

Form 6 PSHE Autumn Term 2022

Week(s)	Key Questions	Possible Activities	Logistics
	<p><u>PREPARATION FOR ENTRY ASSESSMENTS</u></p>	<ul style="list-style-type: none"> ▪ See FMac for verbal / non-verbal reasoning practice booklets 	
	<p><u>SCHOOL LIFE:</u></p> <p>You and Learning Styles: Behaviour in the Classroom <i>To understand that bad behaviour is not acceptable</i> <i>To link classroom motivation with their preferred learning styles</i> HWB 2.02</p> <p>You and Your Time: Revision <i>To address their worries and concerns of exams</i> <i>To know some revision techniques</i> HWB 2.23 & 2.24</p> <p><i>To identify how well the children can manage their time</i> HWB 2.23 & 2.24</p>	<ul style="list-style-type: none"> ▪ Brainstorm the term “good behaviour” means. Why do teachers expect good behaviour? Brainstorm what constitutes “bad” behaviour? What do people behave like that in the classroom? ▪ Link this idea to the ways in which people learn. Some switch off because it doesn’t “tap” into their preferred learning styles. ▪ Complete “Learning Styles” assessment; have they changed from Form 5? ▪ Once questionnaire completed, get all the Visual learners in one group, Auditory learners in another and the kinaesthetic in a third group and ask them to come up with ways to put their learning styles into practice in the classroom <ul style="list-style-type: none"> ▪ Ask children to write down any worries/questions they have regarding revision and exams. Answer them. ▪ Talk through the different revision technique ▪ Look at the YouTube video clip ▪ Revision https://www.youtube.com/watch?v=wjh10kj9Y64 ▪ “Revising for Exams - Top Ten Tips” (by TheColouredScribbles 2.44mins) ▪ Discuss pomodoro technique: ▪ https://www.youtube.com/watch?v=PRtYNGB9nsM <ul style="list-style-type: none"> ▪ Show of Hands: how well do you manage your time? ▪ Complete the quiz (A3 sheet) “How Good Are You At Managing Your Time” ▪ List ways they can manage their time (particularly during exam time) – timetables, rewards, will power, working with friends etc ▪ Talk about revision and the upcoming exams – explain the use of a revision folder (and not just for colours!). Use a timetable and tick off the topics of subjects as you put them into the timetable. This ensures everything is covered. Then tick off on the timetable as the revision session is done. ▪ Refer to the different learning styles – ▪ If time, the children can create their own revision timetable for the exams 	<p>Pomodoro revision technique: 25 minutes of solid revision (on one topic, not subject) followed by a 5 minute break. The important thing is the timer starts after they have got everything they need so don’t need to leave their desk/workspace.</p> <p><i>if auditory learner, use a Dictaphones for notes; if visual, use flashcards and writing bullet points, if kinaesthetic, create storyboards and imagine a play or something</i></p>

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			<i>(when learning History / RS for example).</i>
	<p><u>MENTAL WELL-BEING</u> You and Your Feelings: Dealing with Disappointment <i>To identify ways in which to deal with disappointment</i> HWB 2.01& 2.06</p> <p>Standing Up For The Truth: <i>To explore the moral concept of telling the truth</i> HWB 2.02</p> <p>Compromise <i>To learn to be able to compromise</i> HWB 2.02</p>	<ul style="list-style-type: none"> ▪ Explain that life is full of disappointment ▪ Discuss PowerPoint of different scenarios ▪ BBC Bitesize video (KS2 Health and Wellbeing called “Ryan Neile Animal Behaviourist”. This person always felt he never achieved and lacked confident/self esteem until he found his calling, working with animals) ▪ http://www.bbc.co.uk/education/clips/zsmjimp3 (clip is about 3 minutes) <ul style="list-style-type: none"> ▪ Discuss why people tell lies – fear of being in trouble, fear of being embarrassed, to be cool ▪ Discuss the idea of why it takes more courage to stand up for the truth than to admit if you have done wrong. ▪ Look at the video clip on the website www.bbc.co.uk/learningzone/clips/ask-lara-laras-little-lie/13486.html ▪ Follow up with a conversation of guilt and how guilt is a way of making us aware that we have done something wrong <ul style="list-style-type: none"> ▪ Discuss the term ‘compromise’ ▪ Why should we compromise? ▪ https://www.youtube.com/watch?v=azRYgB_EiCo – a clip on the art of compromise ▪ Link to teamwork and watch clip: https://www.youtube.com/watch?v=fUXdrl9ch_Q ▪ Divide into groups – devise a role play whereby someone does not compromise. The groups should pause at the height of the conflict. Audience to say what the conflict is and how the characters can compromise. Discuss why. Characters “rewind” and do the play again but this time the characters compromise. 	
	<p>You and Your Body: You and Your Body: Smoking <i>To identify the risks of smoking</i> HWB 3.38, 3.40 & 3.41</p>	<ul style="list-style-type: none"> ▪ Discuss PowerPoint (PSHE Form Tutors > Resources > Autumn > Form 7 > PowerPoint presentation on smoking) ▪ In pairs and on A3 paper, create a poster stating the dangers of smoking (see last slide) ▪ Watch BBC Bitesize clip KS3 called “Teenage Pressures – Smoking” http://www.bbc.co.uk/education/clips/z7btfg8 	

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	<p>You and Your Feelings:</p> <p>Bullying <i>To understand how a victim of bullying feels</i> <i>To think of ways to avoid bullying</i> HWB 2.06</p> <p><i>To understand the crushing effect of bullying</i> <i>To understand the impact that bullying can have on the victim</i> HWB 3.06</p> <p><i>To identify cyber-bullying behaviour</i> HWB 2.03</p>	<ul style="list-style-type: none"> ▪ Read King of the Toilets” poem by Peter Dixon ▪ Discussion: What do they think of the poem? What impression do they get of Morris? Can they think why Morris was King of the Toilets (wanted power, not so good in class and so wanted to feel better about himself by ruling the toilets) ▪ Look at the conversation quotes called “Good Advice?” and discuss if the quotes give good advice and why. ▪ If time, discuss the question “Who should change, the victim or the bully?” ▪ If time watch the BBC Bitesize video clip (15mins) ▪ http://www.bbc.co.uk/education/clips/zx3nfg8 ▪ Video clip is called “Adjusting to a new town and a new school” <ul style="list-style-type: none"> ▪ Brainstorm the different types of bullying ▪ Activity: Draw the outline of a person on A3 paper. Ask the class to write negative things on this outline of a person. Read out some of the comments. Ask the class to crumple and screw up the A3 piece of paper. Unravel it and pin up. Explain that although we try to get rid of negative comments, they are always there, no matter how much you try to crumple them up. Explain that comments that are vicious or malicious are not just unkind, they are cruel. ▪ Activity: Put masking tape along on desk and ask one individual to try and squeeze a line of toothpaste along the masking tape (preferably one of the perpetrators). Then ask them to put the toothpaste back in the tube. It really can’t be done, which again reflects the saying of negative words – they can never be taken back. <ul style="list-style-type: none"> ▪ Read out the newspaper article on Hannah Smith who committed suicide in August 2013 over bullying. ▪ Explain that bullying is not just a bit of fun. It hurts and is more damaging than anyone can ever imagine. ▪ Watch the YouTube clip called “Effects of Bullying” (by jmswims4cc) – a montage of photos of people going through bullying, set to sad music. There are some powerful images, aimed at ‘shocking’ the bullies into realisation of how damaging bullying behaviour can be. 	
		<p>GIRFEC FORMS TO BE COMPLETED READY FOR FORM TUTOR TALKS WITH ART.</p>	