

Form 5 PSHE Autumn Term 2022

Week(s)	Key Questions	Possible Activities	Logistics
	<p><u>SCHOOL LIFE</u></p> <p>You and Your Learning: Learning Styles <i>To identify what learning style is preferred for each child</i> HWB 2.11</p> <p>Multiple Intelligences <i>To be able to recognise the different multiple intelligences</i> HWB 2.11</p>	<ul style="list-style-type: none"> ▪ Explain PSHE sessions – classrooms will be a safe setting for them to ask questions and feel that they are not being judged. ▪ Explain the concept of learning styles and how it can be linked to revision. ▪ Talk about visual, auditory and kinaesthetic learners; which do they think they are? ▪ Complete Learning Style Booklet ▪ Introduce the term ‘Multiple Intelligences’ – intelligence refers to many different aspects of life/humans and to be intelligent applies to everyone ▪ Discuss PowerPoint: Multiple Intelligences ▪ Poster: get given a celebrity and decide what MI they have 	<p><i>A3 paper needed</i></p>
	<p><u>MENTAL WELL-BEING</u></p> <p>You and Your Feelings: Self-Esteem <i>To understand that having high self-esteem makes us feel good about ourselves</i> HWB 2.13</p>	<ul style="list-style-type: none"> ▪ Discuss term self-esteem (a person’s overall sense of self-worth) ▪ Explain that to do well, we need to feel good about ourselves / have a high “self-worth” and that we can help others to increase their self-esteem ▪ Brainstorm ways to raise someone’s self-esteem ▪ GAME: Ask the class to sit in a circle and each child should have the sheet called “Self Esteem Flower” (they must write their names on the sheet) 	<p><i>Pass the piece of paper with their name on it to the person next to them Their neighbour has to write one complementary thing about the person whose name is on the paper It is then passed round again so that everyone in the class has written a positive thing about everyone.</i></p>

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	<p>You and Your Body: Non-Verbal Communication</p> <p><i>To understand that we can communicate without the need for words</i></p> <p>HWB 2.05 & 2.14</p>	<ul style="list-style-type: none"> ▪ GAME: The children should make the following faces: Someone who is happy, angry, surprised, shocked, confused, sad, greeting someone ▪ Explain that much of what we understand from someone is through body language (i.e. not talking) ▪ Look at the You Tube clip of Charlie Chaplin and The Lion’s Cage http://www.youtube.com/watch?v=79i84xYelZI • Look at the “Safety Last” clip of the clock tower (11 mins long). ▪ Explain that one-to-one communication without words can be harder and EYE CONTACT is key ▪ GAME: In pairs, one person has to try and communicate the following sentence without talking (the one guessing has to get all three underlined words): ▪ “<u>Mr Walker</u> says it is <u>time</u> for <u>Games</u>” ▪ Swap over and the other person has to communicate ▪ “<u>Lesson 2</u> was really <u>fun today</u>” ▪ Feedback as a class 	
	<p>You and Your Feelings: Asking For Help When Needed</p> <p><i>To identify who the children can turn to in different situations</i></p> <p>HWB 2.03</p>	<ul style="list-style-type: none"> ▪ Discuss who people go to when they have a problem – e.g. if you are out food shopping and someone has spilt something, who do you go to / do about it? If your brother or sister are playing and not involving you on purpose who do you go to / do about it? ▪ In threes ask the groups to look at the pictures on Worksheet 4 called “Lonely or Alone?” and discuss the questions at the top. Feedback. ▪ If time, read out the case studies on Worksheet 6 called “Case Studies” and discuss as a class what action should be taken. ▪ Watch “Coming to England” – BBC iPlayer. Discuss how they can ask for help. Ties in with Black History Month ▪ Discuss what people might tease others about – look, clothes, humour, laugh, voice etc ▪ Ask each person to think of something “different” about themselves to other people, e.g. being good at ballet, good at French, really small 	<p><i>(I would do 3 in a group to see if anyone is inadvertently left out – and if they notice..... use it as an example)</i></p>

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	<p>Bullying <i>To accept that we are all different</i> HWB 2.09</p> <p>Bullying <i>To identify cyber-bullying behaviour</i> HWB 2.03</p>	<ul style="list-style-type: none"> ▪ Discuss how they feel about the word “different” – positive or negative connotations? What about when they substitute the word for “special” or “unique”? ▪ Read the poem called “Bullying and Victims” ▪ Discuss how it made them feel hearing it. ▪ Link to racism and watch clip below: ▪ https://www.bbc.co.uk/bitesize/clips/zqvnvcw ▪ In pairs, write a poem in the style of the one read; one does the bully perspective and the other the victim. Put on display. ▪ Discuss the definition of ‘cyber-bullying’. What constitutes as cyber bullying? ▪ Read and highlight the information called “Take 5!” ▪ Discuss ways to deal with anger and annoyance, if this is what is making someone behave in this way. ▪ Individually, complete the questionnaire called “Are You A Cyber-Bully” 	
		<p>GIRFEC FORMS TO BE COMPLETED READY FOR FORM TUTOR TALKS WITH ART.</p>	