

# Love.Life. activities

## Changes and choices

This activity is part of Love.Life. – a set of films and supporting resources which help young people with learning disabilities explore topics such as emotions, relationships and identity. Find out more at [nspcc.org.uk/lovelife](https://nspcc.org.uk/lovelife)

### Learning objectives

Young people will be learning about:

- keeping safe online
- how feelings can change
- different kinds of love
- consent.

### The activities

*Changes and choices* is a longer film than the other films that are part of Love.Life. We have suggested two breaks where you could stop the film. You might want to show them one part at a time, and have activities in between, or revisit each section more than once.

#### Materials you will need:

- coloured pens/pencils
- coloured paper, scissors and modelling clay
- books about puberty, body changes and sex
- printouts of the 'Personal and Public' and 'Safe Person' worksheets available from [nspcc.org.uk/lovelife](https://nspcc.org.uk/lovelife)

#### Watch part one of the film

Have a discussion with the group about how Jim and Ash met; what they like to do together; what Jim is good at and what Ash is good at. You could ask the following questions:

- What do you like to do with friends?
- What are you good at?
- What do you like to get help with?

**Extension activity:** get young people to make individual posters titled 'me and my friends' and explore, strengths, things people need help with and what makes a good friend?

**Talking Points:** what's the difference between friends online and friends in real life? What is private space? Where is private? What do we do in private?

## Watch part two of the film

### Different kinds of love

Cutting out, drawing, modelling or making a list of different people we love or feel close to. With the whole group or smaller groups, make either a poster or figures using modelling clay. This might include well-loved pets too.

- How do we love them?
- Are they friends or family or are they a boyfriend or girlfriend?
- Why are those kinds of love different?

Place the cut out or modelled people depending on the type of love we might have for them, friends and family love or intimate love. Help the young people to arrange them in the two different groups according to the type of love we have with each person.

**Extension activity:** further discussion about intimate relationships, if appropriate. The films might bring up some questions like

‘Isn’t it rude to talk about things like this?’

‘What is sex?’

‘What are private parts like?’

It may be useful to incorporate discussions about sex, puberty and physical body changes. Having books and pictures or other resources might be useful here.

**Talking point:** changing feelings, talk through how Ash’s feelings have changed. She thinks she is starting to like Jim in a different way to just being friends. Has anyone had that experience? It’s tricky for Ash. What questions does she ask Steph?

## Watch part three of the film

### What about you?

Working in pairs or small groups, use the Personal and Public worksheet to make a poster showing what information is personal and should stay private online and what information is safe to share. It might be useful to think about the things you could tell someone about yourself and might include the following prompts:

- your likes and dislikes
- your address
- your photograph
- your age
- your birthday
- your school
- your name.

### Who’s your safe person?

Talk about who a safe person might be, can everyone think of someone who is a good safe person to talk to? Using the Safe Person worksheet make a picture of your safe person. What makes them a safe person? Add on the things that make them a good safe person, for example ‘they are easy to talk to.’ If anyone finds it difficult to think of someone, you can make suggestions or ask them to describe what kind of person they would like as a safe person. This might flag other work.

The experiences of Ash and Jim might open up ways to talk about lots of different ideas around relationships for the young people you’re working with. This film can also be used to explore other topics that may arise from watching it, or might be issues that young people have already faced. For example, private space, OK secrets, consent, changing feelings. It may be useful to spend more time on some things and less on others, adapting to the needs of the young people you’re working with and using the experiences of the characters in the films as a way of exploring these ideas.

## Sources of support

Some of the topics discussed during the film and activities may have been difficult for some young people to deal with. It's important that before the end of the session, the young people are directed to where they could go to get further information and support. This may be relevant people in school such as the designated safeguarding lead or other professionals supporting the young person. Please also make sure that they are made aware of Childline, which can be contacted on **0800 1111** or at **childline.org.uk**