

**Form 4 PSHE Autumn Term 2022**

Week(s)	Key Questions	Possible Activities	Logistics
	<p><b><u>SCHOOL LIFE</u></b></p> <p>You: Getting to Know You  <i>To highlight key aspects of ourselves</i>  <b>HWB 2.01</b></p> <p>You and Your Feelings:            Making Friends  <i>To identify the important features of friendships</i>  <b>HWB 2.14</b></p> <p>You and Your Decisions:            Everyone Gets Things Wrong Sometimes  <i>To understand that it is OK to make mistake</i>  <b>HWB 2.04</b></p>	<ul style="list-style-type: none"> <li>• Explain idea behind PSHE sessions: that they can ask anything and not feel judged</li> <li>• Introduce ourselves – 2 facts &amp; lie; which is the lie?</li> <li>• Fill in booklet: “Getting to Know You”,</li> <li>• Explain: the hardest thing about coming to a new school/coming up to the Upper school is making friends.</li> <li>• Play the video on BBC Bitesize KS2</li> <li>• <a href="http://www.bbc.co.uk/education/clips/zx3nfg8">http://www.bbc.co.uk/education/clips/zx3nfg8</a> : Adjusting to a New School in a New Town (lasts 15 mins)</li> <li>• Play the Oranges, Apples and Lemons game &amp; ladders</li> <li>• Brainstorm qualities they look for in a friend</li> <li>• In groups (4 or 5), complete Activity Sheet A (Friendship Cards, pg 8). Each person reads out one of the statements and then finishes it off</li> <li>• Look back at the brainstorm completed at the start of the lesson – are there any qualities they would deem more important than the others?</li> <li>• Circle time discussion:               <ul style="list-style-type: none"> <li>○ Think of an occasion when a mistake you have made has made other people laugh – how did they feel? Have they ever laughed at another’s mistake?</li> <li>○ Would you behave in the same way again if the same situation occurred again?</li> <li>○ Are you frightened of making a mistake? If yes, why?</li> </ul> </li> <li>• Points to emphasise are:               <ul style="list-style-type: none"> <li>○ The need to be sensitive &amp; caring towards others</li> <li>○ Not to tolerate the behaviour of those who look to get a cheap laugh at others’ expense</li> <li>○ Making mistakes is part of learning</li> <li>○ Don’t be frightened of making mistakes and don’t laugh at those who do make mistakes</li> </ul> </li> </ul>	<p><i>Children are named oranges or apples. Oranges change seats when teacher calls ‘Oranges’, apples change seats when he/she calls ‘Apples’.</i></p>

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		<ul style="list-style-type: none"> <li>• Moveable debate: “Making mistakes is bad” (everyone should end up on the no side)</li> <li>• If time, on lined paper, write a letter to an agony aunt to explain to someone what to do if they are frightened of making a mistake. Swap and someone can write the response</li> </ul>	
	<p><b><u>MENTAL WELL-BEING</u></b></p> <p>You and Your Feelings: Asking For Help When Needed <i>To identify when they feel certain emotions</i> <b>HWB 2.01</b></p> <p>You and Your Feelings: Healthy Body, Healthy Mind <i>To gain an introduction to what is Mental Health</i> <b>HWB 2.04</b></p>	<ul style="list-style-type: none"> <li>• Complete questionnaire “About My Feelings”</li> <li>• In small groups, go round and each share a “I feel .... when.....”</li> <li>• In groups, ask the children who they can talk to / turn to when they feel these different emotions</li> <li>• Feedback to the class, focusing on certain emotions if time is short.</li> <li>• Discuss people who help us- watch the YouTube video on paramedics from Operation Ouch <a href="https://www.youtube.com/watch?v=OFe7I5L4W6Y">https://www.youtube.com/watch?v=OFe7I5L4W6Y</a></li> <li>• Hangman “Mental Well-Being” – what do they think this means?</li> <li>• Watch the BBC Bitesize clip KS2 “Looking after Lara” 11.49mins</li> <li>• Discuss what they saw – why do they think it is important to be aware of our feelings as well as the feelings of those around us?</li> </ul>	
	<p><b>You and Your Body:</b> Peer Pressure <i>To understand that everyone is different</i> <b>HWB 2.08</b></p>	<ul style="list-style-type: none"> <li>▪ Brainstorm how it feels to be teased about your clothes</li> <li>▪ Act out the play “Cool Clothes”</li> <li>▪ Discuss: <ul style="list-style-type: none"> <li>○ How did Jake feel when he was laughed at?</li> <li>○ How would you feel if it happened to you?</li> <li>○ Is it important to wear cool clothes? Why?</li> <li>○ Should people be able to wear what they like and look “different” if they want to?</li> <li>○ How would you help Jake and how could he help himself?</li> </ul> </li> <li>▪ PowerPoint of various school uniforms. Discuss how they look</li> <li>▪ On blank picture of a person, draw their ideal school uniform and if time, discuss with the person next to them – do they agree?</li> </ul>	

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	<p><i>To feel first hand what it is like to be subjected to peer pressure</i>  <b>HWB 2.08</b></p>	<ul style="list-style-type: none"> <li>▪ Fashion: In groups, children to discuss fashion statements</li> <li>▪ Ask for two volunteers to come up to the front and sit opposite each other. One of them should wear a jumper and the other shouldn't. Tell the one wearing a jumper that they have to persuade the other person to put a jumper on and they can use anything/one in the room to help (for example, saying most of the class are wearing one, so they would be like "one of us")</li> <li>▪ Ask the volunteer without a jumper how they felt. The idea is that using peer pressure can be a really stressful and hurtful experience.</li> <li>▪ In pairs, give each pair two scenarios. Each person is to have a turn a trying to "persuade" the other person to their way of thinking. Swap roles for the second scenario</li> <li>▪ Ask the class to feedback how they felt during that process.</li> </ul>	
	<p>You and Your Body:  Alcohol  <i>To identify a baseline knowledge of alcohol awareness</i>  <b>HWB 2.38</b></p> <p>You and Your Body:  Alcohol  <i>To understand some of the short-term effects of alcohol</i>  <b>HWB 2.38 &amp; 2.40</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss what alcohol is – drink, ethanol, yeast for beer etc</li> <li>▪ Complete "Message In A Bottle" to get baseline knowledge</li> <li>▪ Read information sheet</li> <li>▪ <a href="https://www.healthforkids.co.uk/staying-healthy/alcohol/">https://www.healthforkids.co.uk/staying-healthy/alcohol/</a> Together look at this website</li> <li>▪ Read out some historical facts on alcohol for general interest</li> <li>▪ Watch BBC Bitesize clips:  <a href="https://www.bbc.co.uk/bitesize/clips/zc7d7t">https://www.bbc.co.uk/bitesize/clips/zc7d7t</a> (the effects)</li> <li>▪ <a href="https://www.bbc.co.uk/bitesize/clips/z3d4d2p">https://www.bbc.co.uk/bitesize/clips/z3d4d2p</a> (underage drinking)</li> <li>▪ Discuss why people underage drink</li> <li>▪ Teacher to explain the difference between "short" term and "long" term effects</li> <li>▪ Brainstorm what they think the short term effects of alcohol are – see notes to help explain</li> <li>▪ You might also want to show them the BBC Bitesize video called Living with Alcoholism – Toby's story. It is about 15 mins long</li> <li>▪ <a href="http://www.bbc.co.uk/education/clips/zrpxpv4">http://www.bbc.co.uk/education/clips/zrpxpv4</a></li> </ul>	<p>Definition: Alcohol comes from the chemical "ethanol", which is formed when yeast ferments</p>
		<p><b>GIRFEC FORMS TO BE COMPLETED READY FOR FORM TUTOR TALKS WITH ART.</b></p>	