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## Session 1 - Teaching Notes

# Relationships and Lifestyles

1. Practise the focusing exercise with the class. Ask if any difference was noticed in the way they felt before and after the exercise.
2. Refer to the recent work they have done on sex education/relationships/lifestyles. Let class summarise what has been learned.
3. Explain that in this period they are going to think about and talk about what they think an **ideal life** would be like in terms of relationships, partners, marriage, children etc.

### Think, pair activity.

- Put pupils into **single sex** pairs or trios.
  - On their own take a couple of minutes to think about relationships in an ideal situation. What do they think it would be like?
  - Talk to their partner about this.
4. Now distribute a set of cards to each single sex pair or trio. Include some blanks.
    - Ask them to put the cards in order according to what they think an ideal life would involve. They can add anything of their own that they would like to put on to the blank cards (within reason).
    - Remind them that they must discuss the task, try to agree with their partner and give reasons for the order they put them in.
    - As they are doing this, circulate the class asking for their reasons.  
*'Why did you put Card A before Card B?'*  
*'Did you both agree?'*  
*'What would be the effect if you put Card B before Card A?' etc.*
  5. Once the pairs have done this let them report back and record the general consensus of opinion in the class. (This can be done by copying the cards onto acetate for an overhead projector or simply enlarging them so they can be blue tacked onto the board.)

Use the differences of opinion to discuss the reasons for these.

Does everyone agree? Why? Why not?

Do the boys think differently from the girls? Why could this be?

Ask each pair to make a note of their order.

6. Now put the class into **mixed sex** pairs.  
Ask them now to put the cards in order according to how they would like their own life to be. They are not just going to consider the next few days, the next few months or even the next few years, but they are going to try to consider how they would like their whole life to be.

Were boys and girls able to agree? If not, why not?  
Do girls look for something different from boys?  
Can they work together to agree on an order?  
Can they understand the others' point of view?  
Is this different from the ideal order that they had previously done? Why?  
Do they think a life like this would make them happy? Why?  
What do they think makes them happy?

1	Love	2	Marriage
2	Moving in with your partner	4	Having children
3	Kissing	6	Cuddling
4	Making love	8	Telling your boyfriend/girlfriend that you love them
5	Sitting GCSE's Siting Grade Exams	10	Getting engaged
6	Leaving School		

## Questions for Thinking:

1. Does what we discuss and investigate in class actually change the way we live our lives? If not, why not?
2. Is there a difference between what we enquire into in class and what we actually do? If so, why?
3. Discuss cause and consequence in relation to personal actions and the results.
4. Do we shape our own lives?

## Session 2 - Teaching Notes

# Peer Pressure

This session is a philosophical dialogue with the stimulus provided by some initial group-work.

1. Practise the focusing exercise. Ask the students for observations on what was observed during the practice. Did anyone notice that attention is often on thoughts/dreams/ideas in mind? What is this like? Can this be a learning situation? (Students often think they are 'in the present' i.e. focusing on what is observed through the senses at that moment, but in fact attention is on a daydream.) This begins to show there are levels of attention or consciousness.
2. Working in groups of three or four, let students brainstorm the different ways in which peer pressure may show itself. For example, Pressure to conform to . . . , and to . . . , etc. A list should be made.
3. After a suitable time, ask the groups to think about whether links can be drawn between any of the types of peer pressure. What are common factors or things that link them?
4. Is the pressure the same kind of pressure in different circumstances, or are there different kinds of pressure?
5. Each group should formulate a philosophical question about peer pressure that they would like to discuss. (Prior work will need to be done on this if students are not familiar with philosophical questions. See separate lesson on this.)
6. As a class, each group's question should be listed and explained. Students then vote on which question they would like to pursue through dialogue.
7. To begin the dialogue, the person who originally thought of the question, states the question and gives their viewpoint and reasoning.
8. If the dialogue is not able to be sustained for a suitable period, it is possible to continue by repeating the process with the question that received the second largest number of votes.
9. Conclude the session, by asking some people to give a précis of how the thinking of the class has developed over the session, and consider if it has moved.