

IF I WERE JACK: AN
EDUCATIONAL RESOURCE
ABOUT YOUNG MEN &
UNINTENDED PREGNANCY

INFORMATION FOR TEACHERS NORTHERN IRELAND





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RESOURCE ABOUT YOUNG
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INTRODUCTION

If I Were Jack is a Relationships and Sexuality Education (RSE) resource which focuses on young men and unintended pregnancy. It has been developed by a research team 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. While the resource addresses the much-neglected role and perspectives of teenage men, it is designed to raise issues among young women as well as young men and can be used in same-sex and mixed-sex classrooms by both young men and young women.

OVERVIEW OF THE RESOURCE

WHAT IS IF I WERE JACK?

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 is unexpectedly pregnant. It also includes classroom materials to assist teachers in facilitating discussions around the issues raised in the IVD (see *If I Were Jack* Classroom Materials) and web-based educational materials for parents. The classroom materials contain background information on the resource, detailed programme outlines and resources for young people including worksheets for classroom-based activities and homework tasks. The materials for parents include a factsheet offering background information on *If I Were Jack* and two animated films offering tips for speaking to teenagers about relationships, sex and pregnancy.

While the resource focuses on unintended pregnancy from the perspective of young men, it is suitable for use in same-sex and mixed-sex classrooms by young women as well as young men. The reason for the focus on young men is that they have been neglected in relation to pregnancy education, even though they play an obvious role in the prevention of teenage pregnancy and research shows that they can influence young women's intention to avoid teenage pregnancy. *If I Were Jack* is designed to fit within the Personal Development/RSE programme at Key Stage 4 and can be delivered within your planned programme.

KEY MESSAGES

If I Were 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.

More information about the resource is provided on the *If I Were Jack* website at www.ifiwerejack.com



EDUCATIONAL APPROACH

If I Were 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.

HOW SHOULD THE RESOURCE BE USED?

If I Were 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 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'.¹

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.

It can be delivered as one or two lessons a week over a number of consecutive weeks or during one day-long session.

THE THEORY BEHIND THE RESOURCE

If I Were Jack has been designed to target the factors presented in orange in the centre of the **theory of change diagram in Appendix B**. A 'theory of change model' (sometimes called a 'logic model') is simply a diagram which shows: the issue the resource aims to address; the ways in which it will be addressed (in theory and practice); and the outcomes it is expected to have.

Research has shown that the psychosocial factors shown in the model can impact on young people's intention to avoid teenage pregnancy. In order to increase the chance that the resource will have the desired outcome, all of the different components of the resource should be delivered to young people, as far as practically possible, as per the instructions provided in the classroom materials.

¹CCEA. (2011). Personal Development Non-statutory Guidance, pgs. 24-25.

OVERVIEW OF THE CLASSROOM MATERIALS

The *If I Were Jack* Classroom Materials booklet details two different delivery options for four or six classroom-based lessons followed by descriptions of how each of activities should be delivered. Each activity has an associated worksheet or handout which can be found in the appendices. These include a factsheet and worksheets for classroom-based activities and homework tasks. PowerPoint slides which can be used to aid delivery of the resource can be downloaded from www.ifiwerejack.com

One of the lessons includes a homework exercise in which students are asked to encourage a parent (or other trusted adult) to watch the IVD and then answer a number of questions on issues raised in the film. The aim is to provide parents and teenagers with an opportunity to communicate about relationships, sexuality and pregnancy. It is advisable to inform parents that this homework exercise is part of the RSHP curriculum prior to the lesson. A letter template for such purposes is provided in Appendix C of this booklet and an electronic version can be downloaded from www.ifiwerejack.com

Further materials for parents/guardians are also provided on the *If I Were Jack* website and include a factsheet offering background information on *If I Were Jack* and two animated films offering tips for using it to speak to their child about unintended pregnancy. Research indicates that parents would like to gain skills in talking to their children about relationships and sexuality.

USING JACK IN CONJUNCTION WITH OTHER RSE RESOURCES

If I Were Jack is designed to be used within the context of a comprehensive RSE programme and, therefore, restricts its focus to the issue of unintended teenage pregnancy. It does not cover related sexual health issues such as contraception or abortion in detail, as it is assumed that the factual issues on these will be covered by other elements of the RSE curriculum. Some teachers find it useful to use their own resources relating to these issues alongside *If I Were Jack*, providing such information to students either prior to, or in conjunction with, the *If I Were Jack* programme. A list of suggested sources of further information on contraception and abortion is available to download in the Teacher Resources section of the *If I Were Jack* website: www.ifiwerejack.com

USING THE RESOURCE IN FAITH-BASED SCHOOLS

If I Were Jack has been designed so that it can be delivered in all schools. The outcome of Jack and Emma's situation is nondirective in terms of pregnancy resolution options allowing faith- and non-faith-based schools alike to comfortably deliver the resource in a way that is in keeping with their ethos. In order to aid flexibility in this regard, alternative worksheets for two classroom activities which list a number of websites and further sources of sexual health information and support (the Online Scavenger Hunt and the JACK Wallet Cards) have been provided. The alternative versions contain websites which might be useful for inclusion in faith-based contexts but can be adapted by teachers to suit the needs of their students. These worksheets can be downloaded from the Teacher Resources section of the *If I Were Jack* Website www.ifiwerejack.com

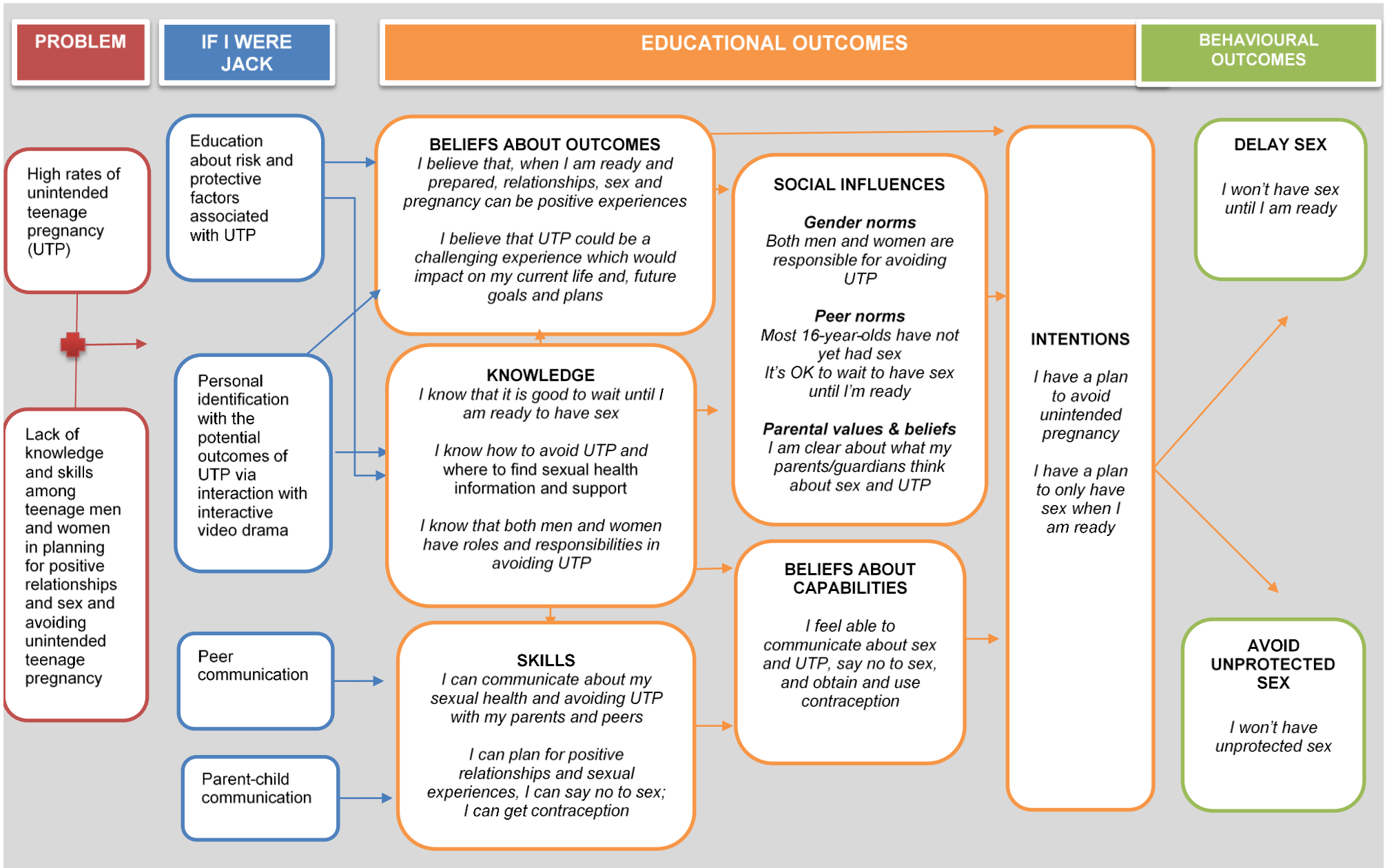
HOW TO ACCESS THE RESOURCE



The IVD and resource materials can be downloaded from the *If I Were Jack* website www.ifiwerejack.com

THE THEORY BEHIND IF I WERE JACK AND HOW IT IS APPLIED IN EACH OF THE RESOURCE COMPONENTS

Aims of the resource and targeted psychosocial variables	Related components of the resource	Learning Outcomes Young people should be able to:
<p>1. Increase skills in communicating about sexual health and unintended pregnancy and planning for positive relationships and sexual experiences</p>	<ul style="list-style-type: none"> - Modelling of communication strategies in the IVD - Group discussion regarding issues arising from the IVD - Parent/Carer survey - Staying safe scenarios 	<ul style="list-style-type: none"> - feel confident in communicating with partners, friends, parents and professionals about unintended pregnancy
<p>2. Knowledge about the consequences of unintended pregnancy</p>	<ul style="list-style-type: none"> - Modelling of consequences in the IVD - Fact or Fiction activity - Pause: Fast-forward: Rewind activity - If I had a baby activity 	<ul style="list-style-type: none"> - summarise the impact of unintended pregnancy on individuals, families and relationships
<p>3. Knowledge about personal readiness for relationships, sex and pregnancy</p>	<ul style="list-style-type: none"> - Consideration of personal attitudes, values and beliefs while engaging with the IVD - Staying safe scenarios - Online scavenger hunt - Jack forum dilemmas - My plan activity 	<ul style="list-style-type: none"> - indicate awareness of the age of sexual consent and that readiness for relationships and sex is important to think about - specify personal attitudes, values and beliefs about unintended pregnancy and the options available for pregnancy resolution
<p>4. Knowledge about avoiding unintended pregnancy and local information and support services</p>	<ul style="list-style-type: none"> - Online scavenger hunt - Jack forum dilemmas - Jack Wallet Cards 	<ul style="list-style-type: none"> - indicate awareness of roles and responsibilities of males and females in relation to sex and pregnancy - indicate awareness of support services available
<p>5. Increase beliefs about capabilities relating to relationships, sex and pregnancy</p>	<ul style="list-style-type: none"> - Consideration of personal attitudes, values and beliefs - Group discussions - My plan activity 	<ul style="list-style-type: none"> - Feel able to communicate about relationships, sex and pregnancy; say no to sex if they want to; and obtain and use contraception
<p>6. Improve perceptions of peer gender norms associated with unintended pregnancy</p>	<ul style="list-style-type: none"> - Modelling of gender norm activity in the IVD - Controversial statements activity 	<ul style="list-style-type: none"> - Indicate awareness of the often-oppressive consequences of gender norms - specify personal attitudes to notions of masculinity relating to unintended pregnancy
<p>7. Increased intentions to avoid teenage pregnancy</p>	<ul style="list-style-type: none"> - Personal reflection while using the IVD and engaging in other activities - My Plan activity 	<ul style="list-style-type: none"> - indicate action they will take to avoid unintended pregnancy - indicate their views regarding reasons for and how best to avoid unintended pregnancy



INFORMATION LETTER TEMPLATE FOR PARENTS

INSERT SCHOOL LOGO
INSERT SCHOOL ADDRESS

INSERT DATE

Dear Parent/Carer,

We are writing to inform you about an educational resource that your child will be using during upcoming Relationship and Sexuality Education (RSE) lessons. The resource, named 'If I were Jack...' focuses on the topic of teenage pregnancy from the perspective of teenage men, although it is suitable for use by both teenage men and women and has been designed to fit with the Key Stage 4 Curriculum. The aim of the resource is to increase young people's intentions to avoid an unplanned teenage pregnancy.

The resource is based around an interactive video drama (IVD), which consists of a short film telling the story of a teenager, Jack, who has just found out that his girlfriend is unexpectedly pregnant. The young person watches the film (usually at a computer on their own) and as the story unfolds questions appear on the screen which they must answer before continuing. The resource encourages the young person to put themselves in Jack's shoes and to consider the impact that an unintended teenage pregnancy might have on their own life.

The IVD is accompanied by other classroom-based activities (such as group discussion and individual worksheets), which encourage students to think about and plan to avoid unintended pregnancy. One of the activities includes a homework exercise in which students are asked to encourage a parent or another trusted adult (such as a guardian, carer, grandparent, aunt/uncle or older sibling) to watch the IVD and then answer a number of questions on issues raised in the film. The aim is to provide parents/carers and teenagers an opportunity to communicate about relationships and pregnancy. A copy of the survey is enclosed for your information. Please be aware that the homework exercise will not be collected by the teacher and students will be advised to keep your responses confidential.

Within the next couple of weeks, and before students are asked to do the parent/carers survey, we will send you a link (via email or text message) to two short animations which are part of the resource. These animations contain hints and tips from other parents on speaking to teenagers about relationships, sex and pregnancy. You can access the films and other information at www.ifiwerejack.com

The resource has been developed to fit within the RSE curriculum by a team of researchers at Queen's University Belfast in consultation with key stakeholder partners including health and education experts from the Department of Health, Social Services & Public Safety (DHSSPS), the Public Health Agency (PHA) and the Council for the Curriculum Education and Assessment (CCEA), as well as teacher trainers, teachers, parents and young people. It has been piloted in schools across the UK and Ireland and has had a very positive response from teachers, parents and students.

More information on the resource is provided in the enclosed *If I Were Jack* Factsheet.

If you have any concerns about your child using this resource please do not hesitate to contact me.

Yours sincerely,

INSERT YOUR NAME

This template can be downloaded from the *If I Were Jack* website
www.ifiwerejack.com

NOTES

A series of 25 horizontal dashed lines for writing notes.

This project was funded by the NIHR Public Health Research programme (NIHR PHR 15/181/01). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.

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Health Research**

