

**Form 7 PSHE Spring Term – ALL TOGETHER**

Week(s)	Key Questions	Possible Activities	Logistics
	<p><b><u>ENVIRONMENTAL AWARENESS</u></b></p> <p><b>You and Your Environment: Electricity</b>  <i>To understand the environmental impact of electricity and how behaviour can help to reduce it</i></p>	<ul style="list-style-type: none"> <li>• Discuss why one should care for the environment</li> <li>• Discuss impact of electricity and how to reduce usage</li> <li>• Brainstorm ways to save on electricity at school – turning off lights, switching off monitors etc</li> <li>• Produce posters in pairs to be displayed in the classroom and around school to encourage/remind people to do their bit</li> </ul>	<p><i>Generating electricity has a number of different effects on environments: Power plants used to make it often use fossil fuels (non-renewable), produce “greenhouse gases”, pollute the ecosystem when discarding waste products</i></p>
	<p><b><u>MENTAL WELL-BEING</u></b></p> <p><b>You and Your Feelings: Parental Arguments</b>  <i>To understand what it is like to discuss an issue with someone argumentative</i>  <b>HWB 3.01</b></p> <p><i>To learn how to become more resilient</i></p>	<ul style="list-style-type: none"> <li>▪ Brainstorm topic of parental arguments. Why do they tend to argue with their parents – anger? Frustration? Is it right or wrong to argue – why?</li> <li>▪ Snakes and Ladders game: “How Do You Cope With Angry Feelings?”</li> <li>▪ Explain good ways and bad ways to argue (usually involving the ability to listen!)</li> <li>▪ Drama Activity: Divide the class in to groups of 3 or 4.</li> <li>▪ The topic to discuss in the drama is “Children should choose where they want to sit in class no matter what.”</li> <li>▪ After the drama, guess what each person’s role was like.</li> <li>▪ Feedback how easy it was to discuss something given the ability of some of the characters in the group.</li> <li>▪ Hangman “resilience”. Discuss meaning.</li> <li>▪ PowerPoint “Resilience PPoint Intro” by way of introducing the topic. At slide 4 ask for their examples of when resilience might be needed</li> <li>▪ Discuss why resilience is a good thing</li> <li>▪ PowerPoint “Resilience in more depth”</li> </ul>	<p><i>In each group, one person is antagonistic, one person is passive, one person is friendly and wants to keep everyone happy so will agree with everything and one person is just themselves. Identify roles by giving each person one of the slips of paper provided.</i></p> <p><i>Resilience: the capacity to recover quickly from difficulties</i></p>

<b>Week(s)</b>	<b>Key Questions</b>	<b>Possible Activities</b>	<b>Logistics</b>
	<p><b><u>SOCIAL SKILLS</u></b></p> <p><i>To be able to understand that social situations need to be “read”</i></p>     <p><i>To question why some people’s immediate reaction is to lie</i></p> <p><i>To understand that being honest is best</i></p>	<ul style="list-style-type: none"> <li>▪ Discuss meaning of social skills</li> <li>▪ PowerPoint “Social Skills”</li> <li>▪ Activity (to be done before the emojis slide): In pairs, read the two letters and ask the children to fill in the accompanying sheet</li> <li>▪ Continue PowerPoint</li> <li>▪ Wordsearch</li>   <li>▪ Discuss why “honesty is always the best policy”</li> <li>▪ PowerPoint “Being Honest”: looks at the concept of lies and why people tell lies</li> </ul>	<p><i>Social Skills: being able to “read” social situations</i></p>