

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Think before you click	<ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread</li> </ul>	<p>Ask the class to stand in a straight line, as if lining up. Explain that they have a challenge to see how quickly they can pass a ‘tap on the shoulder’ along the line. You will say ‘go’ as you start the timer. The first person in the line will tap the next person in the line who will tap the next person and so on. The last person shouts ‘stop’ when they are tapped. Repeat a few times to see if they can beat their time. Now ask the pupils to stand in a 1, 2, 4, 6, 12, 24 formation (there won’t be 24 in the last line, just have as many children as you have left.)</p> <p>This time, the first person in the line uses 2 hands to pass the tap to 2 people at the same time. See how quickly the tap can pass when everyone uses both hands to pass the tap to 2 people at the same time. The people in the last line sit down when they are tapped. You stop the timer when the last person sits down. Repeat a few times, trying to improve the speed each time. This game is similar to the way that things get shared on the internet. Lots of people share with lots of other people so it spreads from the first person very quickly. This can happen even if some people don’t share.</p> <p>Gather group and talk about social media platforms such as Snapchat and Instagram where the age limit is 13+ even games aimed at younger players have guidance that players under 13 must have parental consent before playing. Discuss why this might be – because of the content that might not be appropriate for younger people, that users can ‘chat’ to strangers and particularly the fact that younger people might find it difficult to cope with some online behaviour such as bullying or trolling.</p>	

		<p><i>NB: <a href="#">Internet Matters guide to apps children use</a> is an excellent source of information.</i></p> <p><i>This online guide to apps, games and sites that children are using and talking about is provided by Internet Matters. You will find information about how safe different online game and social network sites are deemed to be and what the risks are to children using them.</i></p> <p>On the whiteboard, draw a chart or use a calculator to show 1 person linking to 8, then those 8 each linking to another 8, then each of those 8 linking to another 8. Work out together how many people are connected in 3 steps. Imagine that those steps were 'shares' of something on the internet and that instead of 8 people each time, there were 100. Some people have hundreds of online 'friends' and can share information with all of them in one click and that share can travel across the globe in a matter of seconds. (If you have time, have a chat about the nature of an online 'friend' compared to a real friend – they are not the same)</p> <p>Activity - read this story about something small that quickly grew</p> <p>Billy and Joe were good friends. They'd known each other for years, since Nursery, and although they were in different classes at Secondary school, they still met up on the school bus and usually had a good time. One morning Joe was waiting for the bus when a car pulled up. Billy got out of the car - his Grandma had come to stay and had given him a lift to the bus stop. As Billy got out of the car, his Grandma shouted, 'Love you Billy-Bear'. Joe burst out laughing, and as soon as the car had driven off he repeated, 'Love you Billy-Bear.' Billy looked a bit embarrassed but he laughed along with his friend and explained that his Grandma had called him that since he was a baby and agreed that it was embarrassing now that he was older.</p>	
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			<p>The bus arrived and as they got on, the boys carried on chatting, agreeing that families could be a pain! They sat in their usual seats and, as usual, the windows were steamed up. As they set off, Joe wrote ‘Love you Billy-Bear’ and drew a big heart on the window in the steam, he said it in a silly voice as he wrote it. One of the older bus on the bus overheard and leant over to see what was going on, “Who do you love?” the older boy asked, obviously keen for a bit of gossip. “It’s nothing.”, said Billy as Joe rubbed the writing off the window. Disappointed that there was nothing of interest, the older boy turned back to his seat and the journey carried on as normal.</p> <p>After school, Billy and Joe stood in the bus queue. They were near the back because they’d both had P.E. As they got onto the bus they could hear laughing and kissing noises. As they walked towards their usual seats it became apparent what the fuss was about. As the windows had steamed up again, the writing and heart that Joe had done earlier had re-appeared. All around them were voices calling ‘Love you Billy-Bear’. Billy gave Joe a look that said everything. Joe looked horrified and sat with his head in his hands as they both tried to ignore the taunting. It didn’t last that long, although it felt like hours. The other kids on the bus soon settled back down to looking at their phones and the usual chat. Joe tried to wipe away the writing and hoped that the bus windows were due for a clean otherwise the evidence would reappear like a ghostly reminder of his foolish act. They sat in silence all the way home and as they got off the bus, Billy walked off without saying goodbye.</p> <ul style="list-style-type: none"> <li>• How do you think Billy was feeling? (Hurt, betrayed, angry, embarrassed)</li> <li>• How do you think Joe was feeling? (Upset, sad, guilty, repentant)</li> <li>• What do you think about Joe’s actions? Did he mean to cause so much upset? It was a silly act that got out of hand. Joe</li> </ul>	
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			<p>didn't mean to tell everyone on the bus, he'd wiped it off when the older boy was being nosy in the morning. Unfortunately because of the steamy windows, it was hard to erase what he'd done.</p> <p>How does this compare to posting something on the internet? Things can be shared very quickly, to people all over the world, way beyond the original friendship group. Also, even if the first person deletes the post, once other people have shared it, it is very difficult to erase it.</p> <ul style="list-style-type: none"> <li>• Is it possible to take back something that's posted on the internet?</li> </ul> <p>No, it isn't. Not for certain. Even if a posting is removed, someone might have taken a screen-shot of it, which could then be re-posted, outside the control of the person who originally posted it.</p> <p>Summing up We should always think carefully about what we post online. We should think about our safety and we should never share anything that might hurt or embarrass someone. It's almost impossible to remove something once it is online and something that might seem funny in a moment might not seem like such a good idea later on. We should always <i>'Think before you click'</i> (do an action, pointing to your head for 'think' and then an exaggerated finger movement for 'click' – use this as a physical 'memory hook' reminder throughout the year).</p>	
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2	To Share Or Not To Share	<ul style="list-style-type: none"> <li>● Know that it is illegal to create and share sexual images of children under 18 years old.</li> <li>● Explore the risks of sharing photos and films of themselves with other people directly or online.</li> <li>● Know how to keep their information private online.</li> </ul>	<p>Watch the NSPCC film* 'I saw your willy' <a href="https://www.youtube.com/watch?v=z1n9Jly3CQ8">https://www.youtube.com/watch?v=z1n9Jly3CQ8</a></p> <p>Ask;</p> <ul style="list-style-type: none"> <li>● What did the boys do?</li> <li>● Why did they do this in the first place?</li> <li>● What did Katy think when she saw it?</li> <li>● What did she do?</li> <li>● What did everyone else do?</li> <li>● Who was the last person that we saw had received it? [His grandma]</li> <li>● How did Alex feel?</li> </ul> <p>Discuss how different people may feel in this story.          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.          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.          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.          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 -          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          Sharing Online          Permission          Illegal          Sexual Images</p>
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			<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>	
3	Rat Pack	<p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</p> <p>Understand that all humans have basic emotional needs and explain some of the ways these needs can be met</p>	<p>Introduce the subject of addiction with some key questions:</p> <p>[NB: it is important to let the children discuss and debate the questions rather than come up with specifically 'right' answers. The subject of addiction is highly complex and there are several 'grey' areas rather than absolutes].</p> <ul style="list-style-type: none"> <li>• What do we mean by a habit? [e.g. an action that a person keeps repeating].</li> <li>• What sort of habits do people have? [e.g. biting their nails, drumming their fingers on the table].</li> <li>• Is a habit necessarily a harmful thing? [Not necessarily].</li> <li>• Are general day to day routines a habit? [e.g. cleaning teeth, having the same thing for breakfast every day. In some ways these are a habit - we train ourselves to develop habits/actions that we perform regularly].</li> <li>• What do we mean by addiction? [Let the children explore this. There is no common definition of addiction so it will be useful to find out what the children understand by this term].</li> <li>• Is addiction the same thing as a habit? [An addiction can be seen as an extreme form of habit. We tend to think of an addiction being a more negative thing].</li> </ul> <p>When we say someone is addicted to something what do we mean? [Again, let the children explore this question for themselves? For example, they may say that it means that a person develops an extreme habit which they feel compelled to keep doing. They may crave doing</p>	

			<p>this and possibly suffer from withdrawal symptoms when they try to stop the habit].</p> <p>What sort of things can people become addicted to? [For example, drugs, alcohol, smoking, exercise, shopping, gambling etc.]</p> <p>Activity 1 - Rat Park</p> <p>Hand out the 'Rat Park' story (note, this is based on real experiments carried out by Bruce Alexander).</p> <p>In pairs or threes, ask the children to read this, then discuss the questions following the story.</p> <p>When they have done this discuss the following:</p> <ul style="list-style-type: none"> <li>• Why did the rats tend not to take the drugs when they were in Rat Park yet did take them when they were in the cage by themselves? What does this tell us about addiction and the reason why some people use drugs?</li> </ul> <p>Obviously we can't always live in a human version of Rat Park because life is full of ups and downs, good times and times of challenge and hardship. However, by recognising that we have basic human emotional needs and the ways we can get those needs met can help us to be more confident and secure individuals.</p> <p>Activity 2 - Rat Park for Humans Give out the 'Rat Park for Humans' sheet, Read through the list of emotional needs that we all have as humans. Discuss these to make sure that they are clear, then ask</p>	
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		<p>children to work in pairs or threes to note down the ways they can (and do) get their emotional needs met.</p> <ol style="list-style-type: none"> <li>1. I need to feel that I am good at some things</li> <li>2. I need to have friends</li> <li>3. I need to feel part of a group</li> <li>4. I need to try new things</li> <li>5. I need to have some choice over what I do</li> <li>6. I need to give and receive attention</li> <li>7. I need some time on my own</li> <li>8. I need to feel safe and secure</li> </ol> <p>From their notes children can produce a <i>'Guide to Good Emotional Health'</i> in a format of their own (or your choosing). Here are some ideas:</p> <ul style="list-style-type: none"> <li>• 8 page booklet with each page showing one of the above emotional needs and ways people can get these fulfilled</li> <li>• PowerPoint presentation – 1 slide for each emotional need</li> <li>• Poster – each pair takes one of the emotional needs to work on and produce in poster format. These can then be displayed to show the full range of emotional needs</li> <li>• Another format as chosen by you or the children</li> </ul> <p>Summing up - Review the work from the emotional needs sheet and outputs. Consider these and other summary/review questions Is it possible to have a human version of Rat Park?</p> <p>Do you think that the more people's lives resemble the human version of Rat Park the less likely they are to become addicted to things? Why or why not?</p>	
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4	What Sort Of Drug Is.....?	<ul style="list-style-type: none"> <li>● Explain how drugs can be categorised into different groups depending on their medical and legal context.</li> <li>● Demonstrate an understanding that drugs can have both medical and non-medical uses.</li> <li>● Explain in simple terms some of the laws that control drugs in this country.</li> </ul>	<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> <p>Are medicines drugs?</p> <ul style="list-style-type: none"> <li>● Can medicines ever be harmful? How?</li> <li>● Are drugs always used for medical reasons? Why else might someone use a drug</li> <li>● What do we mean by the terms 'legal' and 'illegal'?</li> <li>● What drugs have you heard of</li> <li>● Is it possible to divide these drugs into different categories? If so what categories would we use?</li> </ul> <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"> <li>● Red circle – contains drugs which have a medical use</li> <li>● Blue circle – contains drugs which have a non-medical use and are legal</li> <li>● Green circle – contains drugs which have a non-medical use and are illegal</li> </ul> <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>

5	Drugs: It's The Law	<ul style="list-style-type: none"> <li>• Understand some of the basic laws in relation to drugs.</li> <li>• Explain why there are laws relating to drugs in this country.</li> </ul>	<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"> <li>• Has the law been broken?</li> <li>• If so, who is breaking the law and which law? • If not, why not?</li> </ul> <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 Age Restrictions Possess Supply Produce Illegal Penalties</p>
6	Alcohol: What Is Normal?	<ul style="list-style-type: none"> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> </ul>	<p>Discuss;</p> <ul style="list-style-type: none"> <li>• What do you think some of the effects of drinking alcohol are?</li> <li>• Why do you think a child's body is affected by alcohol more than an adult's?</li> <li>• What do you think is the legal age limit at which someone can be sold alcohol?</li> <li>• Does someone's body stop growing at the age 18?</li> <li>• Do you think there are more young people drinking alcohol than there were ten years ago – or fewer? Or is it about the same</li> <li>• Was anyone surprised that there are fewer young people drinking alcohol than there were ten years ago? If so, why?</li> </ul> <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"> <li>• What does the graph tell us?</li> </ul>	<p>Alcohol Short-term Effects Long-term effects Risks Norms</p>

			<ul style="list-style-type: none"> <li>● Why do you think most young people choose not to drink alcohol these days?             <ul style="list-style-type: none"> <li>● What reasons might there be as to why there are still some young people who drink alcohol?</li> <li>● Do you think the graph will continue as it is over the next few years?                 <ul style="list-style-type: none"> <li>● If so, will there ever be a time when no young people drink alcohol?</li> <li>● What would the figures be if they showed only children aged 11-12 years old?</li> <li>● 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.</li> </ul> </li> </ul> </li> </ul>	
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7	Joe's Story (Part 1)	<ul style="list-style-type: none"> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>• Explain how these emotional needs impact on people's behaviour.</li> <li>• Suggest positive ways that people can get their emotional need met.</li> </ul>	<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?                  Explain that the children are going to think about how our emotional needs affect our behaviour.                  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.                  As a class, discuss some of the ways that children have some of their needs met.                  Activity 2- Read Joe's story, about a lad who made poor choices and eventually drugs and alcohol led to him being arrested. ●                  How do you feel about Joe's story?</p> <ul style="list-style-type: none"> <li>• Do you think that it is a realistic story?</li> <li>• Do you think that Joe had control to change some of the events in his life?</li> </ul> <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"> <li>• Consider if any of Joe's ways of meeting his emotional needs were risky?</li> <li>• If so, what were the risks?</li> <li>• Why do you think Joe took the risks?</li> <li>• Are there any points in the story where Joe could have chosen to behave differently? If so, what could he have done differently?</li> </ul>	Physical Needs Emotional Needs
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68	Joe's Story Part 2	<ul style="list-style-type: none"> <li>• Understand and give examples of conflicting emotions.</li> <li>• Understand and reflect on how independence and responsibility go together.</li> </ul>	<p>ASK;</p> <ul style="list-style-type: none"> <li>• What does it mean to be independent?</li> <li>• Can you think of something that has made you more independent in the last year?</li> <li>• How does it make you feel?</li> </ul> <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"> <li>• Was Joe responsible?</li> <li>• Did he become independent?</li> <li>• Who became more and more responsible for him?</li> <li>• If he wanted to change this and become more responsible, what could he do?</li> </ul> <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"> <li>• Why did you start drinking alcohol and smoking?</li> </ul> <p>Why didn't you revise for your GCSEs</p> <p>When did you become angry ?</p>	<p>Independence Responsibility Conflicting Emotions</p>
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