

**Form 5 PSHE Summer Term**

Week(s)	Key Questions	Possible Activities	Logistics
	<p><b>MENTAL WELL-BEING</b>  <b>You and Your Feelings:</b>  <i>To understand that anxiety is normal</i>  <b>HWB 2.01</b></p> <p><i>To understand that grief is dealt with in different ways but it does get better</i>  <b>HWB 2.01</b></p> <p><i>To know how it feels to do something new and how to cope with the anxiety</i>  <i>To recognise other types of emotion</i>  <b>HWB 2.02 &amp; 2.04</b></p> <p><i>To know the triggers for anger</i>  <i>To identify ways to calm oneself when angry</i>  <b>HWB 2.04 &amp; 2.06</b></p>	<ul style="list-style-type: none"> <li>▪ In groups, brainstorm concerns and excitement about Form 6. Feedback as a class</li> <li>▪ Discuss that anxieties are normal but it is how they are dealt with that is important.</li>   <li>▪ Explain that grief is one of the most difficult emotions to deal with.</li> <li>▪</li> <li>▪ Go through the PowerPoint “Grief” – explain that everyone deals with it in their own way</li> <li>▪ Re-emphasise that talking about it is the key message</li>   <li>▪ Play the Mirror game of copying each other</li> <li>▪ Discuss that different people experience different emotions; what is scary for one person is exciting for another. Neither is wrong.</li> <li>▪ On a post-it note write down an emotion (good or bad) and put “Comfortable” and the other “Uncomfortable” – ask the children to put their post it note on the relevant side</li> <li>▪ Discuss if they could relate to any when first joining Cargilfield; who helped them to deal with them?</li> <li>▪ YouTube “Emotions in Motion”  <a href="https://www.youtube.com/watch?v=q35Mlv7jRLQ">https://www.youtube.com/watch?v=q35Mlv7jRLQ</a> (about 15 mins long)</li> <li>▪ Continue to watch and stop after the bit where Carl says he dreads playtime as no one plays with him. Discuss what advice they would give Carl</li> <li>▪ Emotions word search</li>   <li>▪ Explain anger is like a firework</li> <li>▪ Brainstorm what makes the children angry and discuss signs of becoming angry (e.g. getting hot, heart beat faster, stop listening, tense up etc)</li> <li>▪ Type them up in WORD on IWB, choosing to write each in a colour to signify anger, jealousy etc</li> <li>▪ Dealing with anger is more important than the reason one is angry</li> </ul>	<p><i>Emphasise the importance of talking about feelings and emotions and that they shouldn't bottle them up</i></p> <p><i>Grief: Relates to change, not just death eg change of home circumstances, whether it's older sibling soon off to senior school and not part of Cargilfield</i></p> <p><i>Anger &amp; Firework: that something triggers (lights the fuse) to the firework, which then burns away making them angrier and angrier until they explode (angry reaction)</i></p>

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		<ul style="list-style-type: none"> <li>▪ 4 x BBC Bitesize clips (only about 2 mins each) called “Coping with Feeling Angry”</li> <li>▪ <a href="http://www.bbc.co.uk/education/clips/zq676sg">http://www.bbc.co.uk/education/clips/zq676sg</a></li> <li>▪ <a href="http://www.bbc.co.uk/education/clips/zcd4d2p">http://www.bbc.co.uk/education/clips/zcd4d2p</a></li> <li>▪ <a href="http://www.bbc.co.uk/education/clips/z87d7ty">http://www.bbc.co.uk/education/clips/z87d7ty</a></li> <li>▪ <a href="http://www.bbc.co.uk/education/clips/zxn6n39">http://www.bbc.co.uk/education/clips/zxn6n39</a></li> <li>▪ Poster on triggers of anger</li> </ul>	
	<p><b><u>CITIZENSHIP</u></b>  You and Other People: Resolving Conflict  <i>To be able to use peaceful problem-solving strategies to resolve conflict</i>  <b>HWB 2.08</b></p>	<ul style="list-style-type: none"> <li>▪ Discuss the slogan “Keep Calm and ……………” (show slide show of a variety of Keep Calm slogans)</li> <li>▪ Discuss why people need to keep calm in these situations</li> <li>▪ PowerPoint on Resolving conflict. Do the children think they are passive, assertive or aggressive (do the others agree?)</li> <li>▪ Discuss how to resolve conflict – communication</li> </ul>	
	<p><b><u>TEAM WORK</u></b>  <b>You and Global Issues: The Power of Advertising</b>  <i>To identify effective and non-effective advertisements</i>  <b>HWB 2.23</b>    <i>To work as a team to create an advertising and marketing campaign</i></p>	<ul style="list-style-type: none"> <li>▪ Mini-project: advertising and marketing campaign</li> <li>▪ Discuss what makes a good advert (either TV or newspaper/magazine) – ideas could include colourful, bold writing, short amount of information etc</li> <li>▪ YouTube to look at different TV adverts and talk about whether they are good or bad – look at Coco Pops, GoCompare, Compare the Market, L’Oreal, a car one, Bosche vacuum cleaner (tiger)</li>   <li>▪ Project work – go through brief</li> <li>▪ Presentations can then be done in front of the class</li> </ul>	<p><i>Projects are on a rotation basis:  Utopia  UEFA world cup flag  Quidditch  Olympics</i></p>
		<p><b>GIRFEC FORMS TO BE COMPLETED READY FOR FORM TUTOR TALKS WITH ART.</b></p>	