

'His 'n' Hers'

An evaluation of a theatre in education production for post primary schools

'His 'n' Hers'

An evaluation of a theatre in education production for post primary schools

This report aims to outline the effectiveness and acceptability of a theatre in education project developed by Replay Productions for school pupils aged over 14 years. Replay Productions produce and provide educational theatre performances, activities and accompanying resource materials to primary, secondary and special schools throughout Northern Ireland and the Republic of Ireland.

The drama production aimed to address issues related to teenage sexuality and personal relationships, and offer an opportunity for discussion and follow-up work integrated into schools' existing personal, social and health education (PSHE) programmes.

Acknowledgements

The Health Promotion Agency for Northern Ireland (HPA) would like to thank the teachers and young people whose cooperation made this evaluation possible.

Contents

Page

Introduction	4
Background	4
Aim	5
Objectives	5
Methodology	7
1. Teachers' views of 'His 'n' Hers'	7
2. Pupils' views of 'His 'n' Hers'	7
3. Pre-production and post-production questionnaires	7
Key findings – Teachers' views	9
Teachers' expectations, preparedness and support needs.....	9
Teachers' assessment of pupils' reactions.....	9
Perceived or observed changes in pupils after 'His 'n' Hers'	10
Teachers' opinions on the suitability of the production	10
Teachers' use of support materials: follow-up activities	11
Teachers' opinions of pupils' information cards	12
Does 'His 'n' Hers' complement the school curriculum?	13
Key findings – Pupils' views	17
Pupils' perceptions of the issues that were tackled in the play	17
Pupils' enjoyment of 'His 'n' Hers'	17
Suitability and relevance of the play	18
What pupils learned from the play	18
Post-production follow-up with teachers and others	20
Pupils' views on information cards	21
Pre- and post-production comparison of young people's communication about sex and relationships	22
Sex education in school	23
Pupils' communication with parents/other adults about issues relating to sex	24
Conclusions	26
References	28
Appendices	29
Appendix 1: Sample of teachers	29
Appendix 2: Sample of pupils – survey of pupils' opinions of the production	29
Appendix 3: Sample of pupils – pre- and post-production surveys	30
Appendix 4	31
Appendix 5	32

Introduction

Background

Schools are legally required to ensure that the objectives of health education are promoted through their whole curriculum. Relationships and sexuality education (RSE) encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues.

In autumn 2005, the educational theatre company Replay Productions toured schools and community arts centres across Northern Ireland with 'His 'n' Hers', a production aimed at pupils aged 14 years and over. The production was designed to be used in the context of the RSE guidelines for schools and aimed to support the objectives of the *Teenage pregnancy and parenthood strategy and action plan 2002–2007*.¹

The play raised numerous issues including teenage relationships, external pressures and influences, the impact of sexual maturity, personal values, sexual relationships, sexually transmitted infections and teenage pregnancy/parenting. The play was written from both a male and female perspective in order to explore the issues facing teenagers when making responsible decisions about their sexuality and the emotional, social and moral implications of early sexual activity.

The production had a number of objectives:

- to increase the capacity of teachers to discuss the aforementioned issues with pupils;
- to increase the capacity of pupils to discuss the issues;
- to increase awareness of the issues and responsibilities inherent in teenage sexuality, personal relationships and sexual activity.

'His 'n' Hers' was developed by Replay Productions. The HPA advised on the production's content, including the development of accompanying resources. Young people were also involved in the development of this production through development workshops to ensure that it successfully reflected the culture of young people today. Health and education professionals including members of the Family Planning Association (fpa) were also consulted on the script and resources to ensure that issues were raised in a responsible manner.

Accompanying resources were developed for use alongside the production including a teacher's pack with suggestions for follow-up work, and pocket-sized information postcards, which all pupils received after watching the performance of 'His 'n' Hers'.

The classroom follow-up materials were based on the principle that for young people to manage their relationships successfully, they need to develop positive levels of self-esteem and self-confidence, and develop an awareness of risk taking. It is widely recognised that for young people, being in a sexual relationship can be a way of gaining self-esteem and confidence, particularly for marginalised and vulnerable young people who may otherwise have limited experience of feeling valued and confident.

Twenty three schools and seven arts or community centres across Northern Ireland hosted the play between September and November 2005. The HPA carried out an evaluation of 'His 'n' Hers' in the school setting in 2005 and 2006.

Aim

To evaluate the impact of a theatre in education approach to dealing with a range of relationship and sexual health issues related to the following themes:

- external pressures and influences;
- sexual maturity and its impact;
- personal values;
- self-worth;
- self-esteem;
- teenage relationships;
- teenage parenting;
- emotional/social/moral implications of early sexual activity;
- responsible decision making.

Objectives

To explore with teachers/schools:

- their motivation to host 'His 'n' Hers', what they hoped to gain and what their expectations were for their pupils;
- how the production fitted in with the school's RSE programme, the school ethos and other areas of the curriculum;
- the suitability and relevance of 'His 'n' Hers' for the pupils in terms of age, gender, language and situations;
- preparation before the play and use of and views on support materials used after it;
- perceived impact on both pupils, ie their willingness to discuss the issues, and the school, as well as views on other age groups and settings that might also benefit from this production;
- views on other issues that could be dealt with using this approach.

To explore with pupils:

- their expectations, enjoyment and criticisms of the play;
- their awareness of the issues tackled in the play;
- any follow-up activities or discussions with anyone afterwards, either in school or at home, including views on usefulness and suitability of information cards.

To assess the impact of the production in terms of:

- an increase in awareness or understanding of the issues covered, which included sexual maturity and its impact, teenage relationships, teenage parenting, emotional/social/moral implications of early sexual activity;

- an increase in the ability to communicate with family members, adults at school, friends and boyfriends/girlfriends;
- a change in attitudes to contraception/ teenage pregnancy;
- a change in intention to have sex/use contraception, or a change in current behaviour.

This report presents findings from the evaluation with teachers and pupils. The majority of findings have been presented in the form of percentages that have been rounded up to the nearest whole number. As a result of rounding, in tables, some column or row percentages may not equal 100% exactly. The overall base numbers are shown in tables to indicate the number of respondents on which percentages were based.

The findings of the pupils side of the evaluation are, where applicable, presented by gender and school management type, ie controlled school, maintained school or integrated school. Analysis was carried out between genders as there are known differences between males and females for these communication factors. Differing school management types may reflect differences in school ethos; this may in turn have an impact on pupils' current knowledge, attitudes and beliefs.

The Chi-square statistical test has been used to report on any associations between groups (ie gender or school management type). Statistically significant findings are shown where appropriate; the levels of statistical significance are reported as follows: $p < 0.05$, $p < 0.01$ and $p < 0.001$. For instance, if a finding is significant at the $p < 0.05$ level, it would be expected in a similar population 95 times out of 100.

Methodology

The evaluation consisted of three parts: opinions of teachers whose schools received the production; opinions of pupils who saw the production; a questionnaire that was carried out with pupils both before and after the production.

Both of the surveys undertaken with pupils were viewed by their teachers beforehand to ensure they were happy for their pupils to participate. Parents were also given the option to withdraw their child from the evaluation process.

1. Teachers' views of 'His 'n' Hers'

A survey of teachers whose schools received the production was undertaken to investigate their opinions of the play and supporting materials, and to find out about any activities carried out after the production. Questionnaires were posted to a representative of each of the 23 schools that hosted the 'His 'n' Hers' production. Completed questionnaires were returned from 13 schools (56% response rate). Four controlled schools, six maintained schools and three integrated schools returned the questionnaire (see appendix 1 for sample details).

2. Pupils' views of 'His 'n' Hers'

All 23 schools were invited to participate in the pupils' evaluation of 'His 'n' Hers'. A questionnaire was designed to assess pupils' opinions of the play, their awareness of the messages and issues within the play, as well as their opinions of the supporting materials they received. Those schools whose teachers agreed to participate in this survey were sent sufficient copies of the questionnaire for pupils who had seen the production, as well as envelopes in which the pupils sealed their responses for the purposes of anonymity.

Six out of the 23 schools agreed to involve their pupils in the evaluation of the production. Three schools returned completed questionnaires for their pupils; these three schools consisted of one controlled school (64 pupils), one maintained school (29 pupils) and one integrated school (52 pupils). In all, 87% of pupils (n=145) who received the questionnaire reported that they recalled seeing the production of 'His 'n' Hers'. The pupils from the maintained schools who completed the questionnaires were in year groups 11 and 12 (aged 14–16 years). The pupils from the controlled and integrated schools were in year groups 10 and 11 (aged 13–15 years) (see appendix 2).

3. Pre-production and post-production questionnaires

As the play had already been performed in a number of schools prior to evaluation discussions, the opportunity for a pre-intervention baseline was limited. Out of six potential schools, we managed to recruit two schools to take part in a pre-production and post-production survey.

The aim of this exercise was to assess whether there had been any attitude changes in the pupils before and after seeing the production. Questions in the survey examined their communication with parents, their self-esteem and attitudes towards issues related to sex and relationships, any changes in their willingness to talk to their parents or other people about sensitive issues, and their information seeking behaviour about these issues.

There were 155 pupils in the pre-production survey and 116 pupils in the post-production survey. There were no differences between the pre and post groups in terms of gender or age (see appendix 3).

Teachers administered these surveys to their pupils before they saw the production and again after viewing the performance. The pre-performance questionnaires were administered in the week before the schools received the production. Post-performance questionnaires were sent between one and two months after the school received the production.

The questionnaires included scales and questions from a number of surveys previously carried out with young people of this age. These included questions from the *Young people's behaviour and attitudes survey (2003)* and two scales developed by Miller (1998) to assess parent-adolescent communication and teenagers' attitudes towards abstinence.^{2,3}

Key findings – Teachers' views

Teachers' expectations, preparedness and support needs

Teachers were provided with a pack prior to their school hosting the production. This contained some background to the production, a synopsis of the play and a series of exercises for teachers to use with their pupils.

We asked them to comment on their expectations of the production from the information they were given. One of the main themes of teachers' expectations was that they hoped the production would allow for the issues to be explored in a way that was appealing to the pupils (n=7). It was expected by some teachers that the production would deal with important but sensitive issues (n=6). Some teachers expected that they would be able to use the play to raise the issues in discussions and work afterwards (n=4). All 13 teachers reported that 'His 'n' Hers' met their expectations.

Teachers were then asked what they hoped to gain for their pupils by showing 'His 'n' Hers'. The most common ideas were that they hoped it would provide a context for pupils to discuss the issues raised and that pupils would think about the consequences of decisions they make (n=6).

All 13 teachers felt that 'His 'n' Hers' fulfilled what they had wanted for pupils. This was supported by comments from the teachers that the pupils were willing to discuss the issues after the production. Teachers mentioned that the pupils empathised with the characters and felt very involved in the production.

All but one of the teachers felt that they were given enough information about the content and issues covered in 'His 'n' Hers' before they received the production. The teacher who felt they were not provided with enough information commented that they were not totally aware of the content of the play. Two teachers noted that afterwards, the production generated issues that they had difficulty with, for example making sure that pupils knew where they could go for help if needed. Four teachers noted that they would have liked more support or guidance in the preparation for, or follow-up to the production. This could take the form of a staff meeting or a workshop with the actors.

Teachers were asked if they had received any feedback from other school staff or parents on the decision to show 'His 'n' Hers'. All 13 teachers reported positive feedback from other teaching staff. Only one of the teachers reported that they had received any feedback from parents and this was mainly positive.

Teachers' assessment of pupils' reactions

All teachers agreed that the pupils had enjoyed 'His 'n' Hers'. They were asked for the pupils' immediate responses to the production, this question was unprompted. Twelve of the teachers reported that the pupils were engaged and attentive during the performance. Teachers also reported that the pupils were animated and discussed the issues afterwards (n=10). Some negative responses reported by teachers were that some pupils were a little confused by the plot (n=2) and some were embarrassed by the topics covered (n=1).

Teachers were asked what they thought were the main messages picked up by the pupils from the performance. These included the differences in how issues are viewed by each gender (n=2), the consequences of decisions you make (n=3) and the idea of peer pressure among teenagers (n=3).

Perceived or observed changes in pupils after 'His 'n' Hers'

Teachers were asked if they perceived or observed any changes in their pupils after they saw the production. They were asked to rate their agreement or disagreement with a number of statements related to this (Table 1). Ten teachers either agreed or strongly agreed that they perceived an increased willingness to discuss issues. There was very little disagreement, with only one teacher disagreeing that there were changes in attitudes towards contraception and one disagreeing that there were changes in attitudes towards when to have sex.

Table 1: Perceived or observed changes in pupils after 'His 'n' Hers'

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Increased willingness to discuss issues	3	7	3	-	-
Increased confidence in discussing issues	1	7	5	-	-
Changes in attitudes towards relationships	-	5	8	-	-
Changes in attitudes towards when to have sex	-	4	8	1	-
Changes in attitudes towards contraception	-	3	9	1	-
Changes in attitudes towards teenage pregnancy	2	5	6	-	-

Base: n=13

Teachers' opinions on the suitability of the production

There was complete agreement among teachers that 'His 'n' Hers' was appealing and up to date, had an appropriate level of maturity, portrayed appropriate situations, and encouraged consideration of the issues relevant to young people. All 13 teachers either agreed or strongly agreed with these statements. One teacher disagreed with the statement that the play used an appropriate level of language (Table 2).

Table 2: Teachers' opinions of 'His 'n' Hers'

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
'His 'n' Hers' was appealing and up to date	9	4	-	-	-
'His 'n' Hers' was factually correct	7	5	1	-	-
'His 'n' Hers' was respectful of its audience	6	6	1	-	-
'His 'n' Hers' used an appropriate level of language	5	5	2	1	-
'His 'n' Hers' contained appropriate images	5	6	2	-	-
'His 'n' Hers' portrayed appropriate attitudes and values	5	5	3	-	-
'His 'n' Hers' had an appropriate level of maturity	5	8	-	-	-
'His 'n' Hers' portrayed appropriate situations	7	6	-	-	-
'His 'n' Hers' would be likely to encourage consideration of a range of issues, attitudes and beliefs pertinent to the topics covered	10	3	-	-	-

Base: 13

Teachers' use of support materials: follow-up activities

All teachers reported that they had done some kind of follow-up activity after the 'His 'n' Hers' production. Ten teachers agreed that they saw in their pupils an increase in willingness to discuss the issues raised in the production. Twelve teachers had carried out a teacher-led discussion with pupils. Seven teachers used at least one exercise from the teacher's pack that was provided by Replay.

The teacher's pack contained 16 exercises that teachers could use after the production. Teachers' views on their use and ratings are in Table 3. Fourteen of the exercises were used by at least one school. Teachers were asked to rate each activity in terms of effectiveness for the pupils. On a scale of one (poor) to five (excellent), no teacher gave any activity a score below three. A few teachers noted that they intend to use the activities in the future.

Table 3: Use and ratings of exercises in teacher's pack

	Schools that used pack n=13	Rating*					Schools that intended to use pack
		1	2	3	4	5	
Story circle/discussion on the play	4	-	-	1	1	1	1
Hot seating	4	-	-	-	2	2	2
Influence, risk, consequence	4	-	-	1	2	1	2
Tug of war	2	-	-	-	2	-	2
How reliable?	-	-	-	-	-	-	3
What would you do if?	1	-	-	-	1	-	3
About me	1	-	-	1	-	-	4
How good are you?	2	-	-	-	1	1	4
20 things you can do to talk positively about yourself	5	-	-	-	2	3	3
What I never want to hear	1	-	-	-	1	-	3
Rating relationships	4	-	-	-	2	2	2
Acceptance	2	-	-	-	1	1	2
What's it worth	1	-	-	-	1	-	2
When/want	-	-	-	-	-	-	3
Pregnancy quiz	2	-	-	-	-	1	3
How would you deal with it?	4	-	-	-	2	2	3

*Teachers who reported having used an exercise did not always provide a rating for that exercise.

Three schools hosted the 'His 'n' Hers' post-production workshop organised by Replay. All of the teachers who held the workshop either agreed or strongly agreed that it was useful and allowed for immediate discussion. They also agreed that it consolidated the issues raised in the play and allowed pupils to open up about those issues.

Teachers' opinions of pupils' information cards

All 13 teachers reported that they had seen the 'His 'n' Hers' information cards that were given to the pupils after the play and that the pupils appeared to read and refer to the cards. Nine teachers reported that they took time to explain the cards to the pupils.

Teachers rated their agreement with a number of statements about the information cards (Table 4). There was general agreement that the cards were suitable for the pupils who received them, for example they were up to date, contained suitable issues and were regarded as a useful resource. One teacher disagreed that the information was consistent with their school's RSE policy. Three teachers disagreed that the cards would be suitable for pupils of a younger age.

Table 4: Teachers' opinions of pupils' information cards

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The cards were a useful resource for the pupils	7	5	-	-	-
The information in the cards was consistent with the school's RSE policy	5	5	1	1	-
The cards were at an appropriate level for pupils in this age group	5	7	1	-	-
The cards were appealing and up to date	8	4	1	-	-
The cards are suitable for younger pupils	3	4	3	3	-
The cards are suitable for older pupils	6	7	-	-	-
The cards contained suitable issues and topics	4	8	1	-	-
I felt comfortable with the information in the cards	5	7	1	-	-

Base: n=13

Does 'His 'n' Hers' complement the school curriculum?

All 13 teachers agreed that 'His 'n' Hers' fits in with the ethos of their school and their approach to sex education; however, two teachers questioned the suitability of the issues in relation to their school type and there was concern about the language used.

'Some slight reservations about contraceptive advice in Catholic context but appreciated plain talking approach.'

'Concern with language used in places.'

The document *Guidance for post-primary schools: relationships and sexuality education* contains an outline of topics that might be covered in an RSE programme.⁴ Teachers were given a list of aspects of the RSE programme and asked which of these they feel were covered by 'His 'n' Hers' (Tables 5 and 6). If the aspect was addressed by Replay, the teachers were asked to rate its effectiveness in dealing with the aspect on a scale of one (poor) to five (excellent). This was calculated as an average score for each aspect. Three of the teachers felt unable to answer this section as they were not responsible for this subject area.

Of those who answered this section, half or more thought that every topic except three was covered by the 'His 'n' Hers' performance and activities. The exceptions were sexual identity and orientation, sexual abuse, and media messages about relationships. The topics that most teachers thought were covered (ie 9 or 10 out of 10 teachers thought this) included: 'recognising feelings, moods and emotions'; 'different types of friendships, caring and loving relationships'; 'influences, competing priorities'; 'responsibility'; 'respecting myself, self-esteem and self-confidence'; 'male and female perspectives'; 'teenage pregnancy'; 'considering peer and other influences'.

Those topics that teachers rated as being covered most successfully by the production were: 'responsibility'; 'stereotyping'; 'male and female perspectives'; 'teenage pregnancy'; 'considering peer and other influences'. All of these topics had an average rating of more than 4.5 out of 5 by the teachers who rated them.

Table 5: Teachers' opinions of 'His 'n' Hers' coverage of RSE topics*

	Addressed by Replay performance and activities n=10	Average score 1 = poor 5 = excellent
Sexuality		
Awareness of what it is to be male and female	7	3.9
Equality and difference	7	3.9
Uniqueness and individuality	7	4.1
Abilities, talents, strengths, weaknesses and vulnerabilities	7	3.8
Influences on me, competing priorities	9	4.3
Responsibility	9	4.8
My stage of development, eg physical, emotional, academic, spiritual, moral and sexual	6	4.3
My motivation, enthusiasm, interests, viewpoints, goals, degree of independence and responsibilities	7	4.3
Respecting myself, my self-esteem and self-confidence	9	4.3
Stereotyping and its influence on attitudes and behaviour	6	4.7
Media messages about male and female behaviour	5	4.2
Male and female perspectives on a range of issues	9	4.8
Sexual identity and orientation	4	3.8
Understanding the differences in sexuality and sexual relationships including the media messages	5	4.2
Values and attitudes about sexuality and sexual relationships, including media messages	7	4.4
Encouraging sensitivity towards different ways of life, beliefs and opinions	6	3.8
The range of information, the services and support available from relevant agencies	5	4.2

*Three teachers felt unable to answer this section as they were not responsible for this area.

Table 6: Teachers' opinions of 'His 'n' Hers' coverage of RSE topics (continued)*

	Addressed by Replay performance and activities n=10	Average score 1 = poor 5 = excellent
Family issues, eg parenting, childcare, lifelong responsibility and the extended family		
Teenage pregnancy	9	5
Single parents – positive and negative issues	5	3.25
Gender roles (choices, prejudice, stereotyping)	8	4.1
Relationships, adolescence		
Recognising feelings, moods and emotions, sometimes conflicting, and knowing the language to express these appropriately	10	4.2
Maintaining positive relationships with, eg friends, parents, other family members and teachers	8	3.6
Considering peer and other influences	9	4.6
Exploring morals and values in a variety of contexts and recognising the personal implications	8	4
The differences between various types of relationships, eg parents, siblings, other family members, peers, teachers, friends and acquaintances	7	3.5
The factors influencing the different lifestyles of family, friends and acquaintances	8	3.6
Different types of friendships, caring and loving relationships, eg parents, siblings, friends, neighbours, married couples, partners, work colleagues, acquaintances	9	3.4
Establishing and maintaining relationships	8	3.9
Abstinence as a positive option and an achievable reality	7	3.5
Appropriate and inappropriate relationships	6	3.8
Sexual abuse and the support available to young people	4	3.3
Sharing, commitment, respect, rights and responsibilities within relationships	8	3.9
Possible sources of conflict and strategies for dealing with difference	7	3.8
Media messages about relationships	4	4.3
Making informed and responsible decisions about personal and social relationships	8	4.1

*Three teachers felt unable to answer this section as they were not responsible for this area.

Teachers were asked if they thought that 'His 'n' Hers' fulfilled other aspects of the school curriculum. The most common areas reported by the teachers were drama (n=7) and English (n=4).

Twelve teachers either agreed or strongly agreed that 'His 'n' Hers' was complementary to the existing programmes currently offered in the school. Twelve teachers also either agreed or strongly agreed that the production was well organised, with clear instruction provided about its use. In addition, 12 teachers agreed that the production promoted teaching strategies that involve active learning and pupils using their own experiences.

Teachers were then given the opportunity to make any other comments in relation to the 'His 'n' Hers' production and supporting materials. Many of the comments were in praise of the production itself and of Replay as a company.

'An excellent performance as usual from Replay.'

Some teachers highlighted that it was a very successful drama production, with one teacher commenting that in their school, it was used as a piece of drama, not as a health education resource.

'We don't think of this as health education, we think of it as drama.'

Some teachers took the opportunity to comment on what happened in the school after the production was held and how they found the follow-up activities. Teachers commented that the production and exercises generated discussion between the pupils afterwards and greater awareness of the issues.

'The production generated so much talk, discussion and debate afterwards.'

Key findings – Pupils' views

Pupils' perceptions of the issues that were tackled in the play

In Replay's supporting materials, they highlight that the main issues raised by 'His 'n' Hers' are:

'teenage relationships, external pressures and influences, the impact of sexual maturity, personal values, sexual relationships, sexually transmitted infections and teenage pregnancy/parenting'.

Pupils appeared to pick up on all these issues to varying degrees. The top six issues reported by young people can be found in Table 7 and the full details of pupils' responses to this question can be found in appendix 4. The issues of external pressures, sexual maturity and personal values were picked up on by very few pupils. The most common issues that pupils thought were dealt with in the play were pregnancy (63%), relationships (32%) and sex or pressure to have sex (30%). The top three issues cited by boys were: teenage pregnancy (52%), sex/pressure to have sex (43%) and relationships (31%). For girls the top three issues mentioned were teenage pregnancy (71%), relationships (33%) and protected sex/contraception (22%).

Females were much more likely than males to pick up on pregnancy as an issue (71% compared to 52%). Females also tended to report more of the general issues such as family issues (14%), consequences and responsibility (7%) and commitment (3%). The issues of external pressures, sexual maturity and personal values were specified by very few pupils.

Table 7: Top six issues reported by young people*

	Total %	Male %	Female %	Controlled %	Maintained %	Integrated %
Pregnancy/teenage pregnancy	63	52	71	62	62	65
Relationships	32	31	33	24	42	36
Sex/pressure to have sex	30	43	21	29	19	38
Sex protection/contraception	18	12	22	35	4	13
Abortion	10	5	14	-	23	10
Family issues/problems	9	2	14	9	8	10
<i>Base: n=</i>	<i>100</i>	<i>42</i>	<i>58</i>	<i>34</i>	<i>26</i>	<i>40</i>

*Pupils could cite more than one issue, therefore % will total more than 100.

Pupils' enjoyment of 'His 'n' Hers'

Eighty six percent of pupils reported that they had enjoyed the play. More females than males reported enjoying it (90% compared to 82%, but this difference was not statistically significant). When asked what they had enjoyed most about the play, the most frequent response was the humour, with over a quarter of pupils citing this (26%). The next most common answer was the acting and the way the actors brought the play to life (15%).

Out of 145 pupils who reported having watched the play, only 45 (31%) commented on an aspect that they enjoyed least. The most common answers given were 'the boy's story' (15%) and that the play was too short (15%). Seven percent of pupils reported that the play was sometimes hard to follow and the same percentage did not enjoy the ending.

Ten percent of pupils reported that the play dealt with issues they felt uncomfortable with. These included pregnancy (n=2), sex (n=4) and abortion (n=2).

Suitability and relevance of the play

Pupils were presented with a number of statements relating to the suitability and relevance of the play and asked to what extent they agreed with the statements (Table 8). The majority of pupils either agreed or strongly agreed with the following: the play was up to date (80%); the play used language that I am used to (76%); the situations the play used were realistic (77%); the play was suitable for boys and girls (81%); it was suitable for young people their age (84%).

Table 8: Pupils' opinions of the suitability and relevance of 'His 'n' Hers'

	Base n=	Strongly agree/ Agree	Neither agree nor disagree	Strongly disagree/ Disagree	Significance
The play was up to date	128	80%	15%	5%	-
The play used language that I am used to	136	76%	17%	7%	-
The situations the play used were realistic	134	77%	17%	6%	-
I think the play was suitable for both boys and girls	134	81%	16%	2%	p<0.05 for school type
I think the play was suitable for young people my age	135	84%	14%	2%	p<0.05 for school type

What pupils learned from the play

Pupils were presented with prompted statements on what they had learned from watching 'His 'n' Hers'. Sixty four percent of respondents said the play made them consider the topics it dealt with, while 61% said they had learned more about relationships. Forty five percent of pupils wanted to find out more information about the topics covered in the play, and 44% agreed that it gave them more confidence to talk to an adult about things that were concerning them (Table 9). There were no significant differences between genders or school types for any of these statements.

Table 9: What pupils learned from the play

	Base n=	Strongly agree/ Agree	Neither agree nor disagree	Strongly disagree/ Disagree	Significance
I learned more about relationships from the play	134	61%	29%	10%	-
The play made me consider the topics it dealt with	128	64%	27%	9%	-
The play made me want to find out more information about the topics	130	45%	39%	17%	-
The play gave me the confidence to talk with an adult about things that were concerning me	131	44%	41%	15%	-

Over half of the pupils agreed that the play made them think about their relationships with their parents (58%), friends (61%), or boyfriend or girlfriend (66%) (Table 10). Females were significantly more likely to agree that the play made them think more about their relationship with their parents ($p \leq 0.01$ for gender).

Table 10: Changes in relationships

	Base n=	Strongly agree/ Agree	Neither agree nor disagree	Strongly disagree/ Disagree	Significance
The play made me think more about my own relationship with my parents	136	58%	32%	10%	$p \leq 0.01$ for gender
The play made me think more about my own relationships with my friends	134	61%	31%	8%	-
The play made me think more about my own relationships with my boyfriends/girlfriends	132	66%	28%	6%	-

Pupils were also asked an unprompted question, 'Did you learn anything new about the topics raised in the play?' One in five (21%) reported that they had learned something new from the play; there was no difference between males and females. However, significantly more pupils from the maintained school reported that they had learned something new, which suggests that this school had not yet tackled the issues in the classroom (41% compared to 10% for the controlled school and 7% for the integrated school, $p < 0.01$ for school type).

Out of the 28 pupils who reported that they had learned something new, 24 stated what this was. Top of the list were sex and pregnancy. Female pupils cited a wider variety of topics than male pupils. Table 21 in appendix 5 lists all of the topics that were mentioned.

Post-production follow-up with teachers and others

Overall, 59% of pupils had the opportunity to discuss the play afterwards with an adult, either during class time, or casually, or both.

Pupils were asked if the play encouraged them to talk to others about the issues it raised. They were provided with a list of people that included friends, boyfriend/girlfriend, mother, father, teachers, and siblings. The results for this can be seen in Table 11. Almost 7 out of 10 (69%) discussed the play with friends, just under half (45%) discussed it with their boyfriend or girlfriend, 4 out of 10 (41%) discussed it with their mother, one third (33%) discussed it with a teacher and almost the same number (32%) discussed it with their father.

Overall, almost 80% of pupils discussed the play with someone afterwards. Female pupils were significantly more likely than male pupils to talk to someone about the issues raised in the play (88% compared to 67%, $p \leq 0.01$ for gender). Females were also more likely than males to have been encouraged to discuss the issues with friends (83% of females, 51% of males, $p \leq 0.05$).

Table 11: Pupils encouraged to discuss the topics in the play with others

	Base n=	Yes %	Not at all %
Friends*	134	69	31
Boyfriend/Girlfriend	119	45	55
Mum	133	41	59
Teachers	132	33	67
Dad	121	32	68
Brother/Sister	126	29	71

* $p < 0.05$ for gender.

No significant differences by gender or school management type for any other categories.

Pupils' views on information cards

Pupils were given a set of postcards that contained more information on the issues tackled in the play. The cards contained information and advice on puberty, relationships and teenage pregnancy, and contact information for helplines and websites.

After receiving the cards, almost 30% of pupils read them carefully, and 44% read them briefly. Of these pupils, 54% found the cards either very or somewhat useful. Only 5% did not find them useful at all (Table 12). Almost all of the pupils thought that the cards were suitable for people of their age (92%). More females than males considered the cards useful.

Table 12: Pupils' opinions of information cards

	Total %	Male %	Female %
Very useful	15	10	21
Somewhat useful	39	31	46
A little useful	30	35	25
Not useful at all	5	8	2
Don't know	11	15	7
<i>Base: n=</i>	<i>93</i>	<i>48</i>	<i>44</i>

Just over 80% of pupils thought that the amount of text in the cards was about right; however, 13% felt that there was too much text. Male pupils were significantly more likely than female pupils to report that there was too much text in the cards (23% compared to 2%, $p < 0.05$).

Pupils were asked to rate how useful they found each section of the cards. The feedback for all of the sections was generally positive, with a minimum of 65% of pupils finding the sections useful or very useful. The top four sections of the resource cards were 'Teenage sex and pregnancy – facts and figures', 'Think – consequences', 'It's up to you', which focused on dealing with pressure and saying no, and the section on relationships. Eighty percent of pupils found all four of these sections useful or very useful, with just under one third of pupils finding them very useful. Significantly more female pupils than male pupils found the section on 'Teenage sex and pregnancy – facts and figures' and 'Think – consequences' useful.

There was a significant gender difference in pupils' opinions of the 'Help and info' section. Ninety five percent of females found this section useful or very useful compared to 56% of males. Over a quarter of male pupils did not find this section useful at all.

Half of the pupils showed the cards to someone else. Pupils were most likely to show the cards to their friends (40%). Of those pupils who did show the cards to their friends, 21% reported that they had discussed the cards. An equal number of males and females reported this. Eleven pupils showed the cards to their boyfriend or girlfriend; however, these pupils did not report that they had discussed the topics. Of the 14 pupils who showed the cards to their mothers, four said they had discussed the topics, and these were all male pupils. The topic discussed was 'sex'. Pupils were least likely to show the cards to their fathers (6%). Of the five pupils who showed the cards to their fathers, two said they had discussed the topics, and these were both male pupils.

Pre- and post-production comparison of young people's communication about sex and relationships

As one of the main objectives of the production was to increase the capacity of pupils to discuss the issues it contained, they were asked a series of questions before and after about communication.

Pupils were asked to select from a list of people who they would normally go to for any type of help and advice. These results can be seen in Table 13. Prior to seeing the play, the most common response for both males and females was their mother (75% for girls, 65% for boys). The next most common response for boys was their father (30%); however, for girls it was friends of the same sex (29% for girls, 17% for boys $p < 0.05$). Only 4% of female pupils would normally go to their father for help and advice. Males were significantly more likely to go to their father than females ($p < 0.001$).

Post-production results showed a similar pattern; however, the number of boys going to their mother increased by five percentage points whereas the number of girls going to their mother decreased by six percentage points. Girls talking to elder sisters or their father showed a slight rise (4% to 7% for both).

Table 13: Who pupils normally go to for help and advice on any matter *

	All		Male		Female	
	Pre %	Post %	Pre %	Post %	Pre %	Post %
Mother	70	69	65	70	75	69
Friends of same sex	23	24	17	14	29	31
Father	16	16	30	26	4	7
Friends of opposite sex	7	3	5	2	9	2
Elder brother	4	5	5	6	3	4
Elder sister	4	6	3	4	4	7
Other relative	3	4	5	4	2	4
Teacher	2	2	-	2	3	2
Other	2	1	3	2	-	-
<i>Base: n=</i>	<i>153</i>	<i>106</i>	<i>64</i>	<i>50</i>	<i>89</i>	<i>55</i>

*Pupils could give more than one answer.

Sex education in school

Pupils were asked: 'Have you had any type of education on sexual health in the last school year?' Between the pre and post stages, there was a small increase in the number of pupils reporting that they had received sexual health education in the last year (77% to 85%). Fifteen percent still thought they had received no sex education in the last year and so did not equate seeing 'His 'n' Hers' with education in sexual health.

All pupils who said they had received sex education were asked whether the education they had received made them think a bit more about deciding when to have sex. At the pre stage, 75% of pupils said the education they had received made them think more about deciding when to have sex, and at the post stage, this had only slightly increased to 78%.

However, for girls there was a significant difference between the pre- and post-production stages, with more female pupils reporting that after seeing the play, it made them think a bit more about deciding when to have sex ($p \leq 0.05$).

Prior to seeing the play, 75% of pupils said the education they had received made them think more about teenage pregnancy. This increased to 80% after seeing the play (not significant).

Pupils were asked where they go to get information on sexual health. These results can be found in Table 14. Prior to seeing 'His 'n' Hers', the main response overall was school (85%) followed by friends (57%) and books or magazines (57%). The post-production figures increased significantly for school (from 85% to 92%, $p < 0.05$) and for the internet (from 21% to 37%, $p < 0.01$). Those reporting that they got information from parents declined from 56% to 49%; however, this was not significant.

When this aspect was analysed by gender it showed that prior to seeing 'His 'n' Hers', girls' main information sources were school (90%), followed by books and magazines (77%), parents (71%) and friends (67%). Post production, the main information source was still school (88%) followed by friends (71%) and books and magazines (64%). Girls using the internet for information increased from 21% to 31% post production.

For boys, the main information sources pre production were school (80%), followed by TV (55%) and friends (47%). Post production, the main sources of information were school, which increased from 80% to 95% ($p < 0.01$), TV, which increased from 55% to 63%, and books and magazines, which increased from 40% to 49%. Boys using the internet for information increased significantly from 21% to 42% ($p < 0.05$).

This rise in the internet as a resource could be due to the provision of responsible website information on the pupil information cards, a source of information that seemed to particularly appeal to boys. Those boys who had accessed the internet had read the postcards provided after the play.

Table 14: Top eight sources of information on sexual health

	All		Male		Female	
	Pre %	Post %	Pre %	Post %	Pre %	Post %
School	85	92	80	95	90	88
Parents	56	49	42	40	71	62
Friends	57	59	47	47	67	71
TV	54	55	55	63	53	48
Books/magazines	57	57	40	49	77	64
Other relatives	23	15	17	7	30	24
Internet	21	37	21	42	21	31
Doctor	32	30	28	30	38	29

Base: Pre, n=150 Post, n=87

Pupils' communication with parents/other adults about issues relating to sex

Talking about pregnancy

Pupils were asked to indicate whether they had talked to any adults about pregnancy. They were provided with a list and could also add in additional adults. At both the pre and post stages, females were more likely than males to have talked to any of the people listed ($p < 0.001$ for both stages).

Between the pre and post stages, there was an increase, though not significant, in the percentage of pupils reporting that they had talked to any of the people listed about pregnancy (60% to 66%). In the pre-production survey, 80% of girls had talked to an adult about pregnancy. This rose to 89% post production (not significant). For boys, 39% had talked to an adult prior to seeing the production and 46% had talked to an adult after seeing it (not significant).

Girls were more likely than boys to specifically say they had talked to their mother at both stages ($p < 0.001$). After seeing the production, the response to this question did not change for girls, (63% pre and 62% post) or for boys (18% pre and 16% post).

Talking about condoms

Talking to someone about condom use increased from 54% to 62% (not significant). However, males talking to an adult about condoms did not change significantly, whereas the proportion of girls discussing condoms with an adult increased from 63% to 81% ($p < 0.05$).

Females were equally likely to talk to their mother or another adult (27%) about condom use prior to seeing the production. Post production, this rose to 38% for their mother and 41% for another adult (although these rises are not statistically significant). The percentage of females talking to their father remained low at the post stage at 5%.

There was a change regarding to whom boys had talked about condoms. At the pre stage, males were most likely to talk to their father about condoms (fathers 18%, other adult 14%, adult at school 12%) and at the post stage, they were most likely to talk to an adult at school (16%), followed by another adult (14%) and fathers (11%).

Talking about STIs

There was a significant increase in those who reported talking to any of the adults listed about STIs. This rose from 49% to 63% ($p < 0.05$). At the post stage, boys were most likely to have talked to an adult at school (24%) followed by their father (16%). Girls were most likely to have talked to their mother (41%) followed by another adult (24%).

Communication in a relationship

Pupils were asked 'Could you tell your boyfriend/girlfriend to stop touching you sexually?' The results are in Table 15. At the pre stage, 77% of pupils said they could tell their boyfriend or girlfriend to stop touching them sexually. This increased to 83% after seeing the production. Twelve percent said they definitely couldn't before seeing the production. This changed to 4% after seeing the play. There was a significant change for boys ($p < 0.05$), with an increase of 17 percentage points in those who said they definitely could.

Table 15: Pupils responses to the question 'Could you tell your boyfriend/ girlfriend to stop touching you sexually?'

	Definitely could		Probably could		Probably could not		Definitely could not	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
All	27	29	50	54	10	12	12	4
Male *	16	33	54	44	9	15	21	7
Female	39	26	46	61	11	11	4	2

* pre and post difference ($p < 0.05$)

Pupils were asked if they could start a conversation with their boyfriend/girlfriend about protection against STI. The percentage of those responding that they could increased from 58% at the pre-production stage to 67% post production. There was an increase for both male and female pupils. However, this difference was not statistically significant.

Pupils were asked 'Could you start a conversation with your boyfriend/girlfriend about using protection to prevent pregnancy?' Post production, 87% of pupils reported that they either definitely or probably could start a conversation with their boyfriend/girlfriend about using protection to prevent pregnancy. This was an increase from 83% at the pre-production stage, although this difference was not significant.

Conclusions

Findings indicate that 'His 'n' Hers' was deemed appropriate by both teachers and pupils. All 13 responding teachers reported that 'His 'n' Hers' had met their expectations and that the play used an appropriate level of maturity for the age group. Ten teachers agreed that the production was consistent with the school's RSE policy and 12 agreed that it complemented their existing programmes. Teachers consistently scored 'His 'n' Hers' highly (3.2 up to 5, on a scale of 1 to 5) in terms of how it tackled aspects of the outline RSE programme.

Teachers were asked for their views about possible wider applications of 'His 'n' Hers'. Nine teachers agreed that 'His 'n' Hers' could be used in other settings and eight teachers agreed that it would be of use with other target groups. In addition to schools, the most commonly suggested setting where teachers felt it could be used was youth clubs (n=6). Other settings, suggested by one teacher each, were arts venues and youth theatre clubs. Other target groups mentioned were sixth form or older pupils (n=6), parents groups (n=1) and young people with problems (n=1).

All of the teachers reported that they would recommend 'His 'n' Hers' to other schools. Three teachers reported that showing 'His 'n' Hers' had encouraged changes in their school's approach to RSE. The comments included the school possibly becoming more open to this kind of production and less afraid of covering these issues. One teacher also commented that it had allowed them to 'show a pupil-oriented approach rather than a school-led approach'.

The majority of pupils agreed that 'the play was up to date' (80%), 'the situations were realistic' (77%), it 'was suitable for boys and girls' (81%) and 'was suitable for young people their age' (84%). Almost all of the pupils thought the resource cards were suitable for people their age (92%). Well over half of the pupils agreed that the play made them think about their relationships with their parents (58%), friends (61%), boyfriend or girlfriend (66%). After seeing the play, significantly more female pupils said it made them think a bit more about deciding when to have sex ($p \leq 0.05$).

Ten of the teachers agreed that they saw an increase in pupils' willingness to discuss issues after the play. Indeed, almost 80% of pupils discussed the play with someone afterwards. Female pupils were significantly more likely than male pupils to talk to someone about the issues raised in the play (88% compared to 67%, $p \leq 0.01$ for gender). Females were also more likely to discuss the issues with friends after the play (83% of females, 51% of males, $p \leq 0.05$). Just under half (45%) of pupils said the play encouraged them to discuss the topics with their boyfriend or girlfriend. There was a difference in the percentage of pupils likely to discuss the issues with their parents; this was 41% for mothers and 32% for fathers.

When asked post production where they go to get information on sexual health, the number of pupils getting information in school increased significantly from 85% to 92% ($p < 0.05$). The proportion seeking advice from the internet also rose from 21% to 37% ($p < 0.01$). The increased popularity of school as a source of such information could be explained by the 'His 'n' Hers' production and activities or discussions carried out afterwards. The increased popularity of the internet as a resource could be due to the provision of recommended websites on the pupil information cards, which seemed to appeal to boys in particular.

Some young people did not view the play as part of their personal, social and health education (PSHE); this is evident from the 15% of pupils who did not recall receiving any type of sex education in the last school year. In addition, at least one teacher did not believe 'His 'n' Hers' had a PSHE role, with one commenting that in their school it was used as a piece of drama, not as a health education resource. This link needs to be made, with perhaps some teacher-pupil discussion prior to the play.

The play seemed to prompt a desire to learn more, as demonstrated by the increase in internet usage as a source of information on sexual health issues. The internet appears to be a medium that young people, especially boys, are keen to utilise when directed to it to find reliable sources of advice. While girls are comfortable with discussion with peers or other adults, boys may not be as open in their discussions, and so providing boys with information via the internet may help replace some of the support they won't seek from peers, parents or teachers.

The main impacts of the play appear to have been the opening of discussion, the opportunity and encouragement to stop and think, and the motivation to seek out information and direction to further sources of information. The opportunity for group discussion in a safe environment following a trigger, which raises issues that might not often be discussed in a structured way, is an approach that seems to lend itself to dealing with sensitive issues.

Note: Copies of the teachers' and pupils' questionnaires are available by contacting research staff at the HPA.

References

1. Department of Health, Social Services and Public Safety. Teenage pregnancy and parenthood strategy and action plan 2002–2007. Belfast: DHSSPS, 2002.
2. Northern Ireland Statistics and Research Agency. Young people's behaviour and attitudes survey. Belfast: NISRA, 2003.
3. Miller BC, Norton MC, Fan X, Christopherson CR. Pubertal development, parent communication and sexual values in relation to adolescent sexual behaviors. *Journal of Early Adolescence* 1998; 18: 27–52.
4. Department of Education. Guidance for post-primary schools: relationships and sexuality education. Department of Education, 2001. <http://www.deni.gov.uk/2001-15-3.pdf>

Appendices

Appendix 1: Sample of teachers

Completed questionnaires were received from 13 teachers out of a possible 23 (56% response rate). Teachers from four controlled schools, six maintained schools and three integrated schools returned the questionnaire.

Of the 13 teachers who returned the questionnaire, 10 were female and three were male. Just over half of the teachers who returned the questionnaire taught English (n=7); the next most common subject was drama (n=5). Other subject areas included home economics and personal, social and health education (PSHE). Five teachers confirmed that they were involved in teaching relationships and sexuality education (RSE). In some cases, teachers were responsible for more than one subject area.

All 13 teachers held other responsibilities within the school aside from the teaching mentioned previously. Four teachers were also head of their department, two had responsibility as the RSE coordinator and two as the health education coordinator.

Table 16: Other responsibilities held by teachers within school*

	Number of teachers
Head of department	4
Form teacher	4
Relationships and sexuality education coordinator	2
Head of year	2
Health education coordinator	2
Literacy/key skills communication	2
Vice principal	1
Pastoral care	1
Library	1

*Teachers may have reported more than one other responsibility within the school.

Appendix 2: Sample of pupils – survey of pupils' opinions of the production

Six of the 23 schools agreed to involve their pupils in the evaluation of the production and were sent enough questionnaires for all of the pupils who had seen it. Three schools returned completed questionnaires for their pupils; these three schools consisted of one controlled school, one maintained school and one integrated school. In all, 87% of pupils (n=145) who received the questionnaire reported that they recalled seeing the production of 'His 'n' Hers'. The results for this aspect of the evaluation are based on the answers given by those who recalled seeing the play. Results are presented by gender and school type.

Table 17: Pupils sample profile

	Male	Female	Total
Controlled	38	28	64
Maintained	15	14	29
Integrated	21	29	52*
Total	72	71	143*

*Two pupils did not confirm their gender on the questionnaire.

Appendix 3: Sample of pupils – pre- and post-production surveys

Two schools agreed to their pupils completing a questionnaire before seeing the production, in an attempt to assess changes. There were 155 pupils in the pre-production survey and 116 pupils in the post-production survey.

There were no differences between the pre and post groups in terms of gender or age. Each survey group was made up equally of males and females. Three pupils did not confirm their gender on the questionnaires, one in the pre-production survey and two in the post-production survey.

Fifteen pupils did not complete their date of birth in the pre-production survey and 19 pupils did not complete their date of birth in the post-production survey. Approximately 50% of pupils in both the pre and post-production surveys were aged 14 years.

Table 18: Pupils sample profile (pre and post surveys)

Gender*	Pre		Post	
	Base n=	%	Base n=	%
Male	79	51	57	50
Female	75	49	57	50
Age*				
13	45	32	26	27
14	66	47	48	50
15	28	20	22	23
16	1	1	1	1
Total	155		116	

*At the pre stage one pupil did not confirm their gender; at the post stage two pupils did not confirm this. At the pre stage there were 15 pupils with their age missing; at the post stage there were 19.

Appendix 4

Table 19: Full list of topics that pupils said were dealt with by 'His 'n' Hers' *

	Total %	Male %	Female %	Controlled %	Maintained %	Integrated %
Pregnancy/teenage pregnancy	63	52	71	62	62	65
Relationships	32	31	33	24	42	33
Sex/pressure to have sex	30	43	21	29	19	38
Sex protection/contraception	18	12	22	35	4	13
Abortion	10	5	14	-	23	10
Family issues/problems	9	2	14	9	8	10
Responsibility/consequences	4	-	7	3	-	8
Cutting yourself/self-harm	4	-	7	9	4	-
Teenage problems	3	2	3	-	4	5
Nothing was dealt with	3	5	2	-	4	5
Peer pressure	3	2	3	-	8	3
Maturity	3	5	2	3	8	-
Emotions	3	2	3	-	12	-
Commitment	2	-	3	-	-	5
Drink	1	-	2	-	-	3
Drugs	1	-	2	-	-	3
School	1	-	2	-	-	3
Sexuality	1	3	-	-	-	3
Stealing	1	3	-	-	-	3
Threatening	1	3	-	-	-	3
Boyfriend wanted to be involved as a dad	1	-	2	-	-	3
Everything	1	2	-	3	-	-
Periods	1	-	2	3	-	-
Truancy	1	-	2	3	-	-
Bullies	1	-	2	-	4	-
<i>Base: n=</i>	<i>100</i>	<i>42</i>	<i>58</i>	<i>34</i>	<i>26</i>	<i>40</i>

*Pupils could cite more than one issue, therefore percentages will total more than 100.

Appendix 5

Table 20: Full list of what pupils learned from 'His 'n' Hers'

	Total n	Male n	Female n	Controlled n	Maintained n	Integrated n
Sex	4	2	2	-	3	1
Pregnancy	4	2	2	1	-	3
How to deal with pressure	3	-	3	1	2	-
Don't be scared to talk to parents	2	-	2	1	-	1
Consequences	2	1	1	-	-	2
Contraceptives	2	1	1	-	1	1
What happens if you have unprotected sex	2	-	2	1	1	-
Health problems/dangers of sex	2	-	2	-	2	-
Treat girls with respect	2	2	-	-	2	-
Teenage relationships	1	-	1	-	-	1
Decisions about abortion	1	-	1	-	-	1
Who to talk to if you get pregnant	1	-	1	-	-	1
Hormones	1	-	1	1	-	-
Teenage pregnancy is a lot of pressure	1	1	-	1	-	-
How to kiss	1	1	-	-	1	-
<i>Base: n=</i>	<i>24</i>	<i>9</i>	<i>15</i>	<i>5</i>	<i>10</i>	<i>9</i>