

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Helpful or unhelpful – managing change	<ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Identify people who can support someone who is dealing with a challenging time of change. 	<p>Introduce the question box –questions can be submitted anonymously throughout this unit.</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Read Sophie’s story. Activity- sort into helpful and unhelpful responses. Identify people who can support someone who is dealing with a challenging time of change</p>	<p>Change Support Conversation Discuss</p>
2	I look great!	<ul style="list-style-type: none"> Understand that fame can be short-lived. Recognise that photos can be changed to match society's view of perfect. Identify qualities that people have, as well as their looks. 	<p>How are people portrayed in the media? How are pictures manipulated and not always a true representation? Bigger eyes, flawless skin etc. People tend to make themselves look ‘perfect’ online. How might this make young people feel that see the pictures? Look at these manipulated images/photos of celebrities who have spent hours being dressed and groomed can make people feel dissatisfied with their own appearance. Activity- choose a name from the hat and write 2 things you like about who they are and 2 about how they look. Share.</p>	<p>Body image Self- esteem Manipulation.</p>
3	Media Manipulation	<ul style="list-style-type: none"> Define what is meant by the term stereotype. 	<p>Read the story <i>What Happened to Cinderella Next</i>, and go through the questions. What conclusions do the class come to?</p>	<p>Being yourself Body Image Self-esteem</p>

		<ul style="list-style-type: none"> Recognise how the media can sometimes reinforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Challenge stereotypical gender portrayals of people. 	<p>Activity 1 - Media Manipulation Watch the Dove Confident Me, Evolution clip https://www.youtube.com/watch?v=iYhCn0jf46U In groups discuss how you feel about the way the media plays around with the image (media manipulation). Think about the 'before' and 'after' images. Is it real? Is it true? What do you think about this? How might it make a person feel about themselves? What type of people do these images tend to show most of the time? What types of people do we rarely see? Write a group statement on how you feel about media manipulation.</p> <p>Activity 2 – Challenge it! In groups of 5/6, the children decide on an issue (e.g. use of stereotypical colours). They then work out an event which could challenge this. Each group will present their idea to the class. Emphasise that what we see in the media is not always what it seems and this can influence us to feel a certain way. Can the class think of any other images that try to manipulate their feelings?</p>	<p>Media Manipulation Stereotype Gender stereotype</p>
4	Pressure online	<ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. Understand the norms of risk-taking behaviour and that these 	<p>Explain that there may be times when people are put under pressure to behave in a certain way and do something that is risky, unhealthy or makes them feel uncomfortable. Make a verbal list of all the pressures [e.g. media, friends, classmates]. Discuss school policy about bullying and what a person could do if these things were happening to them. Discuss who could help a person in this situation.</p>	<p>Media manipulation Stereotype Gender stereotype Body image Peer pressure</p>

		<p>are usually lower than people believe them to be.</p>	<p>Show some photographs and ask can anyone share them? No, because they belong to me. Has anyone shared a photograph online before (Instagram, email, Facebook etc.)? What happens when a picture is shared online? Has anyone felt pressure to post a picture? Activity-Watch Lucy and the boy video: https://www.youtube.com/watch?v=DY-D_tebNXs Were there any parts up until the end of Lucy’s school day where it feels uneasy or uncomfortable about who she might meet? Were there any clues that the boy was not who he said he was? What could be the consequences of sharing a photograph online?</p>	
5	Is this normal?	<ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Suggest strategies that would help someone who felt challenged by the changes in puberty. Know where someone could get support if they were concerned about their own or another person's safety. 	<p>‘Puberty’ is the word given to the time in a person’s life when their body begins to change from a child’s body to an adult’s body capable of reproduction. Clarify that puberty involves physical, emotional and psychological changes. True or false puberty statements to address any misconceptions. Puberty can be a challenging time – changes physically and emotionally. Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice. Activity- Write an agony Aunt letter. Read and record their ideas as ‘Agony Aunts’ to support and help a range of young people with challenging situations in puberty.</p>	<p>Puberty Physical Changes Emotional changes Periods Menstruation Sanitary products Rights Physical changes</p>

6	Dear Ash	<ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret. • Identify situations where someone might need to break a confidence in order to keep someone safe. 	<p>What is a surprise? What is a secret? Are all surprises secrets? Are all secrets surprises? How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them. Can anyone think of an example of a safe or an unsafe secret? Read children the story 'Chris's secret'. Answer questions about how the characters felt. Did they make the right choices? Why?</p> <p>Is it ever Ok to 'break a confidence' and tell someone else? What advice would you give to Chris in this situation? What advice would you give to Scott in this situation?</p> <p>Activity- Ask children to choose one of the scenarios and consider what advice they would give the person who wrote the letter in that situation.</p>	<p>Secret Surprise Safeguard</p>
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