

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	To Share Or Not To Share	<ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old. Explore the risks of sharing photos and films of themselves with other people directly or online. Know how to keep their information private online. 	<p>Watch the NSPCC film* 'I saw your willy' https://www.youtube.com/watch?v=z1n9Jly3CQ8</p> <p>Ask;</p> <ul style="list-style-type: none"> What did the boys do? Why did they do this in the first place? What did Katy think when she saw it? What did she do? What did everyone else do? Who was the last person that we saw had received it? [His grandma] How did Alex feel? <p>Discuss how different people may feel in this story.</p> <p>Reinforce it's really important to get someone's permission before taking and sending a photo of them to someone else or posting it online.</p> <p>In the situation in the film clip, Alex hadn't given his permission for Sam to share it with Katy; he didn't expect Katy to share it with anyone else and she didn't ask permission to share it either. In this situation both Sam and Katy could get into trouble with the police. This is because it is illegal (against the law) to produce sexual images of a person under 18 years old, and as this was a photo of his willy (or as we have been calling it in our puberty lessons, penis) this would class as a sexual image.</p> <p>These laws have been created to make sure that children are protected - safe from being asked to produce sexual images by adults or from other children who then send the pictures to adults or others.</p> <p>Explain that sometimes, people ask others to share photos or videos of themselves. Brainstorm examples when this would be OK. E.g. football match. However, if the request is from someone you don't know and/or it is a request for sexual images then it is not OK.</p> <p>Activity 1 -</p> <p>In small groups, the class work through scenarios where requests have been made to send images. Decide what the person should do.</p>	<p>Right To Privacy</p> <p>Sharing Online</p> <p>Permission</p> <p>Illegal</p> <p>Sexual Images</p>

			<p>Talk through each scenario as a whole group and discuss what the consequences might be if they did share. Then think about how they could make things safer.</p> <p>Discuss how privacy settings can be adapted in order to make it safer to post images.</p>	
2	What Sort Of Drug Is.....?	<ul style="list-style-type: none"> Explain how drugs can be categorised into different groups depending on their medical and legal context. Demonstrate an understanding that drugs can have both medical and non-medical uses. Explain in simple terms some of the laws that control drugs in this country. 	<p>Discuss;</p> <p>What do we mean by the word drug? World Health Organisation define it as <i>'A substance that people use to change the way they think, feel or behave.'</i></p> <ul style="list-style-type: none"> Are medicines drugs? Can medicines ever be harmful? How? Are drugs always used for medical reasons? Why else might someone use a drug What do we mean by the terms 'legal' and 'illegal'? What drugs have you heard of Is it possible to divide these drugs into different categories? If so what categories would we use? <p>Activity- Children use the drugs information and facts sheet to sort drugs into the following Venn circles:</p> <ul style="list-style-type: none"> Red circle – contains drugs which have a medical use Blue circle – contains drugs which have a non-medical use and are legal Green circle – contains drugs which have a non-medical use and are illegal <p>As a class, discuss where they have placed each drug. Compare different groups' solutions. Were there any differences of opinion? If so, why?</p>	<p>Drug</p> <p>Legal</p> <p>Illegal</p> <p>Medical</p> <p>Non-medical</p>

3	Drugs: It's The Law	<ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs. Explain why there are laws relating to drugs in this country. 	<p>Recap on previous lessons learning, what the children know about drugs and the law.</p> <p>Activity 1- Children look at It's the law activity sheet and decide in each scenario;</p> <ul style="list-style-type: none"> Has the law been broken? If so, who is breaking the law and which law? If not, why not? <p>Discuss the scenarios with the children and ensure they are clear of the law. Which ones did they find difficult to decide about? Which ones, if any, were they surprised about? Recap on the laws relating to the scenarios and display these in the classroom.</p> <p>Remind the children that most young people choose not to smoke cigarettes, drink alcohol or take illegal drugs. This is an important social norms message that can help to shape children's future decisions in relation to drug use.</p>	<p>Drug Laws</p> <p>Age Restrictions</p> <p>Possess</p> <p>Supply</p> <p>Produce</p> <p>Illegal</p> <p>Penalties</p>
4	Alcohol: What Is Normal?	<ul style="list-style-type: none"> Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these. Describe some of the effects and risks of drinking alcohol. 	<p>Discuss;</p> <ul style="list-style-type: none"> What do you think some of the effects of drinking alcohol are? Why do you think a child's body is affected by alcohol more than an adult's? What do you think is the legal age limit at which someone can be sold alcohol? Does someone's body stop growing at the age 18? Do you think there are more young people drinking alcohol than there were ten years ago – or fewer? Or is it about the same? Was anyone surprised that there are fewer young people drinking alcohol than there were ten years ago? If so, why? <p>Explain that you are going to consider some of the reasons why many people think that lots of young people drink alcohol despite the fact that these days most of them have never had a drink of alcohol.</p> <p>Show the graph of young people (aged 11-15 years) who have never had a drink of alcohol.</p> <ul style="list-style-type: none"> What does the graph tell us? Why do you think most young people choose not to drink alcohol these days? 	<p>Alcohol</p> <p>Short-term Effects</p> <p>Long-term effects</p> <p>Risks</p> <p>Norms</p>

			<ul style="list-style-type: none"> • What reasons might there be as to why there are still some young people who drink alcohol? • Do you think the graph will continue as it is over the next few years? If so, will there ever be a time when no young people drink alcohol? • What would the figures be if they showed only children aged 11-12 years old? <p>Activity- Children read and discuss a mock newspaper report about young people and alcohol. Ask the children to write a short newspaper article celebrating the fact that more and more young people are choosing not to drink alcohol.</p>	
5	Joe's Story (Part 1)	<ul style="list-style-type: none"> • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how these emotional needs impact on people's behaviour. • Suggest positive ways that people can get their emotional need met. 	<p>Discuss how a person would feel if they were in an empty room for a long time, what would they need/ miss? What about in a room for weeks with all the furniture etc. they need but alone, how would they feel?</p> <p>Explain that the children are going to think about how our emotional needs affect our behaviour.</p> <p>Activity 1- look at needs and decide how these needs are met e.g. the need to feel good at something, the need to feel safe etc.</p> <p>As a class, discuss some of the ways that children have some of their needs met.</p> <p>Activity 2- Read Joe's story, about a lad who made poor choices and eventually drugs and alcohol led to him being arrested.</p> <ul style="list-style-type: none"> • How do you feel about Joe's story? • Do you think that it is a realistic story? • Do you think that Joe had control to change some of the events in his life? <p>Discuss how Joe was getting each of the emotional needs met throughout the story. On 'Emotional Needs' sheet, children colour code the 8 emotional needs.</p> <ul style="list-style-type: none"> • Consider if any of Joe's ways of meeting his emotional needs were risky? • If so, what were the risks? • Why do you think Joe took the risks? • Are there any points in the story where Joe could have chosen to behave differently? If so, what could he have done differently? 	Physical Needs Emotional Needs

			<p>Teacher takes on the role of Joe and put him on the 'hotseat' where children can ask questions about the reason for Joe's choices e.g.</p> <ul style="list-style-type: none"> • Why did you start drinking alcohol and smoking? • Why didn't you revise more for your GCSEs? • Why did you become angry with people? • Why did you drink and drive? • How did you get into a fight? • Didn't you realise the risks of drinking and smoking? • Why did you drop out of university? 	
6	Joe's Story Part 2	<ul style="list-style-type: none"> • Understand and give examples of conflicting emotions. • Understand and reflect on how independence and responsibility go together. 	<p>ASK;</p> <ul style="list-style-type: none"> • What does it mean to be independent? • Can you think of something that has made you more independent in the last year? • How does it make you feel? <p>Explain that when we become more independent, we need to keep ourselves and others safe. It is our responsibility to do this. If a teacher organises a school trip, it is their responsibility to keep the class safe, helped by the other adults and with the cooperation of the children involved. Can you think of a responsibility that <i>you</i> have?</p> <p>The more grown up we are, the more independent we become. And vice versa.</p> <p>Reread Joe's Story</p> <p>Activity – Record examples of, conflicting emotions, acting independently, responsibility</p> <ul style="list-style-type: none"> • Was Joe responsible? • Did he become independent? • Who became more and more responsible for him? • If he wanted to change this and become more responsible, what could he do? 	<p>Independence Responsibility Conflicting Emotions</p>