradh le Emma dá mba mhian liom	<input type="radio"/>
		Ní fhásfadh an leanbh aníos faoi mhíbhuntáiste	<input type="radio"/>
13b	Dá mba thusa Jack, cad iad na míbhuntáistí a bhainfeadh le ginmhilleadh? Cuir tic san oiread boscaí agus is mian leat	Bheinn buartha go mbeadh impleachtaí fisiciúla agus meabhracha ann d'Emma	<input type="radio"/>
		B'fhéidir go mbeadh díomá orm mar gur mhaith liom páiste go pointe	<input type="radio"/>
		Tá sé mícheart ó thaobh na moráltachta de	<input type="radio"/>
		Ní féidir d'intinn a athrú agus é déanta	<input type="radio"/>
		Seans go mbeadh aiféala orm an chuid eile de mo shaol	<input type="radio"/>
		Bheadh orainn é a eagrú agus bheadh dochtúirí agus comhairleoirí ann	<input type="radio"/>
14a	Dá mba thusa Jack, cad iad na buntáistí a bhainfeadh leis an leanbh a thabhairt suas le huchtú? Cuir tic san oiread boscaí agus is mian leat	D'uchtódh teaghlach maith an leanbh	<input type="radio"/>
		D'fhéadfainn dearmad a dhéanamh gur tharla seo riamh	<input type="radio"/>
		Ní bheadh orm a bheith i mo thuismitheoir óg	<input type="radio"/>
		D'fhéadfainn scaradh le Emma dá mba mhian liom	<input type="radio"/>
		Ní bheadh an leanbh faoi mhíbhuntáiste	<input type="radio"/>

Ceisteanna		Freagraí	Tic
14b	<p><i>Dá mba thusa Jack, cad iad na míbhuntáistí a bhainfeadh leis an leanbh a thabhairt suas le huchtú?</i></p> <p><i>Cuir tic san oiread boscaí agus is mian leat</i></p>	Seans go mbeinn ag meabhrú i gcónaí cad é a tharla do mo pháiste	<input type="radio"/>
		Bheadh ar mo theaghlach a bheith ag plé leis na seirbhísí sóisialta	<input type="radio"/>
		Seans nach mbeinn in ann dearmad a dhéanamh air	<input type="radio"/>
		Bheadh duine eile ina dhaid ag an leanbh	<input type="radio"/>
		Seans go mothóinn ciontach ag smaoineamh go bhfuil an leanbh míshona gan a thuismitheoirí fola	<input type="radio"/>
15	<p>Dá mba thusa Jack, cérbh í an rogha is fearr duitse?</p> <p>Ticeáil bosca amháin</p>	Ba mhaith liom an leanbh a choimeád	<input type="radio"/>
		Ba mhaith liom go mbeadh ginmhilleadh ag Emma	<input type="radio"/>
		Ba mhaith liom go mbeadh an leanbh uchtaithe	<input type="radio"/>
		Go hiomlán faoi Emma atá sé	<input type="radio"/>
		Níl mé in ann cinneadh a dhéanamh	<input type="radio"/>
16	<p>Dá mba thusa Jack, cad é mar a mhothódh Emma faoi do chinneadh, meas tú?</p> <p>Tick one box</p>	Go breá	<input type="radio"/>
		Bheadh sí sásta	<input type="radio"/>
		Bheadh faoiseamh uirthi	<input type="radio"/>
		Bheadh eagla uirthi	<input type="radio"/>
		Bheadh fearg uirthi	<input type="radio"/>
		Bheadh sí trína chéile agus uaigneach	<input type="radio"/>
		Rud eile	<input type="radio"/>

ACTIVITY 4: PAUSE - FAST-FORWARD - REWIND

(20 - 25 MINUTES)



OVERVIEW

Students are given an opportunity to think about Jack and Emma's story and the implications the pregnancy might have for their current and future lives and how they might have avoided an unplanned pregnancy.

PREPARATION

Handouts: Prepare to show Pause: Fast-forward: Rewind section of IVD. See thumbnail (Worksheet B).

INTRODUCTION

- Explain to students that they are going to discuss Jack and Emma's situation and consider the outcomes of the pregnancy for them now and in the future. They will also have to think about how they might have avoided an unplanned pregnancy in the first place.
- Hand out the worksheet in Worksheet B and ask students to consider and talk about the questions for 10-15 minutes in pairs or small groups.

DISCUSSION

- After 10-15 minutes put the questions on an overhead screen (see If I Were Jack Teachers Overheads) and discuss with the whole group. You might consider:

Whose decision is it anyway?

- Explain to students that while it is normal for couples to talk about their decision regarding an unintended pregnancy, legally it is the woman's right to make decisions about the pregnancy.
- You might say: "Deciding what to do about an unintended pregnancy is a personal thing and there are no 'right' or 'wrong' decisions. Jack and Emma did the right thing going to speak to someone who could help them to think things through. Other teenagers might go to their parents, older sisters or brothers or friends first. The important thing is to talk and think things through before making a decision."

How could Jack and Emma have avoided unintended pregnancy?

- Explain that there are two options: not having sex or using contraception (such as the implant, the pill or condoms). Not having sex is the only fool-proof way of avoiding pregnancy, however, using contraception (correctly every time you have sex) is also very effective in avoiding pregnancy. If you are planning to have sex and want to avoid pregnancy then you should consider carefully what kind of contraception you want to use.
- If for whatever reason Jack and Emma had sex without contraception or the condom split, Emma could have got emergency contraception. Different types of emergency contraception include the emergency intrauterine device and the emergency contraception pill (also known as the morning after pill). Free emergency contraception can be obtained from any sexual health clinic, a GP, young person's service, and some pharmacies. Depending on the type of emergency contraception, it can be used up to five days after having unprotected sex. While it can be effective in avoiding pregnancy, it is not as effective as using other methods of contraception, and it does not protect against sexually transmitted infections.
- Explain that later students will be given a list of websites where they can find out more about contraception.
- Clarify that condoms are the only method of contraception that protect against pregnancy and sexually transmitted infections.

Can you think of any positives about becoming a teenage parent?

- There may be some students in the room who are parents and/or were born to teenage parents. We do not intend to give the impression that being a teenage parent is a negative thing.
- Brainstorm positives with the group. Positives might include being closer in age to children and having more energy.
- With the right support, for some young people teenage pregnancy can be life affirming.

WORKSHEET B: PAUSE – FASTFORWARD - REWIND WORKSHEET

PAUSE - FASTFORWARD - REWIND

INSTRUCTIONS:

It's time to talk about Jack and Emma! In pairs or in small groups, discuss your thoughts on the questions below and then share your thoughts with the whole group.

PAUSE:

Let's talk about the film...

- How did you feel watching the film?
- How would you feel if you were in Jack or Emma's situation?
- What would your friends and parents most likely say?
- How do you think Jack handled the situation?
- How do you think Emma handled the situation?
- Whose decision do you think it should be about the pregnancy?

FAST-FORWARD:

Let's talk about what might have happened next...

What do you think Jack decided he wanted to do?

How might Jack and Emma's decision affect their...

...relationship? ...school? ...family? ...future?

How might continuing with the pregnancy impact on them...

...emotionally? ...socially? ...physically? ...financially?

How might having an abortion impact on them...

...emotionally? ...socially? ...physically? ...financially?

REWIND:

Let's talk about what might have happened...

- How might Jack and Emma have ended up in this situation?
- How might Jack and Emma have avoided unintended pregnancy?

BILEOG OIBRE B: CUIR AR SOS – CUIR AR AGHAIDH – CUIR SIAR

CUIR AR SOS – CUIR AR AGHAIDH – CUIR SIAR

TREORACHA:

Anois, labhróidh muid ar Jack agus Emma. Pléigh na ceisteanna thíos sna grúpaí agus déan do thuairimí a roinnt ar an ghrúpa iomlán.

CUIR AR SOS:

Pléifidh muid an scannán.

- Cad é mar a mhothaigh tú agus tú ag amharc ar an scannán?
- Cad é mar a mhothófa agus tú in áit Jack nó in áit Emma?
- Cad é is dóichí a déarfadh do thuismitheoirí agus do chairde?
- Cad é mar a láimhseáil Jack an fhadhb i do bharúil?
- Cad é mar a láimhseáil Emma an fhadhb i do bharúil?
- Cé ba chóir cinneadh a dhéanamh faoin bhabaí i do bharúil?

CUIR AR AGHAIDH:

Labhróidh muid ar na rudaí a d'fhéadfadh tarlú ina dhiaidh sin.

Cad é an cinneadh a rinne Jack i do bharúil?

Cad é an tionchar a bheadh ag an chinneadh a rinne Jack agus Emma ar an chaidreamh s'acu? ...an tsaol scoile? an teaghlach? an todhchaí?

Dá mbeadh an babaí acu, cad é an tionchar a bheadh aige seo ar na mothúcháin s'acu? an tsaol shóisialta s'acu? an tsaol fhisiciúil s'acu? chúrsaí airgid?

Dá mbeadh ginmhilleadh acu, cad é an tionchar a bheadh aige seo ar na mothúcháin s'acu? an tsaol shóisialta s'acu? an tsaol fhisiciúil s'acu? chúrsaí airgid?

CUIR SIAR:

Labhróidh muid ar na rudaí a d'fhéadfadh tarlú.

- Cad é mar?
- Cad é mar a bheadh Jack agus Emma ábalta an toircheas neamhbheartaithe seo a sheachaint?

ACTIVITY 5: WHAT ABOUT EMMA?

(5 MINUTES)



OVERVIEW

Students brainstorm the outcomes of the different pregnancy resolution options referred to in the video and discuss the positives and negatives of each decision for Emma.

PREPARATION

Handouts: If I Were Emma Worksheet (Worksheet C). The worksheet is available in the JACK Teachers' Overheads.

INTRODUCTION

Jack and Emma have a difficult decision to make about the pregnancy. They must decide whether to keep the baby, have the baby adopted, or have an abortion. The counsellor advised them that the best way to start was to make a list of the pros and cons of each alternative. When we watched the film, we considered the positives and negatives for Jack. Now we are going to consider the positives and negatives for Emma.

DISCUSSION

- Bring up the 'What about Emma?' worksheet on the overhead and brainstorm as a whole group.
- Allow a couple of minutes for brainstorming and then discuss the different outcomes as a group. Reinforce the message that it might be a very difficult decision to make.
- Remind students that abortion is only considered legal in Northern Ireland under exceptional circumstances where there is a serious risk to the physical or mental health of the woman, which is either long-term or permanent. Women from Northern Ireland can, however, travel to other parts of the UK where (currently) they are entitled to a free abortion, although they would have to pay for travel and accommodation. You may also want to tell students that organisations such as the Family Planning Association? and the British Pregnancy Advice Service provide confidential and non-judgmental support and advice to women and men of all ages considering abortion.
- Remind students that this would be a personal decision based on their own values and individual circumstances so there is no universally right decision.



WHAT ABOUT EMMA?

INSTRUCTIONS:

Think about the possible positive and negative outcomes for Emma of keeping the baby, having the baby adopted or having an abortion.

Alternative 1: Keeping the baby	
POSITIVES	NEGATIVES

Alternative 2: Having the baby adopted	
POSITIVES	NEGATIVES

Alternative 3: Having an abortion	
POSITIVES	NEGATIVES



CAD É FAOI EMMA?

TREORACHA:

Smaoinigh ar na gnéithe dearfacha agus ar na gnéithe diúltacha faoin bhabaí a choinneáil, faoin bhabaí a thógáil le huchtú agus faoi ghinmhilleadh.

Rogha 1: An babaí a choinneáil	
Dearfach	Diúltach

Rogha 2: An babaí a thógáil le huchtú	
Dearfach	Diúltach

Rogha 3: Ginmhilleadh	
Dearfach	Diúltach

ACTIVITY 6: IF I HAD TO LOOK AFTER A BABY...

(10-15 MINUTES)



OVERVIEW

This activity asks the student to complete a worksheet which compares the schedule of a typical six-month old baby and parent to their own current schedule and to consider the possible impact that having a baby might have on their current life and future goals.

PREPARATION

Handouts: If I Had to Look After a Baby worksheets (Worksheet D).

INTRODUCTION

- Explain that this activity aims to help students to think about what life might be like if they had to look after a baby.
- Hold up the worksheet and explain that on one side is the schedule of a typical 6-month-old baby and their parent and on the other side is space for them to fill in what they would be doing at each time on an average Saturday.
- Explain that when they have filled in the schedule they should then answer the questions on the back of the sheet.
- Clarify that this is a real schedule. Of course, every day is different and every child is different but this is an actual schedule of what a typical day with a 6-month old would look like.
- Give 5 minutes for students to fill in the worksheet and then discuss as a class.

DISCUSSION

- What did you think of the schedule?
- Do you think having to look after a baby now would have an impact on your life?
- Would you miss anything if you had a baby now?
- What might be the positives of having a baby now?
- What would be the hardest thing for you about having a baby now?
- Would having a baby now impact on your future? How?

WORKSHEET D: IF I HAD TO LOOK AFTER A BABY



IF I HAD TO LOOK AFTER A BABY...

INSTRUCTIONS:

Look at the schedule for a typical 6-month old baby and their parent. In the second column write what you would normally be doing at that time of day on a normal Saturday and then answer the questions on the back. Of course, not every baby or every day is the same but this is a real schedule!

My schedule if I had a baby...		My normal Saturday schedule...	
6:30am	Baby wakes up, change nappy	6:30am	
7:00am	Feed baby and have own breakfast	7:00am	
7:30am	Clear away breakfast things	7:30am	
8:00am	Wash and dress baby and self	8:00am	
8:30am	Play with baby	8:30am	
9:00am	Change baby's nappy, put down for nap, do household chores	9:00am	
9:45am	Baby wakes up, change nappy	9:45am	
10:00am	Take baby to playgroup	10:00am	
11:00am	Feed baby & play	11:00am	
12:00pm	Change baby's nappy and put down for nap	12:00pm	
12:40pm	Baby wakes up crying. Re-settles after 10 minutes of cuddles.	12:40pm	
1:00pm	Have lunch. Do household chores.	1:00pm	
1:30pm	Relax.	1:30pm	
2:00pm	Baby wakes. Change nappy.	2:00pm	
2:15pm	Feed baby.	2:15pm	
3:00pm	Take baby on an outing.	3:00pm	
4:00pm	Change baby's nappy and give drink of water. Play with baby.	4:00pm	
5:30pm	Bath baby and dress for bed.	5:30pm	
6:00pm	Feed baby	6:00pm	
7:00pm	Put baby to bed	7:00pm	
7:30pm	Eat dinner and relax	7:30pm	
8:00pm	Baby wakes. Re-settle.	8:00pm	
8:30pm	Relax	8:30pm	
10:30pm	Baby wakes. Feed and re-settle	10:30pm	
11:00pm	Bed	11:00pm	
2:00am	Baby wakes. Re-settles after 40 mins	2:00am	
4:30am	Baby wakes. Re-settles after 30 mins	4:30am	

Would you miss anything if you had to look after a baby now?

--

List three goals for your future...

1.

--

2.

--

3.

--

How would having a baby impact on these goals?

--



DÁ MBEADH ORM AIRE A THABHAIRT DO BHABAÍ ...

TREORACHA:

Amharc ar an sceideal thíos do bhabaí sé mhí d'aois agus tuismitheoir. Sa dara colún, scríobh na rudaí a bheadh ar siúl agat féin ag an am sin gnáth-Shatharn. Ina dhiaidh sin, freagair na ceistanna ar chúl na mbileog. Ní bhíonn gach lá nó gach babaí mar an gcéanna ach is sceideal fíor é seo!!

An sceideal dá mbeadh babaí agam		Sceideal Gnáth-Shathairn	
6:30am	Babaí múscailte, clúidín le hathrú	6:30am	
7:00am	Cothaigh an babaí, ith mo bhricfeasta féin	7:00am	
7:30am	Soithí an bhricfeasta le glanadh	7:30am	
8:00am	An babaí agus mé féin le ní agus le gléasadh	8:00am	
8:30am	Súgradh leis an bhbabáí	8:30am	
9:00am	Athraigh an clúidín, cuir an babaí ina luí, déan obair tí	9:00am	
9:45am	Babaí múscailte, clúidín le hathrú	9:45am	
10:00am	Tabhair an babaí chuig an naíonra	10:00am	
11:00am	Cothaigh an babaí agus ansin súgradh	11:00am	
12:00pm	Athraigh an clúidín, cuir an babaí ina luí	12:00pm	
12:40pm	Babaí múscailte agus ag caoineadh. Socair arís i ndiaidh 10 mbomaite de bharróga	12:40pm	
1:00pm	Lón. Obair tí	1:00pm	
1:30pm	Scíste	1:30pm	
2:00pm	Babaí múscailte, clúidín le hathrú	2:00pm	
2:15pm	Cothaigh an babaí	2:15pm	
3:00pm	Tabhair an babaí amach	3:00pm	
4:00pm	An clúidín le hathrú. Deoch uisce. Súgradh leis an bhbabáí	4:00pm	
5:30pm	Tabhair folcadh don bhbabáí agus cuir pitseámaí air	5:30pm	
6:00pm	Cothaigh an babaí	6:00pm	
7:00pm	Cuir an babaí ina luí	7:00pm	
7:30pm	Dinnéar agus scíste	7:30pm	
8:00pm	Babaí múscailte. Socair arís.	8:00pm	
8:30pm	Scíste	8:30pm	
10:30pm	Babaí múscailte. Cothaigh. Socair arís	10:30pm	
11:00pm	Am luí	11:00pm	
2:00am	Babaí múscailte. Socair arís i ndiaidh 40 bomaite	2:00am	
4:30am	Babaí múscailte. Socair arís i ndiaidh 30 bomaite.	4:30am	

Dá mbeadh ort aire a thabhairt do bhabaí anois, an gcronófá rud ar bith??

Scríobh 3 uaillmhian don toadhcháí

1.

2.

3.

Cad é an tionchar a bheadh ag babaí ar na huailmhianta seo?

ACTIVITY 7: FACT OR FICTION?

(15-20 MINUTES)



OVERVIEW

The fact or fiction activity aims to debunk some of the myths surrounding relationships, sex and pregnancy so that students can make informed decisions. Students are shown a number of statements on the overhead and asked to put up their hands/or shout out if they think the statement is true (fact) or false (fiction). Alternatively, they can discuss in small groups before responding. Students are provided with a handout that contains the answers and more detail on the statements.

PREPARATION

Handouts: Fact or Fiction (Worksheet E).

INTRODUCTION

- The next activity asks you to question some of the things you might think you know about relationships, sex and pregnancy. We are going to do a little 'fact or fiction' quiz to see if everything we think we know is true.
- Show statements one at a time. Ask for response and then read the answers from the handout.
- If you prefer, you can ask students to discuss in pairs or small groups before responding as a whole group.

DISCUSSION

- Did you learn anything new?
- What fact surprised you most?
- What myth surprised you most?
- Check that students are clear about what is fact and what is fiction.

WORKSHEET E: IF I WERE JACK FACT OR FICTION HANDOUT

FACT OR FICTION?

1. Most teenagers do not have sex before they are 16.

FACT 90% of 16-year olds in Northern Ireland have NOT had sexual intercourse. This means that the vast majority of teenagers do not have sex before they are 16 (Young Person's Behaviour & Attitude Survey, 2016)

2. You can get pregnant the first time you have sex.

FACT While there are times during your menstrual cycle that you are less likely to get pregnant, it is possible that you could you can get pregnant EVERY TIME you have sex without using contraception. This includes the first time you have sex; if you have sex when the woman has her period; if the woman goes to the loo or washes after sex; if you have sex standing up, in the sea or with your eyes closed; after having an abortion; and if the man pulls his penis out of the woman's vagina before ejaculating. You will be most likely to get pregnant at the time of ovulation (when an egg is released from your ovaries) which usually occurs 12-14 days before your next period starts. However, sperm can sometimes survive in the body up to seven days after you have sex and sometimes your ovaries can release an egg earlier than expected. You can find out more about ovulation, conception and contraception here: <https://sexwise.fpa.org.uk>,

3. Teenagers who have a child together usually end up getting married to each other.

FICTION Only around 2 out of 10 teenagers who have a child together marry each other.

4. The only way to prevent pregnancy is to not have sex.

FICTION While not having sex is the only 100% effective way of avoiding pregnancy, contraception (such as the pill or condoms) when used correctly prevent pregnancy in the vast majority of cases. Long-Acting Reversible Contraception (LARC methods) such as the implant or an intrauterine device (the coil), last for several years, and are highly effective in preventing pregnancy. It is important to remember that while condoms protect against sexually transmitted infections as well as pregnancy, other methods do not. Lots of people choose to use condoms and another method. Before you start having sex, you should think about which methods of contraception are right for you and make sure that you know how to use them correctly. Find out more about contraception at www.sexualhealthni.info/; <https://sexwise.fpa.org.uk>; www.bishuk.com

5. Contraception is really expensive.

FICTION You can get free contraceptives, including condoms, from all sexual health clinics, most GPs, and young people's services. Some school nurses give out free condoms, or can advise where you can get them near you. You can also buy condoms in supermarkets and chemist shops for around £6-12 for a box of 12. That's less than one pound per condom. Youth-friendly services such as sexual health clinics provide non-judgmental advice about contraception as well as free condoms! You can find out where to get free contraception near you on these websites: <http://servicefinder.hscni.net> or Home | B4UDecide – Relationships and sex education for Irish teenagers

6. In Northern Ireland, 16 is the age of consent.

FACT The age of consent in the UK is 16. The age of consent in Ireland is 17 years. This means that it is illegal to have sex with someone under this age. Young people have a right to confidential advice from health professionals even if they are under the age of 16. Find out more about sex, pregnancy and the law here: www.childline.org.uk/ and Home | B4UDecide – Relationships and sex education for Irish teenagers

BILEOG OIBRE E: BILEOG EOLAIS FÍRIC NÓ FICSEAN Dá mBa

Mise Jack

FÍOR NÓ BRÉAGACH ?

1. Ní bhíonn gnéas ag an chuid is mó de dhéagóirí sula mbíonn siad 16 bliana d'aois.

FÍOR: Deir 90% de dhaoine atá 16 bliana d'aois nach raibh caidreamh collaí acu go fóill. (Young Person's Behaviour & Attitude Survey, 2016)

2. Is féidir éirí torrach an chéad uair a bhíonn gnéas agat.

FÍOR : Cé go bhfuil amanna ann le linn an timthrialla mhíosta a bhfuil seans beag ann go n-éireoidh bean torrach, is féidir léi titim le leanbh GACH UAIR a bhíonn gnéas aici gan chosaint a úsáid. Clúdaíonn sé seo an chéad uair a bhíonn gnéas agat, ma bhíonn gnéas agat le linn an timthrialla mhíosta, má théann an bhean chuig an leithreas nó má níonn sí í féin i ndiaidh gnéis, má bhíonn gnéas agat agus tú i do sheasamh, san fharraige nó le do shúile druidte, i ndiaidh ginmhilleadh nó má bhaineann an fear a phéineas amach as faighin na mná roimh sheadadh. Bíonn an seans is mó ag bean éirí torrach le linn na tréimhse ubhsceite (nuair a sceitear ubh ó na hubhagáin). Tarlaíonn sé seo de ghnáth 12 -14 lá sula dtosaíonn an chéad timthriall míosta eile. Is féidir le speirm maireachtáil sa chorp suas le seacht lá i ndiaidh gnéis agus amanna sceitheann na hubhagáin ubh níos luaithe ná a bhfuiltear ag súil leis. Is féidir tuilleadh eolais a fháil ar ubhsceitheadh, giniúint agus frithghiniúint anseo: <https://sexwise.fpa.org.uk>,

3. Má bhíonn babaí ag déagóirí le chéile, pósann siad ar a chéile de ghnáth.

BRÉAGACH: Ní phósann 2 as 10 lánúin a mbíonn babaí acu agus iad ina ndéagóirí.

4. Is é gan gnéas a bheith agat an t-aon dóigh le toircheas a chosc.

BRÉAGACH: Is é gan gnéas a bheith agat an t-aon dóigh atá 100% éifeachtach le toircheas a sheachaint ach is féidir le frithghiniúnaigh (amhail an piolla agus an coiscín) cosc a chur ar thoircheas nuair a bhaintear úsáid astu mar is ceart. Maireann modhanna eile amhail an corna nó fearas ionútarach roinnt blianta agus tá siad an-éifeachtach maidir le cosc a chur ar an toircheas. Tá sé tábhachtach cuimhne a choinneáil fosta go dtugann an coiscín cosaint ar ionfhabhtuithe gnéas-tarchurtha fosta, rud nach ndéanann na modhanna eile. Roghnaíonn cuid mhór daoine coiscín a úsáid chomh maith le modh eile. Sula dtosóidh tú ar ghnéas a bheith agat, ba chóir duit smaoineamh ar na modhanna frithghiniúna a fhóireann duit agus fios a bheith agat faoi na dóigheanna lena n-úsáid mar is ceart. Is féidir tuilleadh eolais a fháil ar fhrithghiniúint ar na suíomhanna seo: www.sexualhealthni.info/; <https://sexwise.fpa.org.uk>; www.bishuk.com

5. Bíonn frithghiniúnaigh iontach costasach.

BRÉAGACH: Is féidir frithghiniúnaigh a fháil saor in aisce ó gach clinic sláinte ghnéis, an chuid is mó de dhochtúirí teaghlaigh agus seirbhísí do dhaoine óga. Tugann roinnt altraí scoile coiscíní amach saor in aisce nó tugann siad comhairle ar na háiteanna cóngaracha inar féidir iad a cheannach. Is féidir coiscíní a cheannach in ollmhargaidh agus i gcógaslanna áitiúla agus idir £6 - £12 ar bhosca de 12. Tá sé sin níos saoire ná £1 an coiscín. Is féidir comhairle gan bhreithiúnas a fháil ar fhrithghiniúint agus in amanna coiscíní saor in aisce a fháil ó sheirbhísí óige. Tá eolas faoi na háiteanna a mbíonn frithghiniúint ar fáil saor in aisce ar na suíomhanna seo: <http://servicefinder.hscni.net> nó www.fpa.org.uk

6. Tá sé in éadan an dlí gnéas a bheith agat i dTuaisceart Éireann, má tá tú níos óige ná 16 bliana d'aois agus má tá tú níos óige ná 17 bliana d'aois in Éirinn

FÍOR: Is é 16 bliana an aois toilithe i dTuaisceart Éireann agus Is é 17 bliana an aois toilithe in Éirinn. Ciallaíonn sé seo go bhfuil sé in éadan an dlí gnéas a bheith agat le duine atá níos óige ná an aois seo. Tá an ceart ag daoine óga comhairle faoi rún a fháil ó ghairmithe sláinte, fiú má tá siad níos óige ná 16 bliana. Is féidir tuilleadh eolais a fháil ar ghnéas, toircheas agus dlí ar na suíomhanna seo: www.childline.org.uk/ agus Home | B4UDecide – Relationships and sex education for Irish teenagers

ACTIVITY 8: THE JACK WALLET CARD

(3 MINUTES)



OVERVIEW

Students are provided with a JACK Wallet Card to take away and advised to have a look at the websites listed and keep the card safe for possible future use. The aim is to introduce students to reliable sources of sexual health information.

PREPARATION

Handouts: The JACK Wallet Card (Worksheet F).

INTRODUCTION

- Tell students that you are going to give them a wallet card that contains the details of a number of websites with information on relationships, sex and pregnancy and sources of information on where they can find local sexual health clinics or other sources of support if they need them.
- Tell them that these websites are reliable and contain correct and impartial information, unlike many other websites that they may come across when they browse the internet.
- Tell them that they should keep the card for future use but you would advise them to have a look at some of the websites for homework as they have some interesting and useful information on them.
- Tell them you will have a chat about the websites during the next lesson.

CÁRTAÍ SPARÁIN SLÁINTE GHNÉIS: Oileán na hÉireann 		CÁRTAÍ SPARÁIN SLÁINTE GHNÉIS: Oileán na hÉireann 	
Eolas de dhíth ar chaidrimh agus ar ghnéas? Sexual Health NI www.sexualhealthni.info/ B4U Decide www.b4udecide.ie Common Youth www.commonyouth.com Respect Yourself www.respectyourself.info/		Eolas de dhíth ar chaidrimh agus ar ghnéas? Sexual Health NI www.sexualhealthni.info/ B4U Decide www.b4udecide.ie Common Youth www.commonyouth.com Respect Yourself www.respectyourself.info/	
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ACTIVITY 9: THE JACK FORUM DILEMMAS

(15-20 MINUTES)



OVERVIEW

Students are given an opportunity to read and discuss 'real-life' dilemmas relating to relationships, sex and pregnancy posted on the fictional 'Jack Forum'. The activity aims to reinforce knowledge already gained by applying it to hypothetical real-life scenarios.

PREPARATION

Handouts Jack Forum Dilemmas (Worksheet G).

INTRODUCTION

- This activity can be done in the classroom or, if time is limited, students can be given a copy of the handout to take away.
- If giving the handout to take away, ask students to read it and spend a few minutes discussing it at the beginning of the next lesson. Bring extra copies of the handout to the next lesson to facilitate this.
- If doing in class, distribute the handouts and ask pupils to spend 5 minutes reading the dilemma posts and replies. Ask pupils what they thought about each post and the advice given.
- Advise students that the JACK Forum is fictional – that it is not a real forum.

WORKSHEET G: JACK FORUM DILEMMAS HANDOUT PAGE 1



The Jack Forum

Relationships, Sex and Pregnancy Advice

Search...



It is currently Friday August 25th 2017, 11.35am
[Moderator Control Panel]

Last visit was
Friday August 25th 2017, 10.09am

TOPIC: Pregnant!!

POSTED BY: Amy148 ON: Thursday August 24th 9:02am TOTAL REPLIES: (5)

Advice please!! I'm two months pregnant. I haven't told anyone apart from my boyfriend and he just went quiet and said that he needed time to think. That was two days ago and I haven't heard from him since. My mum and dad will kill me if I tell them and I'm too embarrassed to tell anyone else. I know I should go and see my doctor but I'm afraid he'll tell my parents and, as I'm only 16, I'm afraid my boyfriend (who is 17) will be arrested for having sex with a minor. I don't know who to turn to. I feel so alone and confused. Please help!

REPLY (1): POSTED BY: JILL54 ON: Thursday August 24th 9:30am

Hi Amy148. You sound worried! I think you should talk to someone ASAP - maybe a friend or family member? You don't have to go to your own GP. There are also counsellors that you can talk to about pregnancy. Maybe try Brook or ChildLine and they can put you in touch with someone near you.

REPLY (2): POSTED BY: JoeMod ON: Thursday August 24th 10:30am

Good advice above. Also, the legal age of consent in the UK is 16 so your boyfriend is not breaking the law and you have the right to confidential advice and support from your GP or a clinic or whatever so they can't tell anyone unless you are at risk of harm. Good luck!

TOPIC: Last Virgin in School

POSTED BY: Kevv0 ON: Thursday August 24th 6:17pm TOTAL REPLIES: (3)

I hope you can help. The problem is that I'm the only virgin in my whole year at school. My friends think I'm a total loser and keep asking me when I'm going to do it. They've all had sex before and that's all they talk about. I do feel like I'm missing out sometimes and think maybe I should just do it (or pretend that I have) just so they will stop pestering me but, to be honest, I want to wait and have sex with someone I'm really into. Is there something wrong with me?

REPLY (1): POSTED BY: SoloG ON: Thursday August 24th 6:34pm

I feel the same. Sometimes I feel like I'm the only guy in the world who isn't interested in having sex as soon as possible!

REPLY (2): POSTED BY: JoeMod ON: Thursday August 24th 6:34pm

Kevv0 you are not a loser and you are most likely not the only virgin in your whole year. Actually, we learned in class that the vast majority of 15-year olds are not having sex! Some teenagers say they have sex when they haven't because they feel under pressure. There is nothing wrong with you! It's totally all right to wait until you are ready.

REPLY (2): POSTED BY: JoeMod ON: Thursday August 24th 6:34pm

Kevv0 you are not a loser and you are most likely not the only virgin in your whole year. Actually, we learned in class that the vast majority of 15-year olds are not having sex! Some teenagers say they have sex when they haven't because they feel under pressure. There is nothing wrong with you! It's totally all right to wait until you are ready.

WORKSHEET G: JACK FORUM DILEMMAS HANDOUT PAGE 2

**The Jack Forum**
Relationships, Sex and Pregnancy Advice

Search... 

It is currently Friday August 25th 2017, 11.35am
[Moderator Control Panel]

Last visit was
Friday August 25th 2017, 10.09am

TOPIC: Condom?
POSTED BY: KatsIce ON: Monday August 21st 8:17pm TOTAL REPLIES: (17)

My boyfriend and I are planning to have sex for the first time and he says we shouldn't use a condom because it will spoil the mood and that I won't get pregnant because he will pull out early. He also says that condoms are really expensive. My friend Annie says that we should always use a condom because she heard that you can get pregnant any time you have sex without one. I told Tom this but he just got mad and said he did that loads of times before with his ex-girlfriend and she never got pregnant. I don't know what to do!??

REPLY (1): POSTED BY: Da8ta ON: Monday August 21st 9:05pm
That dude has it all wrong! You can get pregnant even if he pulls out early! Your friend is right - you can get pregnant EVERYTIME you have unprotected sex!

REPLY (2): POSTED BY: Da8ta ON: Monday August 21st 9:08pm
Also...condoms protect you against sexually transmitted infections and if he's had unprotected sex in the past and has not been tested for STIs then he may pass them on to you. Tell him to cover it up or forget it!!

REPLY (3): POSTED BY: Sally990 ON: Tuesday August 22nd 8:30am
KatsIce you are totally right to be safe! Let him know how you feel and if he doesn't respect what you want to do then you need to think about whether or not you want to continue with that relationship.

TOPIC: HELP!!
POSTED BY: DanMan ON: Wednesday August 23rd 6:17pm TOTAL REPLIES: (9)

Last week my girlfriend told me that she's pregnant and I don't know what to do. Sometimes I think she might be lying or that maybe she has had sex with someone else behind my back because we almost always used condoms when we had sex. Now she says that we need to talk about what we are going to do but I haven't got a clue. I can't even imagine what my mum would say if she found out. There's no way I'm ready to be a father. I'd have to quit school and get a crap job and might even have to give up playing for the football team. I told her to do whatever she wants to do but she says it should be a joint decision. I'm not even sure I want to be with her anymore. Please help!

REPLY (1): POSTED BY: JoeMod ON: Thursday August 24th 9:35am
DanMan you say that you almost always used condoms - unfortunately in order to avoid pregnancy 'almost always' is not enough. Every time you have unprotected sex you risk pregnancy. It sounds like your girlfriend wants your help in deciding what to do. While it is ultimately her decision, lots of couples discuss what they want to do together and it's normal for a woman to want to know how her boyfriend feels about the situation. Have you considered talking to someone about how you feel? You could both go and see a pregnancy counsellor together that they would help you to think things through? Maybe try your local sexual health clinic, Common Youth or Childline for more advice?

BILEOG OIBRE G: BILEOG EOLAIS LEATHANACH 1 AINCHEISTEANNA FÓRAIM JACK



An Fóram Jack

Caidreamh, Gnéas agus Comhairle Toirchis

Search...



Inniu Aoine 25 Lúnasa 2017, 11.35am

Cuairt dheireanach Aoine 25 Lúnasa 2017
10.09am

TOPAIC: Ag iompar!!

POSTÁILTE AG: Áine148: Déardaoin 24 Lúnasa 9:02am LÍON FREAGAIRTÍ: (5)

Comhairle le bhur dtoil!! Tá mé dhá mhí torrach. Níor inis mé do dhuine ar bith seachas mo bhuachaill. Ní dúirt sé a dhath ar bith ach go raibh am de dhíth air le bheith ag machnamh ar rudaí. Sin arú inné agus níor chuala mé rud ar bith uaidh ó shin. Beidh daor orm má dheirim le Mamaí nó Daidí agus tá náire orm a rá le duine ar bith eile. Tá a fhios agam gur chóir dom dul chuig an dochtúir ach tá eagla orm go ndéarfadh sé le mo thuismitheoirí. Níl mé ach 16 bliana d'aois. Tá eagla orm go ngabhfaidh na péas mo bhuachaill as gnéas a bheith aige le duine atá faoi aois (tá seisean 17 mbliana d'aois). Níl a fhios agam cé leis a labhróidh mé. Tá mé liom féin agus mearbhall orm. Cuidigh liom le do thoil.

FREAGAIRT (1): POSTÁILTE AG: JILL54: Déardaoin 24 Lúnasa 9:30am

Háigh a Áine148. Tá an chuma ar an scéal go bhfuil tú buartha! Sílim gur chóir duit labhairt le duine éigin chomh luath agus is féidir - cara nó duine sa teaghlach b'fhéidir? Ní chaithfidh tú dul chuig do dhochtúir teaghlaigh féin. Tá comhairleoirí ar fáil le labhairt leo faoin toircheas. Má labhraíonn tú le Brook nó le Childline, thig leo tú a chur i dteagmháil le duine éigin ar na gaobhair.

FREAGAIRT (2): POSTÁILTE AG: JoeMod: Déardaoin 24 Lúnasa 10:30am

Comhairle mhaith thuas. Chomh maith leis sin, is é 16 bliana an aois toilithe i dTuaisceart Éireann agus mar sin níl do bhuachaill ag briseadh an dlí. Tá sé de cheart agat comhairle a fháil faoi rún ó do dhochtúir teaghlaigh nó ó chlinic agus mar sin níl cead acu a rá le duine ar bith eile ach amháin dá mbeifeá i gcontúirt. Ádh mór!

TOPAIC: AN tAON MHAIGHDEAN SA SCOIL

POSTÁILTE AG: CaoimhínO: Déardaoin 24 Lúnasa 6:17pm LÍON FREAGAIRTÍ: (3)

Tá súil agam go mbeidh tú in ann cuidiú. Mise an t-aon mhaighdean sa bhliainghrúpa ar scoil. Sileann mo chuid cairde gur leibide amach is amach mé. Cuireann siad ceist an t-am ar fad faoi cá huair a bheas gnéas agam. Bhí gnéas acu uilig cheana féin agus sin an t-aon ábhar cainte a bhíonn acu. Mothaím go bhfuil mé ag cailleadh amach agus sílim gur chóir dom gnéas a bheith agam (nó cur i gcéill go raibh) sa dóigh go mbeidh deireadh leis na ceisteanna. Ach, leis an fhírinne a dhéanamh b'fhearr liom fanacht agus é a dhéanamh le duine a bhfuil dúil mhór agam ann. An bhfuil rud éigin cearr liom?

FREAGAIRT (1): POSTÁILTE AG: SoloG: Déardaoin 24 Lúnasa 6:34pm

Mothaím mar an gcéanna. In amanna mothaím gur mise an t-aon ghasúr ar an domhain nach bhfuil deifir air gnéas a bheith aige.

FREAGAIRT (2): POSTÁILTE AG: JoeMod: Déardaoin 24 Lúnasa 6:34pm

CaoimhínO ní leibide thú ar chor ar bith agus is dócha nach tusa an t-aon mhaighdean sa bhliainghrúpa. I bhfírinne, fuair muid amach ar scoil nach mbíonn gnéas ag an chuid is mó de dhéagóirí atá 15 bliana d'aois! Deir cuid acu go mbíonn gnéas acu mar mothaíonn siad faoi bhrú. Níl a dhath ar bith cearr leat! Is é an rud ceart é fanacht go dtí go mbeidh tú réidh.

BILEOG OIBRE G: BILEOG EOLAIS LEATHANACH 2 AINCHEISTEANNA FÓRAIM JACK



An Fóram Jack

Caidreamh, Gnéas agus Comhairle Thoirchis

Search...



Inniu Aoine 25 Lúnasa 2017, 11.35am

Cuairt dheireanach Aoine 25 Lúnasa 2017
10.09am

TOPAIC: Coiscín?

POSTÁILTE AG: CÁITI: Luan 21 Lúnasa 8:17pm LÍON FREAGAIRTÍ: (17)

Tá mé féin agus mo bhuachaill ag beartú gnéas a bheith againn don chéad uair agus tá sé den bharúil nár choir dúinn coiscín a úsáid mar scriosfaidh sé an t-atmaisféar. Deir sé fosta nach n-éireoidh mé torrach mar bainfidh sé a phéineas amach roimh sheadadh. Síleann sé go bhfuil na coiscíní iontach costasach chomh maith. Molann mo chara Áine dom coiscín a úsáid i gcónaí mar chuala sí gur féidir leat éirí torrach am ar bith a mbíonn gnéas agat gan cheann a úsáid. D'inis mé seo do Tom ach tháinig fearg air agus dúirt sé go raibh gnéas gan chosaint aige chuid mhór uaireanta lena iarpháirtí agus níor éirigh sise torrach. Níl a fhios agam cad é a dhéanfaidh mé!??

FREAGAIRT (1): POSTÁILTE AG: Da8ta: Luan 21 Lúnasa 9:05pm

Tá dul amú ar an leaid seo!! Is féidir leat éirí torrach fiú má bhaineann sé a phéineas amach go luath. Tá an ceart ag do chara - is féidir leat éirí torrach GACH UAIR a bhíonn gnéas gan chosaint agat.

FREAGAIRT (2): POSTÁILTE AG: Da8ta: Luan 21 Lúnasa 9:08pm

Chomh maith leis sin, tugann coiscíní cosaint ar ionfhabhtuithe gnéas-tarchurtha agus má bhí gnéas gan chosaint aige san am a chuaigh thart agus ní bhfuair tástáil do na hionfhabhtuithe seo, is féidir leis an galar a thabhairt duitse. Abair leis coiscín a úsáid nó ní bheidh gnéas agaibh.

FREAGAIRT (3): POSTÁILTE AG: Sally990: Máirt 22 Lúnasa 8:30am

CÁITI, tá an ceart agat a bheith sábháilte! Cuir do chuid barúlacha agus mothúchán in iúl dó agus muna mbíonn meas aige orthu seo beidh ort smaoineamh ar an chaidreamh agus leanstan ar aghaidh / gan leanstan ar aghaidh leis.

TOPAIC: CUIDIGH LIOM!!

POSTÁILTE AG: Dan: Céadaoin 23 Lúnasa 6:17pm LÍON FREAGAIRTÍ: (9)

Dúirt mo chailín liom an tseachtain seo chuaigh thart go bhfuil sí ag iompar clainne agus níl a fhios agam cad é a dhéanfaidh mé. In amanna smaoinim go bhfuil sí ag déanamh bréige faoi nó go raibh gnéas aici le duine éigin eile mar d'úsáid muid coiscíní beagnach gach uair a bhí gnéas againn. Anois, deir sí gur chóir dúinn labhairt ar an rud a dhéanfaidh muid ach níl barúil agam. Níl a fhios agam cad é a déarfadh mó mháthair dá bhfaigheadh sí amach. Níl mé réidh a bheith i m'athair ar chor ar bith. Bheadh orm éirí as an scoil agus obair ghránna a fháil agus seans go mbeadh orm éirí as an fhoireann peile fiú. Dúirt mé léi a rogha rud a dhéanamh ach deir sise gur cinneadh é le déanamh i gcomhpháirt. Níl a fhios agam an bhfuil mé ag iarraidh a bheith léi níos mó. Cuidigh liom le do thoil!

FREAGAIRT (1): POSTÁILTE AG: JoeM: Déardaoin 24 Lúnasa 9:35am

Dan, dúirt tú gur úsáid sibh coiscíní beagnach gach uair - le cosc a chur ar thoircheas ní leor é seo. Gach uair a bhíonn gnéas gan chosaint agat, bíonn an seans ann go n-éireoidh an cailín torrach. De réir cosúlachta, ba mhaith le do chailín cuidiú uait leis an chinneadh a dhéanamh. Cé gur cinneadh s'aicise a bheas ann i ndeireadh na dála, pléann cuid mhór lánúineacha an cinneadh le chéile agus is rud normalta é go mbíonn bean ag iarraidh a fháil amach cad é mar a mhothaíonn a bhuachaill faoi rudaí. Ar smaoinigh tú ar labhairt le duine ar bith faoi seo? Thiocfadh libh labhairt le comhairleoir toirchis le chéile le cuidiú a fháil le cinneadh a dhéanamh. Cad é faoi triail a bhaint as clinic sláinte ghnéis nó Childline le tuilleadh comhairle a fháil?

ACTIVITY 10: ONLINE SCAVENGER HUNT

(15 MINUTES)



OVERVIEW

Students search a number of different sexual health websites for the answers to a number of questions. The aim is to introduce students to reliable sources of sexual health information.

PREPARATION

Handouts: Online Scavenger Hunt Worksheet H.

INTRODUCTION

- This exercise can be done in class or given as a homework exercise.
- If doing the exercise in class you will need to ask the IT technician to unblock the websites listed in the exercise so that students can access them. You will also need to book a computer lab or tablets for this activity.
- Explain that the activity is an online scavenger hunt and the purpose is to show them that there is lots of information about relationships, sex and pregnancy available on the internet.
- Hold up the worksheet and explain that they should find the answers to the questions by checking the listed websites.
- Indicate that the answer to the first question can be found in the first website, the answer to the second question is in the second website etc.
- Tell them that all of these websites have lots of reliable information about relationships, sex and pregnancy. Advise them that when they are looking for this kind of information online they should always be aware that not every website is trustworthy and some can include inaccurate information.

DISCUSSION

ASK: Did they find all the information? Did they find the websites interesting? Would they know where to get information on sexual health and pregnancy?

ANSWERS (in case students had difficulties finding the information):

Q1: List three reasons why young people say they want to wait until they are older to have sex.

- They want to be in a loving relationship first.
- They want their first experience of sex to be special.
- They want to be sure that they are emotionally ready.
- They feel that they would be better able to deal with the possible outcomes when they are older.
- They want to have finished school and exams before taking that step.

This might be a good place to discuss the reasons why some teenagers have sex, even when they don't feel ready e.g. peer pressure, coercion, to be like everyone else etc.

Q2: List four places where you can get free contraception.

A Common Youth Centre (if you are under 25); another young people's service; a sexual health/family planning clinic; your GP or another GP (if you don't want to go to your GP).

Q3: Find out one thing you didn't know about sex and the law.

- The 'age of consent' in the UK, including Northern Ireland, is 16
- Even if you are under 16 you have the right to a confidential service for condoms, contraception, check-ups and advice.
- In NI, the legal age for marriage or civil partnerships is 16 years with parental consent or 18 years without parental consent.
- Abortion is now legal in Ireland and Northern Ireland. Encourage students to know where to get accurate legal information
- Abortions are legal in Great Britain up to 24 weeks after conception, although more than 90% take place before 13 weeks.

Q4: List seven methods of contraception. Which method prevents both sexually transmitted infections and pregnancy?

There are many methods of contraception including: condoms, contraceptive injections, patches, implants, intrauterine device, intrauterine system and the contraceptive pill.

Only condoms protect against STIs. Many people use condoms and another method of contraception.

Q5: What number could you call for confidential information and advice about relationships, sex and pregnancy? What other ways can you contact ChildLine?

- ChildLine: 08001111
- It is also possible to email Childline or chat to them online.

WORKSHEET H: ONLINE SCAVENGER HUNT

WORKSHEET



ONLINE SCAVENGER HUNT

Look at the following websites to find the answers to the questions below. Write your answers in the spaces provided. (Hint: the questions are in the same order as the websites).

- | | | |
|----|------------------|--|
| 1) | B4UDecide | www.b4udecide.ie |
| 2) | Common Youth | www.commonyouth.com |
| 3) | Sexual Health NI | www.sexualhealthni.info/ |
| 4) | ChildLine | www.childline.org.uk |

QUESTIONS:

1. List three reasons why young people say they want to wait until they are older to have sex.
2. List four places where you can get free contraception.
3. Find out one thing you didn't know about sex and the law.
4. List seven methods of contraception. Which method prevents both sexually transmitted infections and pregnancy?
5. What number could you call for confidential information and advice about relationships, sex and pregnancy? What other ways can you contact ChildLine?



TÓRAÍOCHT TAISCE AR LÍNE

Bain úsáid as na suíomhanna gréasáin thíos leis na ceisteanna a fhreagairt. Scríobh na freagraí sna spásanna. (Leid: is ionann ord na gceisteanna agus ord na suíomhanna a bheas de dhíth).

- | | | |
|----|------------------|--|
| 1) | B4UDecide | www.b4udecide.ie |
| 2) | Common Youth | www.commonyouth.com |
| 3) | Sexual Health NI | www.sexualhealthni.info/ |
| 4) | ChildLine | www.childline.org.uk |

CEISTEANNA:

1. Cad chuige a mbíonn daoine óga ag iarraidh fanacht le gnéas a bheith acu. Scríobh trí chúis.
2. Ainmnigh ceithre háit a mbíonn frithghiniúnaigh ar fáil saor in aisce.
3. Scríobh rud amháin nach raibh ar eolas agat faoin ghnéas agus faoin dlí.
4. Ainmnigh seacht modh fhrithghiniúnacha. Cén modh a chuireann cosc ar ionfhabhtuithe gnéas-tarchurtha agus ar thoircheas?
5. Dá mbeifeá ar lorg eolais nó comhairle faoi rún ar chaidrimh, gnéas agus toircheas, cad é an uimhir ghutháin a d'úsáidfeá? Cad iad na dóigheanna eile le teagmháil a dhéanamh le Childline?

ACTIVITY 11: PARENT/CARER SURVEY

(5 MINUTES)



OVERVIEW

Students are asked to interview their parent(s), carer(s) or another trusted adult about their thoughts on Jack and Emma's situation. The aim is to encourage students to have a conversation with a trusted adult about the issues raised by the resource, if the time is right for them and to give them an opportunity to practice communicating about relationships, sex and pregnancy. Additionally, the activity gives parents and carers an opportunity to share their values and beliefs with the teenager. You should encourage students to do the activity but there should not be any repercussions if they decide not to. The timing may not be right for them and that is OK.

PREPARATION

Handouts Parent/Carer Survey (Worksheet I) and Film Script Excerpt (Worksheet J).

- Explain that for today's homework students should complete the 'If I Were Jack Parent/Carer Survey'.
- Show students the worksheet and explain that they should conduct a short survey with one or both of their parents or another trusted adult such as a carer, grandparent, aunt/uncle or older brother or sister.
- The adult must watch If I Were Jack on the website shown on the handout (or read the excerpt of the script) and then answer the questions on the sheet.
- Explain that the purpose of this is to give them an opportunity to speak to an adult that they trust about these issues and to find out their opinions.
- Let students know that parents/carers have been sent a letter telling them that they will be asked to complete this survey so they should not worry that their parents/carers will think they are pregnant/have got someone pregnant.
- Tell students that you will discuss the homework in the next lesson but their survey responses are confidential and they will not be asked to discuss them or hand in the worksheet.
- Give students a copy of the survey and video script to take home.



IF I WERE JACK SURVEY

PARENT/CARER HOMEWORK ACTIVITY

Pupils can choose to do this with their parents/guardians/trusted adult in English or Irish.

INSTRUCTIONS:

- You can do this activity with your parent(s), carer(s), or another adult that you trust such as a grandparent, older brother or sister, or aunt/uncle. – in English or Irish – both are available to pupils
- Advise pupils to tell their parents/guardians that they are learning about teenage pregnancy in school and that they watched a video called If I Were Jack which told the story of a young couple who experienced an unplanned pregnancy.
- Pupils ask their parents/guardians to watch the video online www.qub.ac.uk/IfIWereJack/Resources/IVDS or to read the video script excerpt below.
- Advise pupils that after parents have viewed materials, start a conversation with them using the questions below. Write their answers in the space provided.

PLEASE NOTE:

- Your parent(s)/carer(s) were sent a letter from the school telling them that you are using the If I Were Jack resource in school and that you would be asking them the questions below. You can still ask another adult that you trust instead of your parent/carer, if you prefer.
- In school, you will not be asked to share your parent/carers answers and you do not have to hand in the worksheet. The purpose of this activity is to give you an opportunity to talk to your parents about these issues so that you can understand what they think about teenage pregnancy.

1. What did you think of Jack and Emma's story?

2. If you were Jack or Emma's parent what would you say and do when they told you that Emma was pregnant?

3. What would you advise them to do? Why?



SUIRBHÉ Dá mBa Mise Jack

GNÍOMHAÍOCHT OBAIR BHAILE

Is féidir le daltaí é seo a dhéanamh lena dtuismitheoirí/caomhnóirí/duine fásta eile a bhfuil muinín acu as, i mBéarla nó i nGaeilge.

TREORACHA:

- Thig leat an ghníomhaíocht seo a dhéanamh le do thuismitheoir(i), chaomhnóir(i), nó le duine fásta eile a bhfuil muinín agat as cosúil le seantuismitheoir, deartháir nó deirfiúr níos sine nó aintín/uncail.
- Inis dóibh go bhfuil tú ag foghlaim faoi thoircheas ógánach ar scoil agus gur amharc tú ar fhíseán darb ainm Dá mBa Mise Jack, a insíonn dúinn faoi lánúin óg a bhí ag plé le toircheas neamhbheartaithe.
- Iarr orthu amharc ar an fhíseán ar líne www.qub.ac.uk/if-i-were-jack/resources/ivdnis nó an sliocht ón fhíseán a léamh.
- Nuair a bheidh siad críochnaithe, tosaigh comhrá leo ag úsáid na gceisteanna thíos. Scríobh na freagraí sna spásanna thíos.

TABHAIR DO D'AIRE:

- Seoladh litir chuig do thuismitheoir(i)/do chaomhnóir(i) ón scoil lena rá go bhfuil tú ag baint úsáid as an áis Dá mBa Mise Jack ar scoil agus go mbeifeá ag cur na gceisteanna thíos orthu. Thig leat duine fásta eile a bhfuil muinín agat as a cheistiú seachas do thuismitheoir/chaomhnóir, más mian leat.
- Ar scoil, ní bheidh ort freagraí do thuismitheora/chaomhnóra a roinnt agus ní gá duit an bhileog oibre a chur isteach. Cuspóir na gníomhaíochta seo ná deis a chur ar fáil duit labhairt le do thuismitheoirí faoi na ceisteanna seo sa dóigh go dtuigfidh tú na barúlacha atá acu ar thoircheas ógánach.

1. Cad é do bharúil ar scéal Jack agus Emma?

2. Dá mba thuismitheoir Jack nó Emma thú, cad é a déarfá agus a dhéanfá dá ndearfadh siad leat go raibh Emma toireach?

3. Cén chomhairle a chuirfeá orthu? Cad chuige?

WORKSHEET J: JACK VIDEO EXCERPT FOR PARENTS & CARERS

IF I WERE JACK VIDEO SCRIPT EXCERPT

Sixteen-year-old Jack narrates the story. The camera lens is life through his eyes. He finds out his girlfriend is pregnant. He tries to get his head around the news, imagines his parents' and friends' reactions, attends a counselling session with his girlfriend and decides what he thinks they should do about the pregnancy. He asks himself questions throughout the video and viewers are asked to put themselves in Jack's shoes and ask themselves what they would think and do if they were Jack.

Spoken parts are in bold, with *Jack's voiceover (VO) in bold italics*.

Jack VO: Hi, I'm Jack. I'm going to tell my story and I want you to put yourself in my shoes. You'll be seeing the world through my eyes. You'll be me. I want you to imagine making some decisions for me, helping me sort some stuff out, cos things are starting to get difficult around here.

A teenage boy's room. He is 16. He is packing his sports bag, thinking aloud about the prospect of a happy, free day ahead with his friends.

Jack VO: Saturday. Great. Looks like a good day. Heading out to meet my mates.

His mobile phone rings, he sees caller ID and before answering says:

Jack VO: *It's Emma. Been going out with her for a while now. I actually really like her.*

He picks up the call.

The girl is seen briefly talking on the phone to him, in her bedroom, in private and away from her parents hearing.

Jack: All right Emma?

Emma: Jack... can we meet up. I need to speak to you.

Jack: Well ...I'm just heading out now. What is it?

Emma: Look. I really need to talk to you.

Jack: Is everything all right?

Emma (interrupts): No. Jack. I need to meet you now. Can you come to the Greenway?

Jack: Right. Well... ok... I'll see you down there in 10 minutes.

Jack VO: *I wonder what's up with Em. Doesn't sound good. Hope she doesn't finish with me. I let the lads know I'm gonna be late, and head down to meet her.*

Park Bench. Emma sits on the bench looking worried. Jack kisses her.

Jack: Are you OK?

Emma: No Jack ...I'm not.

Jack: What's up with you?

Emma: ...You're not gonna believe this ... I'm pregnant.

Jack drops his arm to look at her in disbelief.

Jack: You're ...what? Shit. Are you serious?

Emma: Yes. I am serious. I did a test from the chemist and it's positive.

Jack goes quiet and shakes his head and sighs.

Jack: So what are we gonna do now?

Emma: I don't know.

Jack: ...Well I don't know either.

Emma: Maybe I should go and see someone.... Like a doctor or a counsellor or something.

Jack: Have you told anyone else?

Emma: Not yet....I'm scared to. I think my mum and dad will guess. I look terrible and I haven't slept properly in days.

Jack: Shit.. your dad's gonna kill me.

Jack Vo: Emma starts crying. I just put my arms around her... I don't know what to think.. all this stuff is going through my head...

Question appears on screen: If you were Jack, what would be your strongest feeling?

Jack is seen walking along Greenway deep in thought.

Jack: Emma went to hers and I took the long way home. Needed time to think. Shit ...pregnant. I just couldn't stop thinking about Emma. How she'd be feeling now,

Question appears on screen: I wonder how Emma would feel?

Jack walking along a street. Phone bleeps. Text from his mates. Where are you?

Jack VO: I forgot about meeting them. What are they gonna say when they hear about this?

Jack imagines what his friends would say. Video of friends sitting around in Jack's living room.

Friend 1: What? You're taking the piss?

Friend 2: Listen, it's her problem, not yours. Tell her to sort it out.

Friend 3: Are you gonna tell her to get rid of it?

Friend 4: You're going to be a dad?Good for you man!

Friend 2: Well, look on the bright side... at least you know you're not firing blanks.

Friend 1: She's got you now mate. Listen, she's a slag – tell her it's not yours.

Friend 5: Did you not use a condom? Were you not using something?

Friend 4: I suppose you won't be hanging about with us so much.

Friend 6: You've got a lot to deal with mate. What about getting it adopted?

Friend 5: Look, don't let it get you down. You've always got us you know.

Question appears on screen: If you were Jack, what would your best friend most likely say?

Jack arrives home, looking about him for other people.

Jack VO: I get home everyone is out, at least that much, so I don't have to face them yet I try to imagine what they will say...

Jack imagines the various reactions of his mum and dad and what they might say. Parents act out all these different views.

Mum: I can't believe this. She's ruined your life

Mum: The best thing she can do is to have an abortion.

Mum: You'll have to have the baby, take the consequences.

Mum: What are people going to think about us?

Mum: You're a stupid idiot, you've really messed up.

Mum: What about school ... college... your future?

Mum: Well...I suppose I always wanted to be a granny.

Mum: It's all right son. No matter what happens we'll be here for you.

Question appears on screen: If you were Jack, would you tell your mother(s)/ female carer(s).

Question appears on screen: If you were Jack, what would your mother(s)/female carer(s) say?

Dad: She's what. How could you be so stupid? Did you not take precautions?

Dad: Well, it's your problem Jack, you're a man now. You decide what to do.

Dad: After all we've done for you; this is how you repay us...

Dad: She's got her hooks in you now. That's you tied to her for life.

Dad: And who do you think is gonna pay for all this?

Dad: Get out; I don't want to see you again.

Dad: Well... I hope it's got her looks and not yours!

Dad: Look it's not the end of the world. We'll work it out.

Question appears on screen: If you were Jack, would you tell your father(s)/ male carer(s).

Question appears on screen: If you were Jack, what would your father(s)/male carer(s) say?

CONTINUED...

BILEOG OIBRE J: SLIOCHT SCRIPTE DO THUISMITHEOIRÍ & DO CHÚRAMÓIRÍ

Dá mBa Mise Jack: EISPÉIREAS IDIRGHNÍOMHACH DE THOIRCHEAS ÓGÁNACH LUATH

Tá na codanna labhartha i gcló trom agus tá guthú Jack i gcló iodálach.

Jack: *Dia duit, is mise Jack. Tá mé ag dul a insint scéal duit agus ba bhreá liom go gcuirfidh tú tú féin i m'áit. Feicfidh tú an domhan trí mo dhearcadh. Beidh tú i m'áit. Beidh ort roinnt cinntí a dhéanamh ar mo shon, cuidiú liom rudaí ar leith a shórtáil, mar tá rudaí ag dul in olcas anois....*

TEIDEAL: Dá mBa Mise Jack.....

Físeán 1. Seomra leapa sa Teach

Oscailt: Seomra ina bhfuil déagóir. 16-17 an aois atá aige.

Tá an déagóir ag pacáil a mhála spóirt, ag smaoineamh ar lá sona saor atá roimhe.

Jack: *Inniu an Satharn, is maith an rud é go bhfuil an aimsir go maith. Tá mé ag dul a bhualadh le mo chairde.*

Buaileann a ghuthán póca, feiceann sé ainm Emma ar an scáilleán agus sula bhfreagraíonn sé, deir sé:

Jack: *Emma atá ann. Tá mé ag siúl amach léi le tamall anuas, tá dúil mhór agam inti.*

Freagraíonn sé an scairt.

Feictear an cailín ag labhairt ar an ghuthán leis, ina seomra, go príobháideach sa dóigh nach gcluinfidh a tuismitheoirí.

Jack: *An bhfuil tú ceart go leor a Emma?*

Emma: *Níl mé, Jack....an dtig linn bualadh le chéile? Caithfidh mé labhairt leat.*

Jack: *Bhuel ...tá mé ag dul amach. Cad é an fhadhb?*

Emma: *Caithfidh mé labhairt leat.*

Jack: *An bhfuil gach rud go breá?*

Emma (briseann sí isteach): *Níl sé. Jack. Caithfidh mé bualadh leat anois. An dtig leat teacht go dtí an Bealach Glas?*

Jack: *Bhuel... ceart go leor... Feicfidh mé ansin thú i gceann 10 mbomaite.*

Emma: *Ceart go leor.*

Jack: *Níl a fhios agam cad é atá cearr le Em. Níl cuma ró-mhaith air. Tá súil agam nach gcuirfidh sí deireadh lenár gcaidreamh.*

Deárfaidh mé leis na buachaillí go mbeidh moill orm agus rachaidh mé le bualadh léi.

Seatanna: Bog ó MS go seat gar-amhairc d'aghaidh Jack.

Físeán 2. Binse ar an Bhealach Ghlas

Tá Emma ina suí ar bhinse agus imní uirthi. Pógann Jack í.

Jack: Ceart go leor a chroí?

Emma: Níl Jack ...Níl mé ceart go leor.

Seatanna: Gearr chuig Emma

Emma: ...Ní chreidfidh tú é seo ach tá mé torrach.

Seatanna:

Ligeann Jack a sciathán uaidh le hamharc uirthi agus é ag dul dó é a chreidiúint.

Jack: Tá tú ...cad é? A thiarcais. An bhfuil tú i ndáiríre?

Claonann Emma a ceann agus éiríonn sí trí chéile.

Emma: Tá mé i ndáiríre. Rinne mé tástáil sa chógaslann agus tá sé deimhneach.

Éiríonn Jack ciúin, claonann sé a cheann agus ligeann sé osna.

Jack: Cad é a dhéanfaidh muid anois?

Emma: Níl a fhios agam.

Jack: Níl a fhios agam ach an oiread, Em.

Emma: B'fhéidir gur cheart dom cuairt a thabhairt ar dhuine éigin....dochtúir nó comhairleoir nó duine éigin eile, níl a fhios agam.

Jack: Ar inis tú é do dhuine éigin eile?

Emma: Níor inis go fóill. Oibreoidh mo mháthair agus m'athair amach é, déarfainn. Tá cuma uafásach orm agus níor chodail mé mar is ceart le cúpla lá anuas.

Jack: A dhiabhail.. maróidh d'athair mé.

Jack Guthú: Tosaíonn Emma ag caoineadh. Chuir mé mo sciatháin thart uirthi ... Níl a fhios agam cad le déanamh.... tá na rudaí seo uilig ag rith liom...

Tá an cheist seo le feiceáil ar an scáileán:

Dá mba thusa Jack, cad é an mothúchán is mó a bheadh ort?

Físeán 3 Siúlóid ar an Bhealach Ghlas

Feictear Jack ag siúl feadh an Bhealaigh Ghlais agus é cailte ina chuid smaointe.

Jack: Chuaigh Emma abhaile agus ghlac mé an bealach fada abhaile. Thug sé am dom le smaoineamh.

A dhiabhail ...torrach. Ní raibh mé ábalta gan smaoineamh ar Emma, ar cad é mar a bheadh sí ag mothú anois.

Tá an ceist seo le feiceáil ar an scáileán:

Cén dóigh a mbeadh Emma ag mothú?

Físeán 4 Suíomh an Bhealaigh Ghlais

Clingeann an guthán. Teachtaireacht téacs óna chuid cairde. Cá bhfuil tú?
(Ethan, Corrie, Dariush, Robert, Orfhlaith, Sean.)

Jack: Rinne mé dearmad glan bualadh leo. Cad é a déarfaidh siad nuair a chluinfidh siad faoi seo?

Sraith tráchtanna a léiríonn leithne na freagartha.

Sean: Cad é? Ag magadh atá tú?

Ethan: Éist, fadhb s'aicise í, ní fadhb s'agatsa í. Lig di í a réiteach.

Corrie: Nár bhain tú úsáid as coiscín?

Orfhlaith: An ndéarfaidh tú léi fáil réidh leis?

Dariush: Tá dúshlán mór romhat a chara. Cad é faoin leanbh a thabhairt suas le huchtú?

Robert: Beidh tú i d'athair?Nár lagaí Dia thú!

Ethan: Bhuel, feic ar an taobh is fearr den scéal... níl tú seasc ar a laghad.

Sean: Tá tú faoi smacht aici anois. Éist, is striapach í – abair léi nach leatsa é.

Robert: Tá mé ag déanamh nach mbeidh tú ag crochadh thart orainn a thuilleadh.

Corrie: Ná cuireadh sé laghmhisneach ort. Tá muid anseo le cuidiú leat.

Tá an cheist seo le feiceáil ar an scáileán: Cad é an bharúil a bheidh ag mo chuid cairde?

Físeán 5 Taobh istigh agus taobh amuigh den teach

Tagann sé abhaile, ag iarraidh teacht ar dhaoine eile.

Jack: Tagaim abhaile agus tá gach duine amuigh, ar a laghad níl orm labhairt leo go fóill. Samhlaim cad é a bheidh le rá acu.....

Léiríonn tuismitheoirí na dearcthaí difriúla seo trí aisteoireacht.

Máthair: Ní thig liom a chreidiúint. Scríos sí do shaol.

Athair: Tá sí cad é? Cad é mar a d'fhéadfá a bheith chomh hamaideach sin? Nár úsáid tú frithghiniúint?

Máthair: Is amadán thú, tá praiseach déanta agat.

Athair: Imigh leat. Imigh leat, níor mhaith liom thú a fheiceáil arís.

Athair: Is é d'fhadhb féin anois é Jack. Is fear thú. Cinneann tú an rud atá le déanamh.

Máthair: An rud is fearr a thig léi a dhéanamh ná ginmhilleadh a fháil.

Athair: Cé a íocfaidh as seo, do bharúil?

Máthair: Beidh ort an leanbh a choinneáil, déileáil leis na hiarmhairtí.

Athair: I ndiaidh gach rud a rinne muid duit; an é seo an dóigh le cúiteamh a dhéanamh linn?

Máthair: Cad é faoin scoil ... coláiste ... do thodhchaí?

Máthair: Bhuel...Is dócha go raibh sé ar intinn agam bheith i mo sheanmháthair.

Athair: Bhuel, tá súil agam go mbeidh sé cosúil lena mháthair agus nach mbeidh sé cosúil leatsa.

Máthair: Tá sé ceart go leor a mhic. Is cuma cad é a tharlóidh, beidh muid ar fáil duit.

Athair: Ní hé deireadh an tsaoil é. Oibreoidh muid amach é.

Tá na ceisteanna seo le feiceáil ar an scáileán:

Dá mba thusa Jack, an ndéarfá le do mháthair/do chaomhnóir mná?

Dá mba thusa Jack, cad é a déarfadh do mháthair/do chaomhnóir mná leat?

Dá mba thusa Jack, an ndéarfá le d'athair/do chaomhnóir fir?

Dá mba thusa Jack, cad é a déarfadh d'athair/do chaomhnóir fir leat?

ACTIVITY 12: STAYING SAFE SCENARIOS

(25 - 30 MINUTES)

OVERVIEW

This activity introduces the concept of sexual consent and the importance of using contraception if having sex in order to avoid unintended pregnancy and sexually transmitted infections. Students are asked to consider 'real-life' scenarios in which sexual consent or safe sex practices are central. By considering what they would say and do if they found themselves in such a situation, students begin to understand the importance of protected sex and sexual consent and are provided with language that they might use if they found themselves in such situations.

PREPARATION

Handouts: Staying Safe Scenario worksheets and Staying Safe Scenarios answer sheets (Worksheet K & L).

INTRODUCTION

- Either hand out the staying safe worksheet or present to the class on an overhead screen.
- Ask students to work in pairs or small groups to spend 5-10 minutes considering each question and a possible response.
- Tell students that, if they wish, they can role-play the scenarios in their groups.

DISCUSSION

- Discuss the scenarios and possible responses as a whole group.
- Use the staying safe scenarios 'answer sheet' as an example of what might be said or done and highlight the 'please remember' lessons at the bottom of the answer sheet.
- Give students a copy of the answer sheet handout to take away.

WRAP UP

- Remind students that if they found anything about this or any other lesson upsetting they can speak to you, the school counsellor or the school nurse.

WORKSHEET K: STAYING SAFE SCENARIOS WORKSHEET

WHAT WOULD YOU SAY? WHAT WOULD YOU DO?



INSTRUCTIONS:

Working in pairs or small groups, read the scenarios below and agree on the best thing to say or do in each situation. Share your answers with the whole group.

1: You go to a party and have way too much to drink. The next thing you know you are in a bedroom with someone who is expecting to have sex with you. This is not what you want.

What would you say?

2: Someone wants to have sex with you but neither of you have a condom. The other person thinks you should risk it. You don't think it's a good idea but they keep trying to persuade you.

What would you say?

3: Your boyfriend/girlfriend wants to have sex with you but you don't feel ready.

What would you say?

4: You really want to have sex with your girlfriend/boyfriend but she/he doesn't want to.

What would you say?

5: You have sex with someone and afterwards you realise that the condom has split.

What would you do?

6: You want to have sex with a girl and you don't have a condom. She says 'it's OK' and you assume she's on the pill. Later you regret having unprotected sex.

What would you do?

7: You are with a boy who is drunk. He says he wants to have sex with you now.

What would you do?

BILEOG OIBRE K: BILEOG OIBRE MAIDIR LE CÁSANNA SÁBHÁILTEACHTA

CAD É A DÉARFÁ? CAD É A DHÉANFÁ?



TREOIR:

Léigh na cásanna seo thíos. I mbeirteanna nó i ngrúpaí beaga, déanaigí iad a phlé agus socraígí ar an rud is fearr le rá nó le déanamh i ngach cás.

1: Tá tú ag cóisir agus barraíocht le hól agat. Críochnaíonn tú i seomra le duine atá ag dúil go mbeidh gnéas agaibh. Ní hé seo an rud ba mhaith leat.

Cad é a déarfá?

2: Tá duine ag iarraidh gnéas a bheith aige leat ach níl coiscín ag duine ar bith agaibh. Tá an duine eile ag iarraidh dul sa tseans. Ní shíleann tusa gur smaoineamh maith é ach tá an duine eile ag iarraidh é a chur ina luí ort.

Cad é a déarfá?

3: Tá do bhuachaill / chailín ag iarraidh gnéas a bheith aige/aici leat ach ní mhothaíonn tú go bhfuil tú réidh.

Cad é a déarfá?

4: Ba mhian leat gnéas a bheith agat le do bhuachaill / chailín ach níl sé / sí á iarraidh.

Cad é a déarfá?

5: I ndiaidh gnéas a bheith agat le duine, tugann tú faoi deara go bhfuil scoilt ar an choiscín.

Cad é a dhéanfá?

6: Ba mhaith leat gnéas a bheith agat le cailín ach níl coiscín agat. Deir sí go bhfuil sé 'maith go leor' agus glacann tú leis go bhfuil sí ar an phiolla. Níos moille, tá aiféala ort go raibh gnéas gan chosaint agat.

Cad é a dhéanfá?

7: Tá tú amuigh don oíche le duine atá ar meisce. Deir sé / sí go bhfuil sé ag iarraidh gnéas a bheith aige / aici leat anois.

Cad é a dhéanfá?

WORKSHEET L: STAYING SAFE SCENARIOS ANSWER SHEET

WHAT WE WOULD SAY... WHAT WE WOULD DO...



HERE'S WHAT WE WOULD SAY AND DO IN THESE SITUATIONS...

1: You go to a party and have way too much to drink. The next thing you know you are in a bedroom with someone who is expecting to have sex with you. This is not what you want.

What we would say... 'I don't want to have sex right now.'

2: Someone wants to have sex with you but neither of you have a condom. The other person thinks you should risk it. You don't think it's a good idea but they keep trying to persuade you.

What we would say... "I was talking to my sister/brother and she/he told me that you can get pregnant anytime you have sex so I want to wait until we have a condom."

3: Your boyfriend/girlfriend wants to have sex with you but you don't feel ready.

What we would say... "I want to wait until... I feel ready/we've been together longer/ I'm older/I'm married."

4: You really want to have sex with your girlfriend/boyfriend but she/he doesn't want to.

What we would say... "That's OK" or "I respect your decision."

5: You have sex with someone and afterwards you realise that the condom has split

What we would do... If you are a woman get emergency contraception as soon as possible and advice about being tested for STIs. If you are a man, get advice about being tested for Sexually Transmitted Infection (STIs) and suggest that your partner gets emergency contraception.

6: You want to have sex with a girl and you don't have a condom. She says 'it's OK' and you assume she's on the pill. Later you regret having unprotected sex.

What we would do... Get advice about being tested for STIs and if your partner is not using contraception, suggest that she get emergency contraception.

7: You are with a boy who is drunk. He says she wants to have sex with you now. (aine, liked it as was but both 6 and 7 are aimed to boys so I made one aimed to a boy and one aimed to a girl

What we would do... We would say 'I don't want to have sex right now'.

PLEASE REMEMBER...

If you are having sex, always use a condom. It will protect you from unplanned pregnancy and sexually transmitted infections (STIs).

If you have unprotected sex you should get emergency contraception as soon as you can and get checked for sexually transmitted infections.

The 'age of consent' is 16 in Northern Ireland and 17 in Ireland but this does not mean that you should have sex at that age. This law exists to protect those under 16 from sexual abuse. It's totally OK to wait until you are ready.

Never assume the person you are having sex with is sorted for contraception. If you want to avoid pregnancy and STIs, you need to know what contraception you will use.

If you think you might have sex, you should always carry condoms with you.

No always means no. If you want to have sex, you must always make sure that you're both happy and comfortable doing so, and that the other person has consented.

Having sex with someone who is drunk or has taken drugs is wrong because they may not be able to consent to having sex – that is fully say yes to having sex. When someone doesn't consent, that's sexual assault.

Boys and girls have equal responsibility to avoid unintended pregnancy and STIs.

BILEOG OIBRE L: BILEOG NA BHFREAGRAÍ MAIDIR LE CÁSANNA SÁBHÁILTEACHTA

AN RUD A DÉARFADH MUID... AN RUD A DHÉANFADH MUID...



SEO NA RUDAÍ A DÉARFADH MUIDNE SNA CÁSANNA SEO:

1: Tá tú ag cóisir agus barraíocht le hól agat. Críochnaíonn tú i seomra le duine atá ag dúil go mbeidh gnéas agaibh. Ní hé seo an rud ba mhaith leat.
An rud a déarfadh muid... 'Níl mé ag iarraidh go mbeidh gnéas againn faoi láthair.'
2: Tá duine ag iarraidh gnéas a bheith aige leat ach níl coiscín ag duine ar bith agaibh. Tá an duine eile ag iarraidh dul sa tseans. Ní shíleann tusa gur smaoinemh maith é ach tá an duine eile ag iarraidh é a chur ina luí ort.
An rud a déarfadh muid... "Bhí mé ag labhairt le mo dheirfiúr/dheartháir agus dúirt sí/sé liom go dtiocfadh leat éirí torrach am ar bith a mbeadh gnéas agat. Mar sin de, ba mhaith liom fanacht go dtí go mbeadh coiscín againn."
3: Tá do bhuachaill / chailín ag iarraidh gnéas a bheith aige/aici leat ach ní mhothaíonn tú go bhfuil tú réidh.
An rud a déarfadh muid... "Ba mhaith liom fanacht go dtí go... mothóinn réidh/go mbeadh muid le chéile tréimhse níos faide/go mbeinn níos sine/go mbeinn pósta."
4: Ba mhian leat gnéas a bheith agat le do bhuachaill / chailín ach níl sé / sí á iarraidh.
An rud a déarfadh muid... "Ceart go leor" or "Tuigim do chás."
5: I ndiaidh gnéas a bheith agat le duine, tugann tú faoi deara go bhfuil scoilt ar an choiscín.
An rud a dhéanfadh muid... Más bean thú faigh frithghiniúint éigeandála chomh luath agus is féidir agus faigh comhairle maidir le tástáil faoi choinne ionfhabhtuithe gnéas-tarchurtha. Más fear thú, faigh comhairle maidir le tástáil faoi choinne ionfhabhtuithe Gnéas-archurtha (STIs) agus mol do do chéile frithghiniúint éigeandála a fháil.
6: Ba mhaith leat gnéas a bheith agat le cailín ach níl coiscín agat. Deir sí go bhfuil sé 'maith go leor' agus glacann tú leis go bhfuil sí ar an phiolla. Níos moille, tá aiféala ort go raibh gnéas gan chosaint agat.
An rud a dhéanfadh muid... Faigh comhairle maidir le tástáil faoi choinne ionfhabhtuithe gnéas-tarchurtha agus muna bhfuil do chéile ag úsáid frithghiniúna, mol di frithghiniúint éigeandála a fháil.
7: Tá tú amuigh don oíche le duine atá ar meisce. Deir sé / sí go bhfuil sé ag iarraidh gnéas a bheith aige / aici leat anois.
An rud a dhéanfadh muid... Déarfadh muid 'Níor mhaith liom gnéas a bheith agam leat faoi láthair'.

CUIMHNIGH LE DO THOIL...

Má bhíonn gnéas agat le duine, úsáid coiscín i gcónaí. Déanfaidh sé thú a chosaint ó thoircheas neamhbheartaithe agus ó ionfhabhtuithe gnéas-tarchurtha (STIs).

Má bhíonn gnéas gan chosaint agat ba cheart duit frithghiniúint éigeandála a fháil chomh luath agus is féidir, agus tástáil faoi choinne ionfhabhtuithe gnéas-tarchurtha a dhéanamh.

Is é 16 bliana i dTuaisceart na hÉireann an aois toilithe agus s é 17 m bliana an aois toilithe i bPoblacht na hÉireann ach ní chiallaíonn sé sin gur cheart duit gnéas a bheith agat ag an aois sin. Tá an dlí seo ann le daoine atá faoi 16 a chosaint ó mhí-úsáid ghnéis. Tá an ceart agat fanacht go dtí go mbeidh tú réidh.

Ná glac leis go mbeadh frithghiniúint ag an duine a bhfuil gnéas agat leis. Má tá tú ag iarraidh toircheas agus ionfhabhtuithe gnéas-tarchurtha a sheachaint, caithfidh fios a bheith agat ar an fhrithghiniúint a mbainfidh tú úsáid aisti.

Má shíleann tú go mbeidh gnéas agat, ba cheart duit coiscíní a bhreith leat i gcónaí.

Ciallaíonn níor 'mhaith liom níor mhaith liom i gcónaí' Más maith leat gnéas a bheith agat, ba cheart duit cinnte a dhéanamh de go bhfuil an bheirt agaibh ar bhur suaimhneas, agus go bhfuil cead tugtha ag an duine eile.

Is rud mícheart é gnéas a bheith agat le duine atá faoi thionchar alcóil nó drugaí mar b'fhéidir nach mbeadh sé/sí ábalta cead a thabhairt – is é sin le rá ná lánchead a thabhairt. Ionsaí gnéasach a bhíonn i gceist nuair nach dtugann duine éigin cead.

Tá comhfhreagracht ar bhuachaillí agus ar chailíní as toircheas neamhbheartaithe agus ionfhabhtuithe gnéas-tarchurtha (STIs) a sheachaint.

ACTIVITY 13: CONTROVERSIAL STATEMENTS

(20-25 MINUTES)



OVERVIEW

A discussion activity that encourages students to consider stereotypical norms in relationships, sex and pregnancy.

PREPARATION

Copy and cut two or three sets of the cards in Worksheet M.

INTRODUCTION

- “In the world we live in, pregnancy is often seen as a ‘women’s issue’. Of course, women get pregnant, but as we have been learning, unintended teenage pregnancy is something that involves and affects both men and women. So why is it considered a women’s issue? Partly, because of what we call ‘stereotypical gender norms’ – that is statements that are not based on fact that define or compare women and men. So, for example, you might hear things like ‘Men are better drivers than women’ and ‘Women are better listeners than men’. While these may be true for some men and women, of course they are not true for all. Stereotypical norms like these are also used to compare ‘rich’ and ‘poor’ people or ‘religious’ and ‘non-religious’ people. They are wrong because they assume that everyone from a particular group is the same. We know that cannot possibly be true. If we don’t stop and think about these stereotypes then we carry on assuming that ‘men are like this and women are like that’ or ‘that only happens to poor people’ and then we can make incorrect judgments or miss out on things that we might otherwise enjoy.”
- “So now we are going to look at some stereotypical statements that relate to relationships, sex and pregnancy. We are going to discuss them and consider whether or not they are true for all men and all women.”
- Remind students that everyone has a right to express their opinion and that we should respect the fact that different individuals will have different points of view. Students do not have to reach agreement on any of the statements.

DISCUSSION

Put students in 4 or 5 groups and give each group 3 or 4 statements. Allow 5 minutes for the groups to discuss and then spend 10 minutes discussing the statements as a whole group.

WRAP UP

Remind students that when it comes to relationships, sex and pregnancy both men and women have roles and responsibilities. When we hear stereotypical statements or feel that we are expected to do, say or feel something just because we are a man or a woman, or because we come from a certain area, then we should stop and consider what is right for us as individuals.



**CONTROVERSIAL STATEMENTS
DISCUSSION ACTIVITY CARDS**

Some women wear clothes that ask for sex	A woman's place is in the home	Religious women would never have an abortion	Men are better at making decisions than women
Women who carry condoms are sluts	Only people with money have abortions	Marriage is an end to freedom	The only thing men think about is sex
Men should go out to work and women should stay at home and look after the children	Men pretend they've had more sex than they really have and women pretend they've had less sex than they really have	Teenagers from poor families are more likely to have an unplanned baby than teenagers from rich families	If you haven't had sex by the time you're 18, there must be something wrong with you
Pregnancy is a women's issue	Contraception is a woman's responsibility	You should be married before you have children	Abortion is always wrong



**RÁITIS CHONSPÓIDEACHA
CÁRTAÍ GNÍOMHAÍOCHTA**

In amanna caitheann mná éadaí a chuireann in iúl gur mhaith leo gnéas	Is é an teach an áit is fearr do na mná	Ní bhfaigheadh bean chráifeach ginmhilleadh choíche	Is fearr na fir ag déanamh cinntí ná na mná
Is striapacha iad na mná a mbíonn coiscíní acu	Ní fhaigheann ach daoine saibhre ginmhilleadh	An uair amháin a phósann duine, sin deireadh leis an tsaoirse	Is é gnéas an t-aon rud a smaoiníonn na fir air
Ba cheart go mbeadh fir amuigh ag obair agus na mná ag fanacht sa bhaile le haire a thabhairt do na páistí	Cuireann fir i gcéill go mbíonn gnéas acu níos minice ná mar a bhíonn i bhfírinne agus cuireann mná a mhalairt i gcéill	Ta seans níos mó ann go mbeidh toircheas neamhbheartaithe ag déagóirí ó theaghlaigh atá bocht ná ó theaghlaigh atá saibhir	Muna mbíonn gnéas agat faoin am a mbaineann tú 18 mbliana amach, caithfidh sé go bhfuil rud éigin cearr leat
Baineann an toircheas leis na mná	Is é frithghiniúint freagracht na mban	Ba cheart duit a bheith pósta sula mbíonn páistí agat	Bíonn an ginmhilleadh contráilte i gcónaí

ACTIVITY 14: MY PLAN

(5-10 MINUTES)



OVERVIEW

This activity aims to consolidate learning and asks students to make a plan for avoiding unintended pregnancy and staying safe.

PREPARATION HANDOUTS

My Plan worksheets (Worksheet N).

INTRODUCTION

Show students the handout and explain that they must answer the questions on the sheet and then decide on their own personal plan for avoiding unintended pregnancy and/or staying safe.

WRAP UP

You might finish up by asking students how confident they are in their plan. Encourage them to speak about what further information they might need and to seek help and information when they need it.



MO PHLEAN

TREOIR

Smaoinigh ar an dóigh a mothófa dá mbeifeá i gcaidreamh heitrichnéasach agus dá n-éireofa féin nó dá n-éireodh do pháirtí torrach. Smaoinigh ar na ceisteanna thíos. Is freagairtí rúnda iad na rudaí a scríobhfaidh tú agus ní bhaileoidh an múinteoir iad.

1. Cad é mar a mhothófa dá n-éireofa féin nó da n-éireodh do pháirtí torrach anois?
2. An síleann tú go bhfuil tú réidh babaí a bheith agat anois? Cad chuige?
3. Cá huair a ba mhaith leat babaí a bheith agat sa todhchaí? M.sh. nuair a bheas tú réidh leis an staidéar, nuair a bheas post buan agat srl...
4. Cad é a dhéanfaidh tú sa dóigh nach mbeidh toircheas neamhbheartaithe agat agus go mbeidh tú sábháilte?

IF I WERE JACK: Dá mBa Mise Jack TREOIR DON MHÚINTEOIR AGUS ACMHAINNÍ AN DALTA

This Irish language version of the If I were Jack Programme was developed by Queen's University Belfast in close collaboration with the Council for Curriculum Education and Assessment Northern Ireland and An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta on the island of Ireland.



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NORTHERN IRELAND SCREEN
Irish Language Broadcast Fund
An Ciste Craoltóireachta Gaeilge

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