



Long Live Love



Teacher's guide

For general secondary education

Contents

Part 1: General information

What is Long Live Love?	page 2
The aim of Long Live Love	page 2
Attainment targets and Long Live Love	page 2
Themes in Long Live Love	page 3
Series of lessons	page 3
The six lessons	page 3
The Long Live Love teaching pack	page 3
Working with Long Live Love	page 5
Questions about Long Live Love?	page 6

Part 2: Description of the six lessons

Lesson 1: What's happening to you?	page 7
Lesson 2: What are you ready for?	page 9
Lesson 3: Where do you draw the line?	page 11
Lesson 4: How do you make sex special?	page 13
Lesson 5: Safe sex: what's that?	page 15
Lesson 6: Safe sex: how do you do it?	page 18

The Long Live Love teaching pack is now available in English. This pack consists of an English-language magazine for students, a DVD with English subtitles and the teacher's guide. Some teaching materials are only available in Dutch. When we mention these in the guide, this is indicated by 'NL'.

General information

Long Live Love

What is Long Live Love?

Long Live Love is a teaching pack about relationships and sexuality for the second year of secondary education. It consists of a magazine for students, a DVD, two digital lessons^{NL} on www.langlevedeliefde.nl, a teacher's guide and a website for teachers^{NL}: www.lesgevenindeliefde.nl.

The aim of Long Live Love

With this teaching pack you can help students safely enjoy their emerging sexuality when they are ready. It enables you to educate them while developing their attitudes and skills with regard to relationships and sexuality.

Attainment targets and Long Live Love

The Long Live Love educational programme satisfies attainment target 43, which has applied to 13-15 year old secondary school students in the Netherlands since December 2012. The teaching pack also meets attainment targets 34 and 35.

Attainment target 34:

Body and health: Students understand the essentials of how the human body is constructed and how it functions, can make the connection with ways of improving physical and mental health, and can take their own responsibility for this.

Attainment target 35:

Students learn about health care, how to take care of themselves and others and their environment, and how the safety of themselves and others can have a positive effect in different situations in their lives (home, education, work, going out, travel).

Attainment target 43:

Students learn about similarities, differences and changes in culture and religion in the Netherlands, learn how that affects their own and other people's lifestyles, learn why respecting each other's beliefs and lifestyles is important to society, and learn to respect sexuality and diversity within society, including sexual diversity.



Themes in Long Live Love

The Long Live Love themes are: puberty, falling in love, relationships, homosexuality, what you want, drawing the line and assertiveness, the internet, groomers, the first time, problems with sex, getting help, safe sex, condoms and contraception.

Series of lessons

The teaching pack consists of six lessons. Each lesson is made for a minimum of one lesson period (50 minutes). How long the lesson takes depends on the time available, the class, class reactions and whether the subject concerned is particularly relevant for this class. It is important to follow the order of the lessons as it is given and to use all the subject matter. The teaching materials have been developed to use together and cover all the themes relating to relationships and sexuality.

In the Long Live Love series of lessons we have taken into account:

- Young people with diverse cultural backgrounds
- Differences in values and principles relating to sexuality
- Diversity in the way young people begin relationships
- Differences between boys and girls
- Young people from different regions

The six lessons

Lesson 1 What's happening to you? This lesson is about puberty, falling in love, discovering your sexual identity and the influence of parents and friends on beginning a relationship.

Lesson 2 What are you ready for? This lesson is about chatting up and going out with someone, finishing with them and a broken heart, making choices in relationships and types of intimate physical contact.

Lesson 3 Where do you draw the line? This lesson is about discovering what you want and where you draw the line, finding out how the other person feels about that, talking about what you do and don't want, using the internet safely, undesirable experiences and groomers.

Lesson 4 How do you make sex special? This lesson is about the first time, how to have sex when you are ready, safely and enjoyably, coping with problems with sex and getting help for your questions and problems.

Lesson 5 Safe sex what's that? This lesson is about preventing pregnancy, preventing STIs, safe and unsafe sexual behaviour and what to do after unsafe sex.

Lesson 6 Safe sex how do you do it? This lesson is about preparing for safe condom use, preparing for contraceptive use, choosing contraception, using condoms, talking about contraceptives and condoms, and coping with resistance to condom use.

The Long Live Love teaching pack Magazine for students

The magazine contains informative texts, assignments, true stories, photos and illustrations that are geared to young people's own lives. There are two versions of this magazine: one for the second year of general secondary education and another one for pre-vocational secondary education^{NL}. Both magazines refer regularly to the website www.sense.info^{NL}. This website provides young people with accurate information about many aspects of relationships and sexuality. It also gives young people the opportunity to contact the Sense Infoline, where they can ask questions online, by phone or by email, or register for a Sense drop-in session in their area.

DVD

The DVD consists of six episodes which link up with the lessons. Each episode is about seven minutes long and is structured the same way. First, one or two young people talk about something. This is followed by a short scene, a two-minute docudrama. After that, one or two young people talk again. Every episode ends with 'What do you think?' In this part, young people react to a question which fits in with the lesson theme. In the sections of this guide where we discuss the lessons in detail you will find suggestions for talking about the DVD episode the students have just watched.

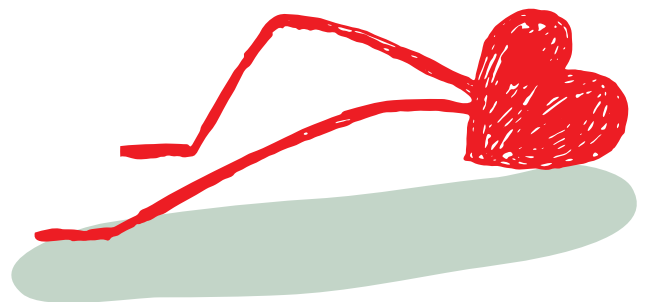
Teacher's guide

In this teacher's guide you will find general information about Long Live Love and a description of the lessons.

Each description includes the following:

- Themes
- Learning targets
- Teaching materials
- Preparation
- Lesson plan
- The lesson in detail

A separate teacher's guide^{NL} is available for pre-vocational secondary education which can be downloaded from www.lesgevenindiefde.nl^{NL}.



Long Live Love website^{NL}

On www.langlevedeliefde.nl you will find two digital lessons^{NL} by clicking on 'Leerlingen Onderbouw'. These are the digital versions of lessons 3 and 4 from the series of six lessons. It's up to you whether you give lessons 3 and/or 4 yourself or let the students use the digital versions. The content of the digital lessons is exactly the same as that of lessons 3 and 4 in the magazine for students and on the DVD.

Smartboard



Parts of the digital lessons^{NL} 3 and 4 can also be shown on a smartboard while you teach from the magazine and the DVD. You could use a section from the magazine digitally during the lesson. The lesson descriptions in this guide refer to the parts that are suitable for teaching with the aid of a smartboard.

Website for teachers^{NL}



In this guide we regularly refer you to the website www.lesgevenindeliefde.nl. You can also reach this website by clicking on 'Docenten Onderbouw' at www.langlevedeliefde.nl. During your first visit to the website, you will need to register with your email address and several other details. Once you have activated your account, you will also be able to create your own password.

For many teachers, giving lessons in relationships and sex is not an easy task. On the website^{NL} you will find videos, tips and personal stories from other teachers about how they deal with the most common dilemmas in relationships and sex education. The website^{NL} also gives you the opportunity to do a self-evaluation test, ask questions, post reactions and share your own experiences.

These dilemmas are:

- Creating an emotionally safe environment
- Teaching without embarrassment
- Where to draw the line
- Identifying problematic issues
- Integrating social media
- Dealing with homosexuality
- Dealing with cultural differences
- Dealing with different levels of experience



On the website^{NL} you will also find teachers' guides, work sheets and information sheets that are free downloads. The information sheets give you background information on various themes that are included in the teaching pack. New information sheets and updates are regularly added to the website to incorporate recent developments and current issues. Some downloads are also available in English.



Working with Long Live Love

Create an emotionally safe environment

1. Put everyone at ease by being open and approachable.
2. Come to an agreement about the language to be used in the lessons and behaviour towards each other. Make it clear that sexist, 'homonegative' and racist remarks will not be tolerated.
3. Explain why it is essential that they respect each other's opinions, feelings and lifestyles.
4. Try working with smaller groups (boys-girls) sometimes and use a plenary afterwards to appoint a spokesperson for each group to give that group's opinion. This makes it easier for young people to go into a subject in more depth.
5. Laughing is allowed, but ridicule or making jokes about someone are not. Neither during the lesson nor afterwards.
6. Everything that is discussed in the lessons should not be talked about anywhere else. Get the students to agree that what is discussed in a lesson will not be put online.
7. Use a question box. Students often find it difficult to ask questions about relationships and sexuality in the class. So you could put a question box in the classroom at the start of the lessons. Students can write down questions anonymously and put them in the box. During the series of lessons, you can answer these questions for the whole class at a relevant moment. You can order a special Long Live Love question box at www.langlevedeliefde.nl.

In the first lesson, you could go through the work sheet 'Lesson 1: Rules' with the students and use this to agree on things. On www.lesgevenindeliefde.nl you will also find information on how other teachers create an emotionally safe environment during Long Live Love lessons.

How to teach without feeling embarrassed

1. Talk to the students about the fact that many people are shy and may feel embarrassed in a discussion about sex.
2. Keep to the structure of Long Live Love. It has been made in a logical order and is an easy way to discuss many different topics.
3. Study the teaching material beforehand and read this guide. Preparation and knowledge will make you feel more comfortable with it.
4. Ask the students to name all the topics that relate to sexuality. Either you or the students can then write these on the board. This helps you and the class overcome any awkwardness about the subject.

Drawing the line for yourself and your students

1. Know where to draw the line for yourself as a teacher and do the same for your students. Intervene if a student goes too far.
2. Do not answer questions about your own sex life. It's not what students want to hear about. Any questions about your sex life are often meant as a provocation or a joke.
3. At the start of the series of lessons, tell the students what kind of questions you will and won't answer. Then if a student asks you a question which is too personal, you can remind them of that.
4. Prepare for any questions you might get. Decide beforehand which questions you'll answer and which you will not.
5. Intervene if a student makes a nasty remark or asks another student a question that's difficult for them to answer. Make the student aware of the impact of their question. Say, for example, 'Why did you ask that question?' or 'What would you think if someone asked you that?'
6. Stop a student telling the class too much about themselves. Talk to the student about the dangers of sharing information.
7. Get the class to agree to take anything other students tell them seriously.
8. Always give students the opportunity to not answer questions, to just say 'pass'.

Watch out for problems that particular students have

1. Be alert to how the young people react; watch out for any warning signs of problems. If necessary, have a talk with that person. But make sure you don't end up taking on the role of social worker. Refer to someone else if need be.
2. Prepare for this by finding out what is available at school: complaints procedures, confidential advisers, mentors and coordinators who you can talk to about a student with problems. These colleagues can be a great help if your student has problems.
3. Tell the students at the start of the series of lessons that they can always come to you with any questions or problems. By doing this, you give students the opportunity to ask you for help without the whole class hearing about it. They can talk to you after the lesson or send an email.
4. Intervene if you pick up any warning signs from a student which could point to problems.
5. You'll find other concrete suggestions on the website www.lesgevenindeliefde.nl.



How to integrate sexual diversity into Long Live Love lessons

1. Remember that when you say he & she, it could also mean he & he and she & she.
2. Incorporate homosexuality naturally into the lessons. Don't only give heterosexual examples. The students will then think: 'this is normal'. So when discussing subjects like falling in love and safe sex, say what it could be like for students with homosexual feelings.
3. Try not to use the words 'homo' or 'gay' too often. These words can sometimes have negative connotations. You could also say something like 'a girl who's attracted to girls' or 'a boy who's attracted to boys'.
4. Intervene if a student makes a 'homonegative' remark and make it clear that you will not accept negative reactions.
5. Counter 'homonegative' reactions by stressing that homosexuality is normal. Explain, for example, that 6% of all young people are gay. That means that in every class several students will have homosexual feelings.
6. Tell the students you'll intervene if anyone makes a 'homonegative' remark and ask them to agree to that. Say that making 'homonegative' remarks or using swear words isn't 'normal'. Make the students aware of the impact of those kinds of remarks.
7. If you want to spend more time on the sexual diversity theme than has been done in the lessons, you can use the 'Sexual diversity' information sheet^{NL}. Download it at www.lesgevenindiefde.nl^{NL}.

How to encourage discussion

Discussion is a very important part of relationship and sex education. That's why a lot of it has been included in the Long Live Love teaching pack. Talking to the students about the themes is informative and enjoyable for both you as a teacher and your students. Do you want to know more about leading a discussion in the class? Go to www.lesgevenindiefde.nl^{NL}.

Questions about Long Live Love?

If you have any questions about the teaching pack or giving Long Live Love lessons, mail them to info@langlevediefde.nl.





Description of the six lessons

Lesson 1 What's happening to you?

Themes

- Puberty
 - Physical and emotional changes
 - Anatomy and function of the genitals
- Falling in love
- Discovering sexual identity (homosexuality)
- Influence of parents and friends on beginning a relationship

Learning targets

Knowledge

- Students can give several examples of social, emotional and physical changes during puberty.
- Students can explain the anatomy and functions of a man and woman's genitals.
- Students can explain what virginity means and what the hymen is.
- Students can give several examples of feelings and signs of falling in love and the differences with friendship.
- Students can explain what homosexuality and bisexuality are.
- Students can say where they can go with questions about sexuality.

Attitudes

- Students recognise that physical, social and emotional changes in puberty are normal.
- Students recognise that young people experience falling in love in different ways.
- Students show that they respect other young people regardless of their sexual identity.
- Students acknowledge the influence of their parents and friends when they begin a relationship.

Skills

- Students can find information on sexuality^{NL} at www.sense.info.

Teaching materials

- Long Live Love magazine for students: Lesson 1
- Long Live Love DVD: Episode 1
- Lesson 1 work sheet 'Rules'
 - For the 'Rules' work sheet in English go to www.langlevedeliefde.nl
- Optional: Long Live Love question box (What is the question box? Read more on page 5)

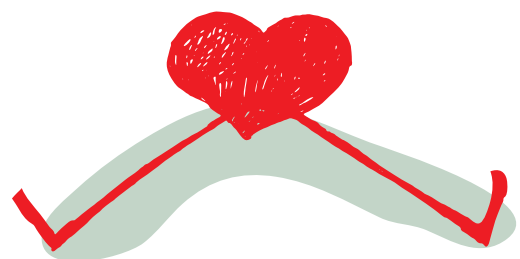
Preparation

- Read the 'Rules' work sheet, watch episode 1 of the DVD and read lesson 1 in the magazine for students: 'What's happening to you?'
- Make enough copies of the 'Rules' work sheet for all the students in the class.
- Homosexuality is discussed in this lesson. Go to www.lesgevenindiefde.nl for tips^{NL} from other teachers on how to talk about homosexuality with your class in a way which feels comfortable and safe.
- For the lessons to run smoothly, an emotionally safe environment is important. On www.lesgevenindiefde.nl other teachers^{NL} talk about how they create an emotionally safe environment in the classroom.
- Optional: Put the question box somewhere in the classroom where everyone can see it.



Lesson plan

1. Explain the Long Live Love series of lessons
2. Glance through the magazine for students
3. Read and discuss the 'Rules' work sheet
4. Introduce Lesson 1
5. Read and discuss pages 1, 2 and 3
6. Read and discuss page 4
7. Watch and discuss episode 1 on the DVD
8. Read and discuss page 5
9. Round off Lesson 1



The lesson in detail

1. Explain the Long Live Love series of lessons

Introduce the Long Live Love teaching pack to the students.

2. Glance through the magazine for students

- Hand out the magazines. Generally, the students are curious. They like having a chance to glance through the magazine before the lesson begins.
- Ask the students for their reactions to the magazine.

3. Read and discuss the 'Rules' work sheet

- Hand out the 'Rules' work sheet.
- Go through the nine rules together.
- Optional: Think up rule 10 together with the class.
- Agree on which words will be used during the lessons.
Let the students write down those words on the work sheet.

4. Introduce Lesson 1

Read the introduction 'You're changing' on page 1 together with the class.

5. Read and discuss pages 1, 2 and 3

- The students read pages 1, 2 and 3 in the magazine themselves.
- Ask them to complete the quiz on page 3.
- Discussion: Questions for the class:
 - Give several reasons why boys are circumcised.
 - Explain what the hymen actually is.
- Lesson idea:
 - Discuss the answers to the quiz on page 3. Do you want to go into the subjects 'hymen' and 'circumcision' in more depth? Use the information sheet 'Circumcision and hymen'^{NL}. Go to www.lesgevenindiefde.nl.

6. Read and discuss page 4

- The students read 'In love?!' themselves.
- Discussion: Question for the class:
 - Which nice and which annoying feelings go with falling in love?
- Lesson idea:
 - Put the students' answers in two columns on the board.
- The students read 'Are you attracted to girls or boys?' and 'Did you know...?' themselves.

7. Watch and discuss episode 1 on the DVD

- The students watch episode 1 on the DVD.
- Discussion: Question for the class:
 - How do young people find out that they are homosexual or bisexual?
- Teaching tip:
 - When you discuss the theme homosexuality, there may be questions and reactions from the students. If you want to discuss this theme in more detail, you can use the information sheet 'Sexual diversity'^{NL}.

8. Read and discuss page 5

- Students read 'What do parents and friends think of love and relationships?' themselves.
- Lesson idea:
 - Ask the students to read the text aloud. Boys could read the boys' texts and girls could read the girls' texts.
- Discussion: Questions for the class:
 - Oscar says that he'd known for a while that he was gay but didn't dare to talk about it (to friends) at first. Why would Oscar not dare tell his friends at first that he's gay?
 - How would you react if one of your classmates told you that he or she is gay?
- Teaching tip:
 - When you discuss the text about Oscar, students may say the following: Oscar is scared of his friends rejecting him or scared that they would treat him differently. The possibility of rejection with regard to homosexuality is part of young teenagers wanting to 'fit in'. But if young people come into contact with someone in their immediate surroundings who is gay, their negative attitude often changes. A reaction like this from Oscar's friends is to be expected, just as the acceptance which follows.



Do you want to know more about coping with homosexuality in the lesson^{NL}?

Go to www.lesgevenindiefde.nl.

9. Round off Lesson 1

- Ask the students what they thought of the lesson.
- Say that next time they will be doing Lesson 2: 'What are you ready for?'





Description of the six lessons

Lesson 2 What are you ready for?



Themes

- Chatting up and going out with someone
- Finishing with them and a broken heart
- Making choices in relationships
- Types of intimate physical contact

Learning targets

Knowledge

- Students can describe the different ways of making contact.
- Students can say that boys and girls have different expectations of their roles within relationships.
- Students can describe what you can do to have a good relationship.
- Students can say how old teenagers are when they have sex for the first time.
- Students can describe different types of intimate physical contact.
- Students can explain that porno and photos in ads are different to real life.

Attitudes

- Students can say what they think is important when they go out with someone.
- Students recognise that young people may have different expectations of each other in a relationship.
- Students can understand the importance of taking initiatives to keep a relationship going well.
- Students recognise that ending a relationship the right way is important.
- Students recognise that there are differences in when young people are ready for sex.
- Students can explain their own values and principles about having sex for the first time.

Skills

- Students can talk about how you keep a relationship going well.
- Students can give several examples of how to end a relationship the right way.
- Students can give several ways to cope with a broken heart.

Teaching materials

- Long Live Love magazine for students: Lesson 2
- Long Live Love DVD: Episode 2
- Optional: Notes/Post-its

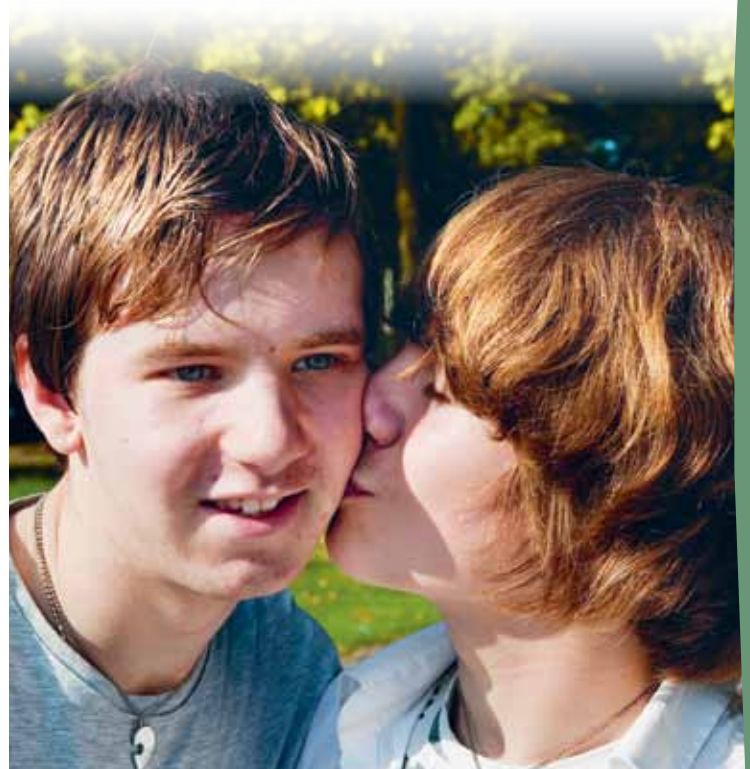
Preparation

- Watch episode 2 of the DVD and read lesson 2 in the magazine for students: 'What are you ready for?'
- The students' cultural backgrounds will have an effect on their ideas about relationships and sex. How will you cope with cultural differences in the class? Go to www.lesgevenindiefde.nl.^{NL}
- What will you do if students ask personal questions? At www.lesgevenindiefde.nl.^{NL} you can read about how other teachers deal with this.



Lesson plan

1. Introduce Lesson 2
2. Watch and discuss episode 2 on the DVD
3. Read and discuss page 7
4. Read and discuss page 8
5. Read and discuss page 9
6. Read page 10
7. Read and discuss page 11
8. Read page 12
9. Round off Lesson 2



The lesson in detail

1. Introduce Lesson 2

- Ask the students if they have any more questions about lesson 1.
- Read the introduction 'What's right for you?' on page 6 together with the class.

2. Watch and discuss episode 2 on the DVD

- The students watch episode 2 on the DVD.
- Discussion: Questions for the class:
 - Sophie says she doesn't agree with: If girls have sex they're whores, if boys have sex it's cool. What do you think of what Sophie says?
 - Boaz says: 'I actually like it if a girl really knows what she wants'. What do you think of what Boaz says?

3. Read and discuss page 7

- The students read 'Who makes the first move, a boy or a girl?' and 'Eight chat up tips' themselves.
- Ask them to complete 'What's your chat up tip?'
- Lesson idea:
 - Ask the students to read the text aloud. The boys could read the boys' texts and the girls could read the girls' texts.
- Discussion: Questions for the class:
 - What do you think is a good tip?
 - What would you never do?

4. Read and discuss page 8

- Students read 'On the street...' themselves.
- Lesson idea:
 - Ask the students to read the text aloud.
- Discussion: Questions for the class:
 - What do you think is important in a relationship?
 - Optional assignment: Hand out notes to the students. Ask them all to write down what they think is important in a relationship. Collect what they've written. Pass the notes around the class at random and ask the students to read one of their classmates' answers aloud.
- Students read 'Having a really good relationship!' and 'Going out and then...' themselves.

5. Read and discuss page 9

- Students read 'Must we do everything together?' themselves.
- Ask them to complete 'What's your advice?'
- Discussion: Question for the class:
 - What was your advice?
- Students read 'Broken-hearted', 'Tips', 'Ending it', and 'Did you know...' themselves.
- Optional discussion: Question for the class:
 - What do you think is important when you end a relationship?

6. Read page 10

- Students read comic strip 'No sex yet: why would you do that?' themselves.
- Lesson idea:
 - Ask the students to read the text aloud. Allocate the roles of Eva, Meryem and Robbert.

7. Read and discuss page 11

- Students read 'Reasons for not having sex yet & Reasons for having sex now' and 'Did you know...' themselves.
- Teaching tip:
 - Students often think that their peers are already sexually active. This could make them feel pressured to become sexually active too. But the 2012 study *Sex under the age of 25* shows that is not the case. This could reassure the young people.
- Ask the students to complete 'How old...?' and 'Romance or excitement?'
- Discussion: Question for the class:
 - Could you find the type of person that describes you the best? If not: do you think there's a type missing?

8. Read page 12

- The students read 'Kissing, cuddling and sex', 'Porno is not real-life sex', 'Photos in ads are often fake' and 'Sex on your own' themselves.

9. Round off Lesson 2

- Ask the students what they thought of the lesson.
- Say that next time they will be doing Lesson 3: 'Where do you draw the line?'





Description of the six lessons

Lesson 3 Where do you draw the line?

This lesson can also be taught digitally^{NL}. The students then do the lesson individually at the computer. The content of the digital lesson^{NL} is the same as in the magazine and on the DVD. Go to www.langlevedeliefde.nl and click on 'Leerlingen Onderbouw'.

Themes

- Discovering what you want and where you draw the line
- Finding out what the other person does and doesn't want
- Talking about how far you both want to go
- Safe internet use
- Undesirable experiences
- Groomers

Learning targets

Knowledge

- Students can describe several ways to make clear how far you want to go.
- Students can describe ways to find out how far the other person wants to go.
- Students can explain how to prevent unpleasant experiences on the internet.
- Students can give examples of behaviour that oversteps the line.
- Students can explain what a groomer is.

Attitudes

- Students acknowledge the importance of thinking about what they want and where they draw the line.
- Students acknowledge the importance of saying what they want and where they draw the line.
- Students acknowledge the importance of recognising and respecting what the other person wants.
- Students recognise the importance of using the internet safely.

Skills

- Students can talk about what they are ready for when it comes to relationships and sex.
- Students can make clear to their partner how far they want to go.
- Students can find out how far the other person wants to go.
- Students can give examples of what they do to make the internet safe.

Teaching materials

- Long Live Love magazine for students: Lesson 3
- Long Live Love DVD: Episode 3
- Lesson 3 work sheet: 'Making the internet safe'

Preparation

- Read the 'Making the internet safe' work sheet, watch episode 3 of the DVD and read lesson 3 in the magazine for students: 'Where do you draw the line?'.
- Make enough copies of the 'Making the internet safe' work sheet for all the students in the class.
- Social media provide opportunities but also threats. How should you as a teacher deal with this? Go to www.lesgevenindiefde.nl.
- For students who have problems, lessons about relationships and sexuality could be experienced as confrontational. How do you identify problems and how do you take action? Read about this^{NL} on www.lesgevenindiefde.nl.



Lesson plan

1. Introduce Lesson 3
2. Read page 13
3. Read and discuss page 14
4. Watch and discuss episode 3 on the DVD
5. Read the photo strip
6. Read and discuss page 19
7. Read and discuss page 20
8. Read page 21
9. Round off Lesson 3





The lesson in detail

1. Introduce Lesson 3

- Ask the students if they have any more questions about lesson 2.
- Read the introduction 'How far will you go?' on page 13 together.

2. Read page 13

- Ask the students to complete 'What do you want?'
- Teaching tip:
 - Emphasise that this is about opinions. None of the answers are right or wrong.

3. Read and discuss page 14

- The students read 'What would you do?' themselves and choose their answers.
- Lesson idea:
 - Ask the students to read the text aloud before answering the questions themselves.
- As an answer to 'What would you do?', the students read the yellow box 'What kind of person are you when it comes to love?' and the quote from Maaila themselves.
- The students read 'What does the other person want?' in pairs and decide what their advice would be.
- Discussion: Question for the class:
 - Who would like to tell us what their advice is?

4. Watch and discuss episode 3 on the DVD

- The students watch episode 3 on the DVD.
- Teaching tip:
 - In the short docu-drama in this episode the students see what can happen if you don't clearly say what you want and where you draw the line. Discuss the following questions with the students so they learn how to clearly communicate what they do and don't want.
- Discussion: Questions for the class:
 - Did you think the girl was clear about how far she wanted to go? What could she have done to be clearer?
 - What did you think of the boy's reaction to the way the girl was behaving?

5. Read the photo strip

- Ask the students to read the speech balloons aloud. Allocate the roles. Give a girl Hannah's part and a boy Nick's part. Choose another three students to play Justin, Lisa and Jill.
- Smartboard^{NL} lesson idea:



- Go through the photo strip on the smartboard^{NL}. The students then watch the digital photo strip themselves before reading page 19 and answering the questions.

6. Read and discuss page 19

Page 19 follows on from the photo strip and is an important part of this section.

- Students read 'What do you think?' themselves and choose what they think are the best answers.
- Students read 'What Nick and Hannah say about it now' and 'Tips: How to talk about it' themselves. These give feedback on the photo strip and the answers to 'What do you think?'
- Lesson idea 1:
 - Ask the students to read 'What Nick and Hannah say about it now' aloud. Give a boy Nick's text and a girl Hannah's text.
- Lesson idea 2:
 - Ask the students to read the tips and quotes from 'Tips: How to talk about it?'. Write on the board the question 'How do you say what you do and don't want?'. Ask the students to write their answers on the board or on notes.

7. Read and discuss page 20

The internet is important for young people as it's where they meet. It can be enjoyable and exciting. But there are also risks involved – behaviour that oversteps the line and even intimidation. Justin, Jill and Lisa talk about their experiences and give their tips.

- Read the tips to the whole class or let the students take turns at reading a tip aloud. Allocate the roles of Justin, Jill and Lisa.
- Lesson idea:
 - Hand out the Lesson 3 work sheet 'Making the internet safe'. Let the students work in pairs, writing down what they think about three of the tips. Discuss the tips students have written down with the whole class.
- Smartboard^{NL} lesson idea:



- Go through '10 tips for the internet' on the smartboard^{NL}.

8. Read page 21

- The students read 'Inappropriate?' and 'What is a groomer?' themselves.
- Teaching tip:
 - You don't have to spend much time on the subject 'Groomers' as part of this lesson programme. In the series of lessons we focus a lot on assertiveness and talking about what you want and where you draw the line. It is largely these skills that are important to prevent someone overstepping the line. Groomers are one of the most extreme forms of this. An extra module^{NL} is being developed to go into it in more depth (to be published in the near future).

9. Round off Lesson 3

- Ask the students what they thought of the lesson.
- Say that next time they will be doing Lesson 4: 'How do you make sex special?'



Description of the six lessons

Lesson 4 How do you make sex special?

This lesson can also be taught digitally^{NL}. The students then do the lesson individually at the computer. The content of the digital lesson is the same as in the magazine and on the DVD. Go to www.langlevedeliefde.nl and click on 'Leerlingen Onderbouw'.

Themes

- The first time
- How to have sex the way you are ready, safely and enjoyably
- Coping with problems with sex
- Getting help for questions about and problems with relationships and sex

Learning targets

Knowledge

- Students can explain what is important when it's your first time.
- Students can say which three things are necessary to make sure that sex is enjoyable.
- Students can name the most common sexual problems experienced by boys and girls.
- Students can explain where they can go with problems relating to relationships and sex.

Attitudes

- Students recognise the importance of being well prepared for your first time.
- Students understand that to enjoy sex it's important that you both want it, you do it safely, and you feel comfortable with it.
- Students say that it is important to get help for problems with relationships and sex.

Skills

- Students can talk about how you can get help with different kinds of problems with relationships and sex.

Teaching materials

- Long Live Love magazine for students: Lesson 4
- Long Live Love DVD: Episode 4

Preparation

- Watch episode 4 of the DVD and read lesson 4 in the magazine for students: 'How do you make sex special?'.
- As a teacher, you may find it awkward to discuss some of the themes in this lesson. Do you want to know how other teachers deal with their embarrassment? Go to www.lesgevenindeliefde.nl.^{NL}
- An emotionally safe environment is important for frank discussion about the themes in this lesson. Look at www.lesgevenindeliefde.nl for more information^{NL} about creating an emotionally safe environment.
- On this website^{NL} you'll also find information about how to cope with the differences in the students' experience with relationships and sex.



Lesson plan

1. Introduce Lesson 4
2. Read page 22
3. Watch and discuss episode 4 on the DVD
4. Read page 23
5. Read page 24
6. Read and discuss page 25
7. Read page 26
8. Read and discuss pages 27 and 28
9. Round off Lesson 4



The lesson in detail

1. Introduce Lesson 4

- Ask the students if they have any more questions about lesson 3.
- Read the introduction 'When you're ready for sex' on page 22 together with the class.

2. Read page 22

The students read 'The first time' and 'Remember' themselves.

3. Watch and discuss episode 4 on the DVD

- The students watch episode 4 on the DVD.
- Discussion: Questions for the class:
 - Erwin's colleague at the supermarket is surprised that Erwin and Nienke have been going out for six months but still haven't been to bed together. 'Don't be so scared, so difficult,' he says.
 - What do you think of Erwin's reaction?
 - What do you think of Erwin and Nienke eventually deciding to go and see a film instead of going to bed with each other?
- Teaching tip:
 - Make clear to the students that you are not obliged to do anything, even if you have arranged to do it beforehand. You only have sex if you're ready for it and if it's the right moment for you.

4. Read page 23

- The students read 'The first time: What's important for you?', 'Five tips for the first time' and the sexologist speech balloon themselves.
- Ask the students to complete 'What's important for you about the first time?'.

5. Read page 24

- The students read 'Young people talk about the first time'.
- Ask the students to complete 'My ideal first time'.
- Teaching tip:
 - This exercise encourages students to think about their first time. They definitely don't have to be ready for sex themselves to be able to do the exercise. Make sure the students read the text 'Remember' at the end of the exercise.

6. Read and discuss page 25

- The students read 'How to make sex special', 'Sex is special... when you both want it', 'Chat with Sense', and 'Sex is special... when you do it safely' themselves.
- Discussion: Question for the class about 'Chat with Sense':
 - Do you think this kind of situation is common?
 - What do you think of the advice given by the Sense Infoline? What would you do in that situation?
 - What would boys advise Sabgirl to do?
- Smartboard^{NL} lesson idea:



- Go through pages 25 and 26 on the smartboard^{NL}.

7. Read page 26

The students read 'Sex is special... when you enjoy it' and 'How do I find out what my girlfriend wants?' themselves.

8. Read and discuss pages 27 and 28

- The students read pages 27 and 28 themselves.
- Ask the students to complete 'What's the solution?'
- Lesson ideas:
 - Let the students do this exercise in pairs.
 - Make a list of the solutions the students have chosen for Sharon, Michael, Mahira and Rodney. Ask the students to explain why they've chosen a particular solution.
- Smartboard^{NL} lesson idea:



- Go through 'What's the solution' from page 28 on the smartboard^{NL}.

9. Round off Lesson 4

- Ask the students what they thought of the lesson.
- Say that next time they will be doing Lesson 5: 'Safe sex: what's that?'.





Description of the six lessons

Lesson 5: Safe sex: what's that?

Themes

- Menstrual cycle
- Pregnancy
- STIs
- Safe and unsafe sexual behaviour
- What to do after unsafe sex

Learning targets

Knowledge

- Students can describe safe and unsafe sex.
- Students can describe the four weeks in the menstrual cycle.
- Students can give several STIs with their symptoms, consequences and treatment options.
- Students can explain what HIV is.
- Students can say which types of sex are safe and which aren't.
- Students can describe how to have safe sex.
- Students can give several symptoms which point to pregnancy.
- Students (both boys and girls) can say what you can do if a girl might be pregnant.
- Students can say what they have to do if they have or might have an STI.
- Students can describe how an STI test is done.
- Optional: Students can give some of the consequences of being a teenage parent.

Attitudes

- Students can discuss why unsafe sex can lead to worry and regret.
- Students recognise that safe sex prevents worry and regret.
- Students recognise the importance of safe sex to prevent STIs and pregnancy.
- Students recognise that both the boy and the girl are responsible for condoms and contraception.
- Students acknowledge that having an STI test done is really quite an easy thing to do.
- Optional: Students acknowledge that being a teenage parent will change your life completely.

Skills

- Students can explain what steps they would take after having unsafe sex.

Teaching materials

- Long Live Love magazine for students: Lesson 5
- Long Live Love DVD: Episode 5
- Optional: Extra episode 'Teenage mother' on Long Live Love DVD

Preparation

- Watch episode 5 of the DVD and read lesson 5 'Safe sex: what's that?' in the magazine for students.
- Optional: Watch the 'teenage mother' episode. Decide whether this episode is relevant for your students and incorporate it, if necessary, in the lesson.
- As a teacher, you may sometimes find it a bit awkward to



discuss safe and unsafe sexual behaviour. On www.lesgevenindiefde.nl you'll see how other teachers^{NL} deal with their embarrassment in these lessons.

One or two lessons?

This lesson contains a lot of factual information about STIs, pregnancy and safe sex. You might find that one period isn't enough to cover it all. You could use two periods to give this lesson. In that case, end the first period with the quiz on page 33. Begin the second period by watching episode 5 on the DVD and continue with the lesson as described.

Lesson plan

1. Introduce Lesson 5
2. Read page 29
3. Read and discuss page 30
4. Read page 31
5. Read page 32
6. Read and discuss page 33

If you are splitting this lesson into two periods, end the first period here.

7. Watch and discuss episode 5 on the DVD
8. Read and discuss page 34
9. Read and discuss page 35
10. Read and discuss page 36

If you've decided to give lesson 5 in two separate periods, you could consider watching and discussing the extra episode 'Teenage mother'. Think about whether this episode is relevant for your students.

11. Optional: Watch and discuss the 'Teenage mother' episode on the DVD
12. Round off Lesson 5

The lesson in detail

1. Introduce Lesson 5

- Ask the students if they have any more questions about lesson 4.
- Read the introduction 'Sex should be safe!' on page 29 together.

2. Read page 29

The students read 'What is safe sex?' themselves.

3. Read and discuss page 30

- Read 'Menstrual cycle' together. Give each student a turn to read.
- Discussion: Questions for the class: Mini-test

1. What is ovulation?

- A When a girl has her period
- B When the egg is fertilised
- C When the egg has been released

2. How many eggs are released each year?

- A About 9
- B About 13
- C About 52

3. In which period is a girl the most fertile?

- A When she has her period
- B In the spring
- C In the days around ovulation

- The students read 'You can prevent pregnancy by ...' themselves.

4. Read page 31

- Teaching tip:
 - Give a short introduction to STIs and safe sex: 'If you have unsafe sex, you run a risk of an STI or pregnancy. So it's very important to have safe sex. But what are STIs?'
- The students read 'STI Top 5', 'What is HIV?' and 'What are STIs?' themselves.
- Teaching tip:
 - While discussing STIs and the risks, take into account that emphasising the dangers too much could lead to anxiety. The young people may then ignore the information altogether. So besides talking about the dangers, it's important to say how they can be prevented and what you should do if you have taken a risk.

5. Read page 32

The students read 'What is safe and what isn't?' themselves.

6. Read and discuss page 33

- Ask the students to complete the quiz 'What do you know about STIs, pregnancy and safe sex?'
- Teaching tip:
 - It is important to spend a lot of time on the answers (on page 36). Recent research (*Sex under the age of 25, 2012*) shows that many young people give the wrong answers to some of the questions in the quiz.
- Lesson ideas:
 - Let students take turns to read the question and its answer aloud.
 - Ask the students to check their own answers and give themselves a mark. The number of correct answers determines the mark.

Two lesson periods? If you are splitting this lesson into two periods, end the first period here.

7. Watch and discuss episode 5 on the DVD

- The students watch episode 5 on the DVD.
- Discussion: Questions for the class
 - Bas goes for an STI test. How do you think he feels in the waiting room before the test?
 - How do you think he feels after the test?

8. Read and discuss page 34

- The students read 'How would you feel?' and 'A great summer?' themselves. Ask the students to complete 'That's how I'd feel'.
- Discussion: Questions for the class:
 - Which answer did you choose? And why did you choose that one?
 - Who has written down an answer in the blank space?

9. Read and discuss page 35

- The students read page 35 themselves.
- Lesson ideas:
 - Ask one of the students to read the question to Sense 'What should I do?' aloud.
 - Ask the students to work in pairs and underline the possibilities after unsafe sex given in the answer to 'What should I do?'
 - The answers are: Be tested for STIs, take a morning after pill, and go to the doctor for another kind of emergency pill or an emergency IUD.



10. Read and discuss page 36

- The students read 'How do you know you're pregnant?' and 'Pregnant: what now?' themselves.
- Optional discussion: Question for the class:
 - Who would you talk to if you thought you were pregnant or if you thought that your girlfriend might be pregnant?

11. Optional: Watch and discuss the extra episode 'Teenage mother'

If you've decided to give lesson 5 in two separate periods, you could consider watching and discussing the extra episode 'Teenage mother'. Think about whether this episode is relevant for your students.

- A teenage mother is a girl who has her first child before she is 20. At almost every school there is a student who has become pregnant, possibly unintentionally. There are then two options: terminating the pregnancy (abortion) or going through with the pregnancy. Sometimes the pregnancy is too far advanced for there to be a choice. The consequences are far-reaching. That becomes clear in the interview with teenage mother Loran. Many young girls have a rose tinted idea of (teenage) motherhood. That can lead to them getting pregnant. Loran's story puts an end to the idealised picture boys and girls might have.
- Discussion: Question for the class:
 - Why does Loran say she'd rather have had her child later?

12. Round off Lesson 5

- Ask the students what they thought of the lesson.
- Say that next time they will be doing Lesson 6: 'Safe sex: how do you do it?'





Description of the six lessons

*Lesson 6: Safe sex: how do you do it?***Themes**

- Preparing for condom use
- Preparing for contraceptive use
- Using condoms
- Choosing contraception
- Talking about contraceptives and condoms
- Coping with resistance to condom use

Learning targets**Knowledge**

- Students can give the advantages of using condoms.
- Students can say which steps they need to take to get contraception.
- Students can name several places where they can buy condoms.
- Students can explain when a condom is safe.
- Students can describe the best way to keep condoms.
- Students can describe the four steps for using a condom properly.
- Students can give the different types of contraception.
- Students can describe the advantages and disadvantages of the pill.

Attitudes

- Students can discuss why the advantages of using condoms compensate for the disadvantages.
- Students recognise the importance of thinking about contraception before they become sexually active.
- Students recognise that buying condoms doesn't have to be embarrassing.
- Students recognise the importance of having condoms with you.
- Students understand that the advantages of taking the pill compensate for the disadvantages.
- Students recognise the importance of talking about contraception and condoms.
- Students understand the importance of resisting pressure to have sex without a condom.

Skills

- Students can show that they can use condoms the right way.
- Students can dispel myths about the pill.
- Students can explain which steps they would take to get contraception.
- Students can explain how to take the pill the right way.
- Students can show how they would effectively talk about the use of condoms and contraception.
- Students can explain how to deal with resistance to condom use.

Teaching materials

- Long Live Love magazine for students: Lesson 6
- Long Live Love DVD: Episode 6
- Optional: Long Live Love condoms: two per student
- You can order condoms at www.langlevedeliefde.nl^{NL} by clicking on 'Bestellen lesmateriaal'.
- Optional: Condom demonstration model/model of a penis
- Optional: Contraception set
- Teaching tip:
 - Ask your local GGD community health service if they have condom demonstration models and/or contraception sets that you can borrow.

Preparation

- Watch episode 6 of the DVD and read lesson 6 'Safe sex: how do you do it?' in the magazine for students.
- 'What was your first time like?' 'Have you ever had an STI?'



These are examples of questions the students may ask during this lesson. How do other teachers^{NL} make sure they draw the line?

Go to www.lesgevenindiefde.nl.

One or two lessons?

In this lesson we discuss the use of condoms and contraception. It is important to do the practical skills exercise with the students too. You might find that one period isn't enough to cover it all. You could use two periods to give this lesson. In that case, use the first period to do pages 37-41. Do the condom practice after that. Do pages 42-45 in the second period. Begin the second lesson by discussing contraceptives and the contraceptive kit.

Lesson plan

1. Introduce Lesson 6
2. Watch and discuss episode 6 on the DVD
3. Read and discuss page 38
4. Read and discuss page 39
5. Read and discuss page 40
6. Read and discuss page 41
Condom practice (only if you have two lesson periods available)

If you are splitting this lesson into two periods, end the first period here.

7. Read and discuss pages 42 and 43
Practice the Contraceptive kit exercise (only if you have two lesson periods available)
8. Read and discuss page 44
9. Read and discuss page 45
10. Round off Lesson 6

The lesson in detail

1. Introduce Lesson 6

- Ask the students if they have any more questions about lesson 5.
- Read the introduction 'How do you do it?' on page 37 together.

2. Watch and discuss episode 6 on the DVD

- The students watch episode 6 on the DVD.
- Discussion: Questions for the class:
 - The boy in the film wants to have sex with the girl without using a condom. The girl will only do it with a condom but the boy tries hard to persuade her, saying 'No, it doesn't matter, we were having such a good time'. In the end, the girl says 'I really love you ... but I'm not doing it like this'. The boy reacts by saying 'Then I'm not interested anymore either' and leaves.
 - What do you think of the boy's behaviour?
 - What do you think of how the girl deals with the situation in bed?
 - How could the boy and girl have prevented this happening?
- Teaching tip:
 - Emphasise that bringing up the subject of condoms can be difficult. The couple didn't talk about safe sex beforehand and this led to a difficult situation. The aim is to help the students realise that it's important to talk about safe sex beforehand so that each one knows what the other one thinks and they don't get themselves into awkward situations.

3. Read and discuss page 38

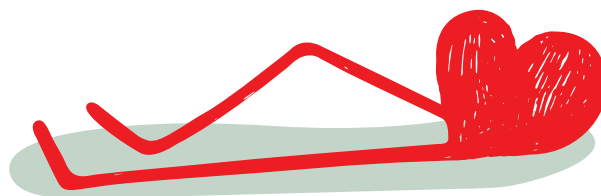
- The students read 'What do they think of condoms?' and 'What do parents think of condoms?' themselves.
- Lesson idea:
 - Ask the students to read the text aloud. The boys could read the boys' texts and the girls could read the girls' texts.

4. Read and discuss page 39

- The students read 'What do they think of the pill?', 'How do I get the pill?' and 'Tip: If you don't want anyone to know' themselves.
- Discussion: Question for the class:
 - Who can a girl talk to or where can she go to get information about contraceptives?

5. Read and discuss page 40

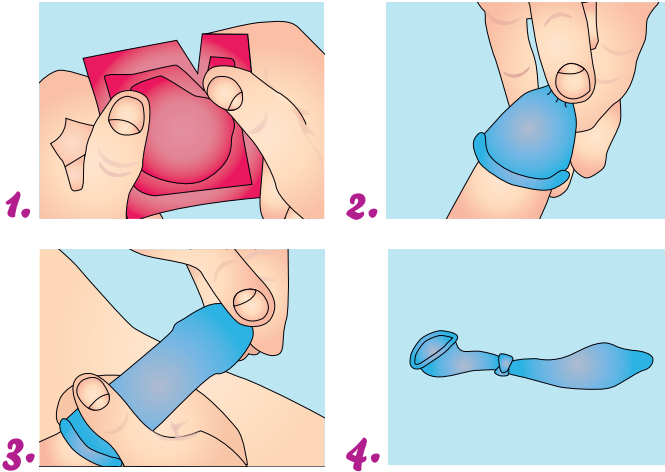
- The students read 'Top 3: Questions about buying condoms' and 'Remember' themselves.
- Lesson idea:
 - Ask the students to read the quotes from Jamal and Mira aloud. Then ask the students what they think of these experiences.
- Ask the students to complete 'Where do you keep condoms?'.
- Discussion: Question for the class:
 - Do you have a good idea for 'Where do you keep condoms?'.
- The students read 'Make sure you have them with you' themselves.
- Discussion: Question for the class:
 - What do you think of what Senna says?
- Teaching tip:
 - In this exercise, students may say that they don't want to have condoms with them. On the one hand they do think it's important to have condoms with them, but on the other hand they think that it would seem like they were planning to have sex if they had condoms with them. Emphasise that if someone has condoms with them it actually shows that they have a sense of responsibility. It means that you respect and care for yourself and the other person. Having condoms with you doesn't mean you want something, it means you want to prevent something.
- The students read 'Female condom' themselves.





6. Read and discuss page 41

- The students read 'How do you use condoms?' themselves.
- Discussion: Question for the class:
 - What do you have to make sure you do in picture 1, picture 2, picture 3 and picture 4?
 - The answers are:
 - Picture 1: Be careful with sharp nails and jewellery.
 - Picture 2: Make sure the ring of the condom is on the outside. Hold the tip of the condom between your thumb and forefinger.
 - Picture 3: Keep holding the tip as you roll the condom down.
 - Picture 4: Hold the condom ring when you withdraw.
- The students read 'What can go wrong?' and 'More you should know...' themselves.



Two lesson periods? If you are splitting the lesson into two periods, practise with the condom here, at the end of the first period.
If you only have one period available, skip the condom practice.

Condom practice

• **Lesson idea 1: Demonstration for the whole class**

- Show the class how to put on a condom. A model of a penis can be useful for this. Refer to the pictures at 'How do you use condoms?' on page 41.
- First show them the pack and point to the information the students can find there (expiry date, CE mark) and any obvious damage.
 - Show them how to take the condom out of the pack. Remind the students that they have to be careful with sharp fingernails and jewellery.
 - Show the condom to the students. You could let them hold it too.
 - Roll the condom down over the model of the penis. Show them clearly that you are holding the tip between your thumb and forefinger. Make sure the ring of the condom is on the outside. Describe all these steps as you do them.
 - Take off the condom.
 - Tie a knot in it and show them how you throw it away.
 - Then wrap it up in paper. That way it will be less confrontational for the next class using the same classroom or any unexpected visitors during or after the lesson.
 - Ask which student would like to try too. If students think it is 'dirty', emphasise that a condom is very clean.

• **Lesson idea 2: Practise in pairs**

- For this, you will need enough condoms and demonstration models.
- Hand out the condoms and demonstration models.
 - Let the students practise in pairs using the instructions on page 41 'How do you use condoms?'.
 - Then ask two students to come to the front to demonstrate to the rest of the class. Let them explain and demonstrate step-by-step how to put the condom on and take it off.
 - Optional: Give each student a condom to keep.

Two lesson periods? If you are splitting this lesson into two periods, start the second period here.





7. Read and discuss pages 42 and 43

- The students read 'All about contraceptives' themselves and work in pairs on the assignment 'Which contraceptive would suit me?'
- Lesson idea:
 - Ask them to do the assignment individually.
- Discussion: Questions for the class:
 - What were your answers to 'Which contraceptive would suit me?'
 - The answer for Linda is: the pill, ring or patch.
 - The answer for Melody is: the contraceptive implant, copper coil (IUD) or contraceptive injection.
- The students read 'Contraceptives in the Netherlands', 'Five questions about the pill' and 'Tips for the pill' themselves.

If you are splitting the lesson into two periods, practise with the contraceptive kit here.

Contraceptive kit exercise

The advantage of using a contraceptive kit in the lesson is that the students can see and touch the various contraceptives.

- Use page 42 of the magazine to discuss the various contraceptives.
- Begin this part of the lesson by taking all the contraceptives out and passing them around the classroom. This gives the students the opportunity to see and touch the contraceptives themselves. The exercise may cause some turmoil in the classroom, but in general students find it very valuable and useful.
- Collect the contraceptives up.
- Put them in a bag. Pass the bag around. Ask the students to take out a contraceptive and say what it is. They are allowed to use the information on page 42 of the magazine.

8. Read and discuss page 44

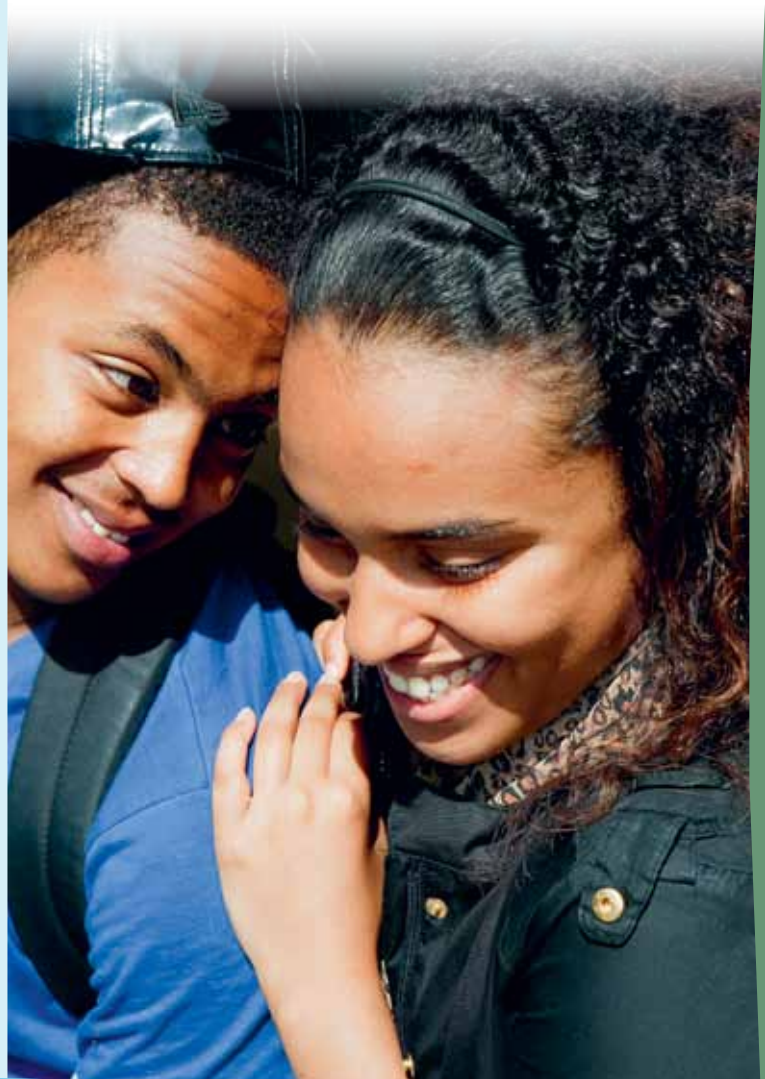
- The students read 'Talking about contraceptives', 'Tips for boys', 'How to bring up condoms?' and 'Tips: Ways to talk about it' themselves.
- Ask the students to complete 'How would you bring it up?'
- Discussion: Question for the class:
 - What did you write down?

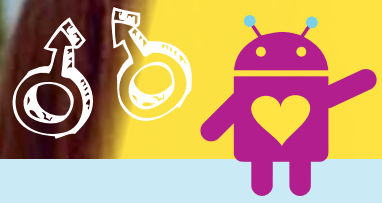
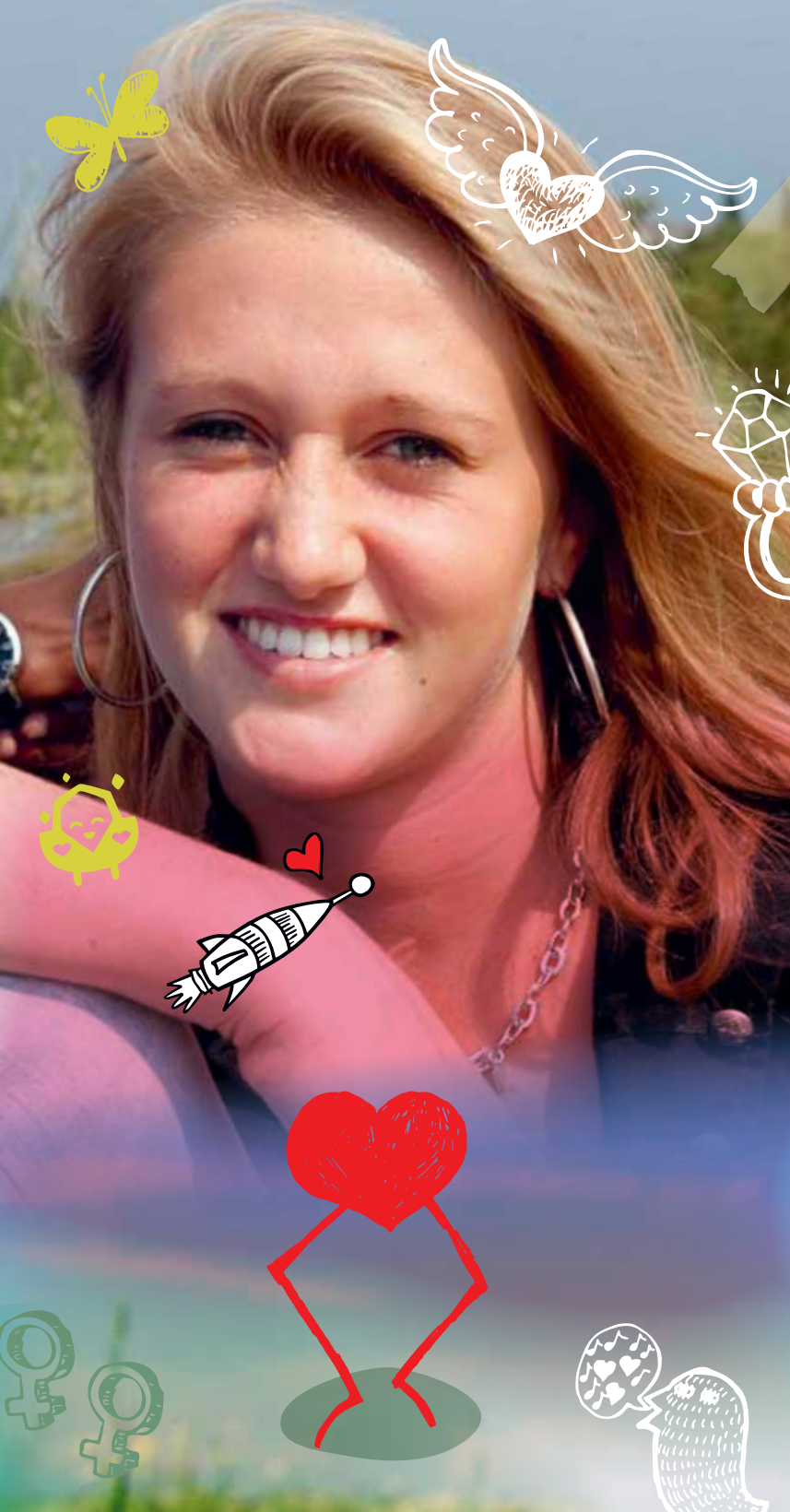
9. Read and discuss page 45

- The students read 'What to do if they don't want to use condoms' themselves.
- Ask the students to choose an answer in step 2.
- Optional discussion: Question for the class:
 - What did you write down?
- The students read 'Am I being difficult?' themselves.
- Discussion: Question for the class:
 - In its answer email, Sense gives this advice: 'You can tell him, for example, that you trust him but you can never be sure whether either of you picked up something in a previous relationship'. Why do you think this is very good advice?

10. Round off Lesson 6

- Ask the students what they thought of the lesson.
- Ask the students what they thought of the series of lessons.





**Long Live Love is a Soa Aids Nederland/
Rutgers WPF product**

Content Suzanne Meijer, Marieke van den Borne,
Lisette Schutte, Jos Poelman, *Soa Aids Nederland*

With special thanks to All the schools and
teachers involved

In memory of Herman Schaalma

Copy editing Annemies Gort

Graphic design Ontwerphaven,
Suzanne Hertogs and Anne de Laat

Photography Yvonne Brandwijk

Translation Mandy Savage

Production Alice Verleun, *Soa Aids Nederland*

Produced with funding from ZonMw, RIVM/CIB

Download from www.lesgevenindiefde.nl or
www.langlevediefde.nl by clicking Onderbouw,
Docenten

This teacher's guide is part of a teaching pack
that includes a magazine for students, a DVD
and the websites^{NL}: www.langlevediefde.nl
and www.lesgevenindiefde.nl

SOAIDS Second edition, English, 2013
© Soa Aids Nederland, Amsterdam,
the Netherlands

RutgersWPF  **ZonMw**

