

# Activity 1: Introducing the activities

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## Break-time icebreaker

### Purpose

To prepare pupils to be able to give their views and to hear the views of others.

### Outcomes

By the end of this activity pupils will:

- know that when they are asked for their opinion there is no wrong or right answer
- know that their opinion may be different to that of other pupils
- have practised contributing their opinion (about break-time activities) and found out what other pupils think
- understand that they will be asked for their views about SRE in the school.

### Activities

- 1 Ask the class what they do at break time and list all the activities on the board.
- 2 Ask pupils for ideas about what makes some activities better than others.
- 3 Draw out the fact that there is no right or wrong answer about what makes some activities better than others; it is a matter of personal opinion.
- 4 Now ask pupils to guess which activity is the most popular and which is the least popular. Make a note of the consensus.
- 5 Now ask pupils 'How can we find out what we really think?' Pupils may suggest a vote or a survey.
- 6 Carry out a class vote either using raised hands to indicate votes or on paper slips that can then be counted.
- 7 Compare the class vote to the guesses about which activities are most and least popular.
- 8 Discuss with the class that there will be a range of opinions about what people like or dislike and that it is not possible to guess accurately what people think.
- 9 Following the icebreaker explain to pupils that you will be asking for their views to help the school decide how to teach about sex and relationships (or about 'growing up, our bodies, families and friendships' if pupils are not familiar with the term sex and relationships education).
- 10 You might also want to refer to the school participation policy.
- 11 Explain that the school will treat their views with respect.

**Notes to facilitator**

- If it will be difficult for pupils to stick to voting only once, give each pupil a sticker with their name on it. They use the sticker to vote by sticking it on a large sheet displaying the various options.
- This activity can also be used as an opportunity to talk about peer influence. For example, will pupils watch to see how other people vote with their hands raised? Will it be different if voting is private?
- Another variation for this activity is to ask pupils to walk round the class questioning each other to find out which break-time activities are most popular. Pupils can make a sheet listing all the break-time activities and then be tasked with finding one pupil who likes each of those activities best. The first person to complete the sheet can shout 'bingo'.