

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	'Thunking' About Habits	<ul style="list-style-type: none"> Explain what a habit is, giving examples. Describe why and how a habit can be hard to change. 	<p>Introduce that a 'Thunk' is a thought-provoking question that helps children to develop their thinking skills. Discussion:</p> <p>What is a habit?</p> <p>In pairs, ask children to come up with other words for habit (e.g. hooked, addicted, dependent).</p> <p>Challenge children with a list of 'Thunks':</p> <ul style="list-style-type: none"> What are common habits that people have? Why do people develop habits? Do people choose habits? How can habits make us feel? Can habits be harmful? Is a habit always bad/harmful? Can habits be helpful? How do we know whether a habit is good or not-so-good for us? How often do you have to do something for it to become a habit? Is there a difference between a habit and an addiction? When does a habit become an addiction? Is it possible to change a habit? Give up a habit? Develop 'good' habits? What helps people to 'break' a habit? Is following a football team/music group/pop star a habit? Is it an addiction? <p>Discuss the 'Thunks' as a class. Ask pupils if they can come up with a definition of 'habit' and 'addiction'. There is no commonly accepted definitions of these terms and they overlap. For example, you may define habit as 'something that a person does repeatedly', whereas addiction may be defined as 'an urge to do something that a person may feel hard to control'.</p> <p>One-by-one, invite each child to complete the following statements:</p> <p><i>A habit I would like to stop is...</i></p>	Habit Addiction

			<i>A habit I would like to start is...</i>	
2	Spot Bullying	<ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying. • Demonstrate strategies and skills for supporting others who are bullied. • Recognise and describe the difference between online and face-to-face bullying. 	<p>Brainstorm what the children think or feel about bullying.</p> <p>Watch/ Listen - Use the Spot Bullying interactive page to hear and view three examples of different types of unfriendly behaviour. Following this, discuss each scenario with the children, comparing the unfriendly behaviours and deciding if this is an example of bullying.</p> <p>Activity 1 - Individually, children think of and write down one action that each person could take to deal with the situation. As talk partners, share their ideas and choose their top two strategies.</p> <p>Activity 2 – Work in pairs, using ‘Spot the bullying’ activity sheet, record the words that describe bullying and cyberbullying on the Venn diagram. There should be words that fit both categories; use this to discuss the things in common in cyberbullying and bullying in general. Record this on the whiteboard as a class.</p> <p>Watch ‘My name is George’ from Kids Helpline (https://youtu.be/xfamVyerFWs). As a class discuss this as an example of cyberbullying and what George could have done differently.</p>	Bullying Cyberbullying
3	Decision Dilemmas	<ul style="list-style-type: none"> • Recognise which situations are risky. • Explore and share their views about decision making when faced with a risky situation. • Suggest what someone should do when faced with a risky situation. 	<p>Introduce the scenario: A person needs to cross a very busy road, safely. There is a big group of people standing by some traffic lights. Introduce the decisions and ask the class:</p> <ul style="list-style-type: none"> • Which is the safest option? • Which needs the most risk assessment? Why? • Which is the riskiest? Why? <p>Decision 1) Wait for the green man and sound from the lights before crossing.</p> <p>Decision 2) Watch the other people and cross when most of them do.</p> <p>Decision 3) Watch the flow of traffic and cross when there is a gap.</p> <p>Decision 4) Step into the road without stopping to check for traffic at all.</p> <p>Activity 1 – In pairs children label themselves: A and B.</p> <p>A reads out the scenario and related information. Using this, B comes to a decision. B decides whether it is positive, neutral or negative and explains their thinking.</p> <p><i>A takes the opposite view and explains their thinking.</i></p>	Assessing Risk Pressure Influence Risk taking

			<p>Class come together and share their decision and rationale. Clarify any misconceptions that may arise from the scenarios.</p> <p>Activity 2 – Go back to the crossing the road scenario.</p> <p>Gemma, who is 11 years old, knows it is safest to wait for the green man but some of her so called friends at school have said she can't hang out with them unless she plays 'chicken' with the cars. (Explain what 'chicken' is if they don't know). They said someone would always be watching her.</p> <p>What do you think Gemma should do? [Options they may suggest include: think about whether asking someone to do that is being a good friend; ignore the dare; tell a teacher because it is dangerous; do the dare; say 'no' and stick to that.]</p> <p>Ask the class to think about the following:</p> <ol style="list-style-type: none"> 1. What sort of friends are they to Gemma? 2. If Gemma does it, is it safe? How would she feel? 3. If Gemma decides not to do it, how would she feel? 4. Where could these friends have got the idea from? [e.g. TV, Social media craze.] <p>Make a class list of what children can do to get help if they feel they are being pressured or negatively influenced by friends to do something unacceptable, unhealthy or risky.</p>	
4	Drugs: True Or False?	<ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs. • Know that all medicines are drugs but not all drugs are medicines. • Understand ways in which medicines can be helpful or 	<p>What do we mean by the word 'drug'. There are several definitions of what a drug is. A drug can be described as 'A substance people take to change the way they think, feel or behave' – World Health Organisation definition.</p> <p>Ask pupils the following questions:</p> <ul style="list-style-type: none"> • How can a drug be harmful to the body? • What are the laws about selling cigarettes and alcohol? <p>Activity – Hand out the 'Drugs: True or False Activity' sheet. Ask children to consider each question and circle the answer they think is correct. Discuss with their partners or in small groups to see why they came to their decision and if they agree.</p> <ol style="list-style-type: none"> 1. All drugs are medicines. True or false? 2. All medicines are drugs. True or false? 3. Medicines can only be obtained with a doctor's prescription. True or false? 	Drugs Cigarettes Alcohol

		harmful and used safely or unsafely.	<p>4. Some medicines can legally be bought without a doctor's prescription. True or false?</p> <p>5. Alcohol is a legal drug in this country. True or false?</p> <p>6. Anyone can be sold an alcoholic drink in this country. True or false?</p> <p>7. Shops can be fined if they sell alcohol to a person under the age of eighteen. True or false?</p> <p>8. Alcohol is sometimes used in other products like antiseptic wipes, antiseptic hand-gel and mouthwash. True or False?</p> <p>9. Alcohol is sometimes used in medicines. True or false?</p> <p>10. People are allowed to smoke in public places like shops, offices and trains. True or false?</p> <p>Go through the answers with the children, explaining and clarifying misunderstandings, where necessary.</p> <p>Children to consider;</p> <ul style="list-style-type: none"> • Was there anything you didn't understand? • Why do we have laws to control the use of drugs in this country? 	
5	Smoking: What Is Normal?	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p>Ask;</p> <ul style="list-style-type: none"> • What effects from smoking cigarettes have you heard of? • What percentage of 11 - 15 year-olds in England do you think smoke regularly, that is, <i>at least</i> one cigarette a week? [NB: this was 3% in 2014 but you will probably find that the children think it is a much higher figure] • Was anyone surprised that it was so low? If so, why? • Why did you think that it was much higher (if they did)? <p>Explain that you are going to consider some of the reasons why many people <i>think</i> that lots of young people smoke, despite the fact that these days most of them choose <i>not</i> to smoke.</p> <p>Activity 1 – Show the class the graph of regular smokers over the past decade. Ask some key questions to inspire a class discussion: What does the graph tell us? Why do you think most young people choose not to smoke these days? What reasons might there be as to why there are still some young smokers? If the graph continues as it is now, do you think there will be a time when the country will be smoke free?</p>	Norms Perception

			<p>Activity 2 – Hand out the newspaper report and read through together. Discuss the report using the following questions: Why does the headline not give the message that smoking rates among young people are falling? How many 11 to 15 year-olds are non-smokers? Why do you think the report doesn't focus on the ones who are not smoking? Why do you think the report doesn't celebrate the fact that smoking rates have fallen dramatically over the last ten years? Why do you think the actual figures have been left to the last paragraph?</p> <p>Activity 3- Write a short letter pointing out the fact that nowadays very few young people smoke and the majority of young people like to behave in safe, considerate and healthy ways. Use the statistics from the graph to back up their argument.</p>	
6	Would You Risk It?	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	<p>Ask;</p> <ul style="list-style-type: none"> What do we mean by the term 'taking a risk'? What sort of risk taking actions can the children think of? What risks are associated with smoking? How many young people (aged 11 – 15) do you think are non-smokers? (NB: this was 3% in 2017.) <p>Give pupils the following scenario in talk partners - If a friend asks someone to do something quite risky, why might it sometimes be difficult to say no to them? What is the best way for someone to stand up to a friend who is asking them to do something which is quite risky?</p> <p>Activity 1 - Consider the following scenario: Chris has a new game for his computer which he has saved up for ages using money from his paper round and his birthday. His best friend Tyler comes round to play it with him after school. Before he goes home, Tyler asks if he can borrow it to show his brother. Chris is not sure about lending it out but Tyler keeps pestering him saying things like, 'I always lend you my stuff. Come on, be a mate.'</p> <ul style="list-style-type: none"> What thoughts might be running through Chris's head as he decides what to do? Think about the risks if he does or doesn't lend the game to Tyler <p>Activity 1- Children complete the 'What should Chris do?' sheet.</p> <p>Activity 2 – Children make a corridor, one side thinks of the risks of lending the game to Tyler and the other side thinks of the risks of NOT lending it to him. One pupil walks down the corridor with the pupils saying their thoughts as 'Chris' passes them.</p>	Risk taking Assertive

			<p>Reflect on the following questions:</p> <ul style="list-style-type: none"> • Why would it be hard for Chris to decide what to do in that situation? • Without mentioning anyone's name, can anyone remember a time when a friend asked them to do something they were not sure about? What did they ask you to do? How did you feel about it? • Is it easy or hard to stand up to (be assertive with) a friend? • What would be the best thing Chris could do in this situation? <p>Children to record their own answers on post-it notes which they can stick on to A3 sheets of paper.</p>	
7	Play, Like, Share	<ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. • Know how to protect personal information online; • Recognise disrespectful 	<p>Ask the children to make a list of at least 3 benefits of the internet – this can be done with talking partners.</p> <p>Ask the class the games, sites and apps they like to use. What do they like about them? Is there anything they don't like?</p> <p>Watch three films from the CEOP Thinkuknow website: https://www.thinkuknow.co.uk/8_10/watch/ . Discuss the films with the pupils and reinforce the rules from the website for being safe online. Review the key points about keeping safe online. As well as ensuring that the information they share online is just with their friends, what else could they do to ensure that they are using the internet in a healthy way? Examples include:</p> <ul style="list-style-type: none"> • Have specific times in the day that they use it, so it doesn't take over their life. • Turn it off at night, so it doesn't disturb their sleep. • Make sure they use passcodes on their phones and other devices so that others can't access their accounts or their personal information. 	Personal Information Privacy Settings

		behaviour online and know how to respond to it.		
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