

Lesson 1 - Key Question: What is commitment?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To learn about commitment, what it means, its features and benefits and how it relates to personal values</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. describe what commitment means and looks like 2. explain why commitment is important for people's healthy, wellbeing and relationships 3. reflect on what commitment means for me and on my own commitments for now and in the future. <p>Stretch: Evaluate what commitment means to me and my boundaries around this in terms of relationships with family, friends, and partners</p> <p>Homework: create a piece of artwork about commitment</p>	<p>Resources from FASTN—Commitment;what does it mean lesson plan</p> <p>Film—Nick Brewer talks commitment</p> <p>Case Studies</p> <p>Places for support:</p> <p>Trusted adults</p> <p>Pastoral/House team</p> <p>Safeguarding lead</p> <p>Cornerhouse www.wearecornerhouse.org</p> <p>Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p>Brook : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p>Young Minds : for young people who need information or guidance on mental health and wellbeing.</p> <p>Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>This lesson encourages pupils to start thinking about commitment, what it means and what it might look like. Using the stimulus of a poem by rapper and spoken word artist Nick Brewer, pupils consider their own values and commitments, the benefits of those commitments, and what they would like to commit to in the future.</p> <p>Starter: Ask pupils to individually create a mindmap about the word Commitment considering any thoughts or ideas they have about commitment.</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Explore values around commitment—how they might be different for some people, using pre written statements to encourage pupils to think about their personal reaction to them. • Make a list of the variety of things pupils may commit to in their lives • Watch the Nick Brewer film—discuss aspects of the poem—looking at commitment to ones self and to others, are there situations where committing isn't the best option, how can we show commitment in a safe and healthy way • Discuss quote— “Before we commit to anyone else, it's best we commit to ourselves.” what does this mean, why is it important • List relationship commitments, and commitments to self • Examine case studies and evaluate what they are committing to, how they show commitment, benefits and challenges. <p>Students will be able to identify places of support.</p> <p>Stretch:</p> <p>If students would like to, they could produce a piece of art, a poem, picture, photo, song, about what commitment means to them in any of the contexts discussed within the class.</p> <p>Differentiation: Pupils will be able to engage in a film and in small pieces of writing or drawing, there will be a focus on class and small group discussion. Students will be encouraged to reflect on the subject in their own time.</p>
<p>Differentiation</p> <p>All – Identify what commitment means</p> <p>Most – Understand what a healthy relationship looks like</p> <p>Some – Be able to describe the boundaries and limits of a committed relationship</p>		
<p>Key Vocabulary</p> <p>Commitment, relationship, family, friendship, positive, health, wellbeing, emotional health, self respect, asperations</p>		

Lesson 2 Key Question: What impact can social media have on being healthy?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To explore the impact of social media on our health and wellbeing.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the positives and negatives of social media 2. Understand the impact of what happens online on our well-being 3. Understand how to use social media appropriately, safely and legally 4. Know what to do if they are worried about something that worries them with their online or offline safety. <p>Stretch: Be able to give examples of how safety may be compromised online</p> <p>Homework: Check their own social media privacy settings.</p>	<p>Lesson powerpoint</p> <p>Places for support: Trusted adults Pastoral/House team Safeguarding lead</p> <p>Cornerhouse www.wearecornerhouse.org</p> <p>Instagram @wearecornerhouse Facebook @wearecornerhouse CEOP</p> <p>Thinkuknow: the online safety education programme from the National Crime Agency's CEOP command. Thinkuknow aims to empower children and young people aged 4-18 to identify the risks they may face online and know where they can go for support.</p> <p>Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p>Brook : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p>Young Minds : for young people who need information or guidance on mental health and wellbeing.</p> <p>Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>The purpose of this lesson is to help pupils understand the use of social media—obviously while there are lots of great things about being connected in this way, there can be negatives to this too.</p> <p>Quick discussion about the positives of Social media.</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Look at various scenarios and suggest why these are important to think about when using social media • Create a top ten tips for online safety • Talk about what laws students are aware of in relation to social media and why should they be careful what they post. • Identify terms such as trolling, cyber bullying, libel and indecent images, • Suggest some of the other impacts of becoming a victim of any of these things— leader to prompt conversations about friendships, exposure to negativity, filtered images, the “highlight reel” effect on emotional health as well as legal consequences • Create a list of online and offline risks <p>Students could work independently, in pairs or small groups. There are opportunities for challenges to be built into the lesson, with pupils adopting roles as a university student/graduate or as a person without a degree and posing questions to help determine advantages of higher qualifications.</p> <p>An idea for homework can be linked to the above activity by asking pupils to look at their own social media and make appropriate changes to their privacy settings and behaviours.</p> <p>Differentiation: Some pupils may find it useful to construct a fact file of the key facts in relation to what they already know about university before embarking on the quiz.</p>
<p>Differentiation</p> <p>All – Identify the potential risks of social media and know where to report concerns</p> <p>Most – Understand the impact they can have on others online</p> <p>Some – Evaluate their own use of social media and make appropriate changes to privacy settings and useage</p>		
<p>Key Vocabulary</p> <p>Social media, safety, online, offline, legal, self esteem, trolling, body image, sexting, indecent images, trolling, Libel, copyright</p>		

Lesson 3 Key Question: How can I make my own choices about relationships?

Objectives and Outcomes	Suggested Resources	Ideas for Activities
<p>Objective: To explore the impact of peer pressure on our choices</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the meaning of peer pressure 2. Understand the impact that peer pressure can have on choices in relationships and intimacy. 3. Understand that there and intimate relationship doesn't have to involve sex 4. Be able to define consent and the law <p>Stretch: Be able to give examples Homework: Check their own social media privacy settings.</p>	<p>Lesson powerpoint</p> <p>Places for support: Trusted adults Pastoral/House team Safeguarding lead Cornerhouse www.wearecornerhouse.org</p>	<p>The purpose of this lesson is to help pupils understand some of the factors in how people may make decisions about relationships and having sex. We will explain the law in relation to consent, sex and sharing images.</p> <p>Quick discussion about what is consent. What situations do we need consent for. Question, what constitutes sexual activity. Raise that any kind of touch should be consensual, from holding hands to kissing, to sex.</p> <p>The main activities for this lesson are for pupils to</p> <ul style="list-style-type: none"> • Make a list of reasons why they think young people might have sex • Make a list of reasons why they think young people might not have sex. • Pupils feed back each list and write a list on the whiteboard for everyone to see. • Go through each list and decide if they are individually "good" or "bad" reasons—generally pupils will decide that reasons to have sex are "bad" and reasons not to have sex are "good" reasons—facilitator will lead pupils to consider who is influencing these reasons and highlight that only reasons where people are truly making a choice for themselves equal consent, i.e. not because a partner is putting pressure on them, or they feel they need to fit in with what others are doing • Facilitator explain what consent means, and the law around age of sexual consent and "sexting" • In pairs students will consider scenarios and decide if consent is being given or not, feed back to group. Is the scenario consensual? What are the influences in the scenario? Have you got any advice for the young person in the scenario?
<p>Differentiation</p> <p>All – Be able to consider "good" and "bad" reasons why people make choices around relationships and sex</p> <p>Most – Be able to apply the concept of consent to different relationship scenarios</p> <p>Some – Be able to evaluate the potential consequences of doing something because you feel you have to</p>	<p>Instagram @wearecornerhouse</p> <p>Facebook @wearecornerhouse</p> <p>CEOP</p> <p>Thinkuknow: the online safety education programme from the National Crime Agency's CEOP command. Thinkuknow aims to empowers children and young people aged 4-18 to identify the risks they may face online and know where they can go for support.</p>	<p>Pupils will discuss where they can access support and be reminded of places from previous sessions.</p>
<p>Key Vocabulary</p> <p>Choice, consent; peer pressure, relationship, sex, intimacy, legal, sexting</p>	<p>Relate : offer relationships support and counselling, including for children and young people. Branches operate across the UK.</p> <p>Brook : provide advice on relationships, and sexual health and wellbeing for young people.</p> <p>Young Minds : for young people who need information or guidance on mental health and wellbeing.</p> <p>Childline : a free, confidential service for children and young people under 19 to talk about any issue they need to</p>	<p>Students will work independently, in pairs and through class discussion</p>