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education & training through theatre

# LESSON PLANS E-BOOK

## Relationships, Relationships & Sex Education and Health Education Key Stages 2-4





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### Relationships, Relationships & Sex Education and Health Education Key Stages 2-4

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# WHEN YOU FEEL SAFE

## Age Range:

8-11, Years 4-6,  
KS2

## Topics Covered:

Relationships, Safe Relationships

## Time:

30 minutes

## Equipment needed:

Copies of the worksheet

**An exercise to explore how someone might feel if they are in a safe relationship.**

## Introduction

This exercise uses creative thinking to explore how someone might feel if they are in a safe relationship.

## Exercise

Explain to young people that everyone has relationships with different people (families, friends, boy/girlfriends, teachers, coaches) and that you are going to look at how we know when our relationships are safe.

Run a discussion with the young people on safe relationships. You could record the answers on a board or run verbally.

- What would a safe relationship be like?
- How might someone feel in a safe relationship?

Hand out the worksheet supplied.

Explain to the young people that everyone has the right to feel safe at all times and others have a responsibility to make sure you feel safe. Someone may experience different feelings when they are safe. They may experience feelings about themselves or other people.

Ask the young people to write in the thought bubbles the feelings that someone might experience when they are with or in a relationship with someone who is safe.

Examples: happy, confident, and supported.

You may want to make this exercise more visual by using pictures for the feelings (e.g. smiley emoji for happy) or you may want to run it as a group activity and create one large worksheet.

## Summary

Explain to the young people that sometimes people may find themselves in an unsafe relationship and feel very different to what you have spoken about. Ask the group who someone might be able to talk to if they were unsafe. You could give information about ChildLine and the Safeguarding Team in School.

## Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased confidence in telling an adult if they feel unsafe
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

## Feeling Safe.





# Puberty Card Game

## Age Range:

9-12, Years 5-7, KS2, KS3

## Topics Covered:

Knowledge of key words to do with Puberty and their meanings

## Time:

20 - 40 minutes

## Equipment needed:

Puberty cards (Included)

**This exercise can be used to introduce or consolidate key knowledge about the physical changes that take place during puberty.**

## Introduction

This exercise uses creative thinking and team working to learn and remember the key body changes that take place during puberty.

## Exercise

Print onto card the 'Puberty Card Game' on the next page and cut into the 18 cards. Keep the definitions and the puberty words cards separate but shuffle each of the two sets of cards. You will need multiple sets of cards to go round the whole class.

The correct pairings are: 1D, 2A, 3G, 4H, 5B, 6F, 7E, 8I, 9C.

Explain to the group that you are going to look at how much we all know about the physical changes that take place during puberty.

In pairs or groups ask the groups to arrange the cards so that they match the correct word with the correct definition.

You could vary this and do it a few times. The first time with plenty of time for discussion and team work in groups and then as a race to see who can finish and arrange them correctly first. You could finish with every learner completing a sheet so you can see who in the class has understood the definitions and where further work is needed.

## Summary

Finish off by clarifying and checking that everyone knows the correct definitions for each word. You could hand out leaflets or relevant information on puberty (these can possibly be obtained for free from your local health promotion service).

The exercise can be used to generate a list of questions about the changes that the learners would like to find out. It could also be used to do more research or to create a leaflet for next year's class that gives the basic information in a fun and appropriate way.

## Learning Outcomes:

- Children have an increased awareness that there will be changes as they go through puberty and that this is okay and normal
- Children have an increased confidence in seeking help and support about puberty and growing up
- Children have increased knowledge of the physical and emotional changes that take place during puberty

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

# Puberty Cards

1. This is the name for a male organ that allows urine ('wee') and semen to leave the body.	<b>A. Body Odour (B.O.)</b>
2. This is the name for the (stinky) smell left by dried sweat.	<b>B. Pubic hair</b>
3. This is also known as 'menstruation' and is something that happens to women and girls once a month and starts during puberty. The average blood lost during this time is only about 3-5 tablespoons for any time between 2 and 8 days.	<b>C. Breasts</b>
4. This is the name for something that happens to boys when they have an erection in their sleep and ejaculate semen.	<b>D. Penis</b>
5. This is the name for hair that grows around the genitals and pubic area in both boys and girls during puberty.	<b>E. Testicles</b>
6. This is the name for when more blood flows to the penis than usual and so the penis becomes larger and harder and stands away from the body.	<b>F. Erection</b>
7. This is the name for a body part that hangs on the outside of a male's body. They are the size of small plums and are part of the male genitals that make sperm.	<b>G. Period</b>
8. This is the name for something that grows under and on the arms and legs for both boys and girls. Boys often get it on their chests, stomachs, shoulders, back, hands and feet.	<b>H. Wet Dream</b>
9. This is the name for a body part. The main purpose for these in women is to produce milk for feeding babies.	<b>I. Body hair</b>

# How to Stop Bullying

## Age Range:

8-12, Years 4-6, KS2, KS3

## Topics Covered:

Bullying, Cyber bullying, Relationships

## Time:

20-40 minutes

## Equipment needed:

Clear space

**An exercise to explore different ways of dealing with bullying.**

## Introduction

This exercise uses reflective learning and team working to explore children's knowledge and understanding of different ways to stop bullying.

## Exercise

Ask the group to reflect on what they have learned about bullying from the work that you have delivered.

Explain to the group that you are going to recap on some of the main ways to stop bullying or cyber bullying.

Clear a space in the room. Put a piece of paper at opposite ends of the room and label one as 'Good Idea' and one as 'Bad Idea'.

Explain that you are going to read out ten ideas for stopping bullying or cyber bullying.

Ask the group to move to the end of the room that matches whether they think the idea is a 'good idea' or a 'bad idea'. If they are unsure then they can stand in the middle.

Read out the first statement and ask the group to move to the end of the room that matches their opinion.

Ask for volunteers to explain why they chose to stand where they did. Create a discussion and debate any differences of opinion. Give people the opportunity to change their mind if they want as a result of the discussion. Repeat with all ten ideas.

## Summary

Ask the group to list the ideas that most of the class thought were good ideas to stop bullying. Ask if they can think of any other ideas that people could use to stop bullying (ensuring that these are non-violent and safe for the person using the idea).

Recap on where people can get support if they are being bullied and who would be the best people in school to go to if they needed help.

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including Cyber bullying.
- Young people have an increased ability to identify a range of effective strategies in dealing with bullying / Cyber bullying.
- Young people have increased knowledge of what relevant and appropriate services can offer to support young people affected by bullying / Cyber bullying. E.g. Childline, Get Connected.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships



## How to Stop Bullying

1. Tell Someone You Trust
2. Hit the bully back
3. Delete copies of any abusive e mails or texts
4. Keep it to yourself
5. Keep a record of any bullying with dates and times
6. Ignore the bully
7. Stay where other people can see what is happening
8. Get a gang together and beat up the Bully
9. Ring Childline
10. Send abusive texts or e mails back

# Transition to Secondary School

## Age Range:

9-12, Years 5-7, KS2, KS3

## Topics Covered:

Puberty, Growing up, Transitions

## Time:

20 - 40 minutes

## Equipment needed:

Flipchart paper, pens

**An exercise to explore the attitudes and skills needed when changing schools.**

## Introduction

This exercise uses creative thinking and reflective learning to prepare children for the transition to a new school.

## Exercise

The change from primary to secondary school can be a big change for many children and young people. This exercise helps them to think ahead and prepare for the changes they may face.

Use the instructions below on 'Create a Character' and create a character with the group called Daz who is 11 years old and male (or if a predominantly female group create Maz, who is 11 years old and female. Add that the character is still in primary school.

Create the character and then start a discussion using the questions below.

- Daz / Maz finishes primary school next week. How might they be feeling and why?
- What kinds of changes will there be for Daz / Maz when they move schools?
- It is now the end of the summer holidays. Daz / Maz starts secondary school tomorrow. How might they be feeling and why?
- They have now been at secondary school for 2 weeks.
  - What might they be enjoying about their new school?
  - What might they be finding difficult?
  - What could they do to overcome these difficulties?

## Summary

Recap on the main changes the characters might face and the suggested ways of dealing with any difficulties. You could also use the same approach to look at the changes over time (including body changes).

This might be a useful exercise to do before any preparatory visits or days to their new school to generate questions or information that it would be useful to find out. E.g. If Daz / Maz could go back in time, what information would have been useful to them as they started their new school? What questions could you ask when you visit your new school that would help you to find this information out sooner?

## Learning Outcomes:

- Children have an increased awareness that there will be changes as they go through puberty and that this is okay and normal
- Children have an increased confidence in seeking help and support about puberty and growing up
- Children have increased knowledge of the physical and emotional changes that take place during puberty

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

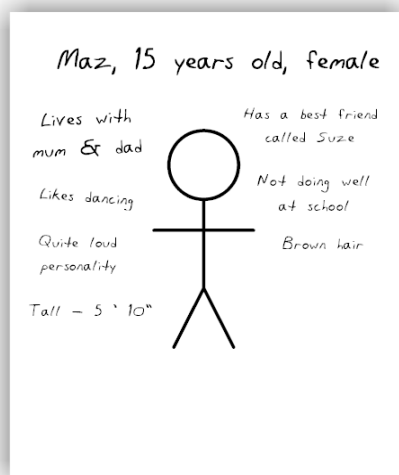
# Create a Character

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that look a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz's period is late, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 4464880 for more details.

# Bully Busters

## Age Range:

12+, Years 3+,  
KS3, KS4

## Topics Covered:

Language and vocabulary  
around bullying

## Time:

20 - 40 minutes

## Equipment needed:

Copies of the 'Bully Busters'  
hand out and answers.

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including cyber bullying, sexual/sexist bullying and Domestic Abuse.
- Young people have increased empathy for people affected by bullying/cyber bullying.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

## An exercise to look at definitions, language and perception of bullying

### Introduction

This exercise uses team working and reflective learning to increase knowledge and understanding of terms and vocabulary used when talking about bullying.

### Exercise

The exercise is based on the TV programme 'Blockbusters' and uses a grid made up of hexagonal sections. The grid is included in this file and each section has a letter or series of letters. Each of these stands for a word, phrase or the initials of a person. All of the answers relate to bullying.

Split the group into smaller groups of four. In each group you need a quiz master, a person to play solo and two to play as a pair. This makes 2 teams, team '1' is the name of the team with the person playing solo and '2' is the team name of the pair. The aim of the game is to correctly guess what the letters stand for from a clue the quiz master reads out. When you or your pair gets a question right then the quiz master writes a large number '1' or '2' in the hexagon.

The person playing solo starts and needs to try and make a line down the board, the pair have to have a line moving across the board.

Team '1' goes first and chooses any letter(s) from the board. The quiz master using the list of questions included reads out the clue. The first team to call out either '1' or '2' based on their team name gets to guess the answer. No shouting out of answers allowed. The quiz master's decision is final.

The game carries on until one of the teams gets across the board.

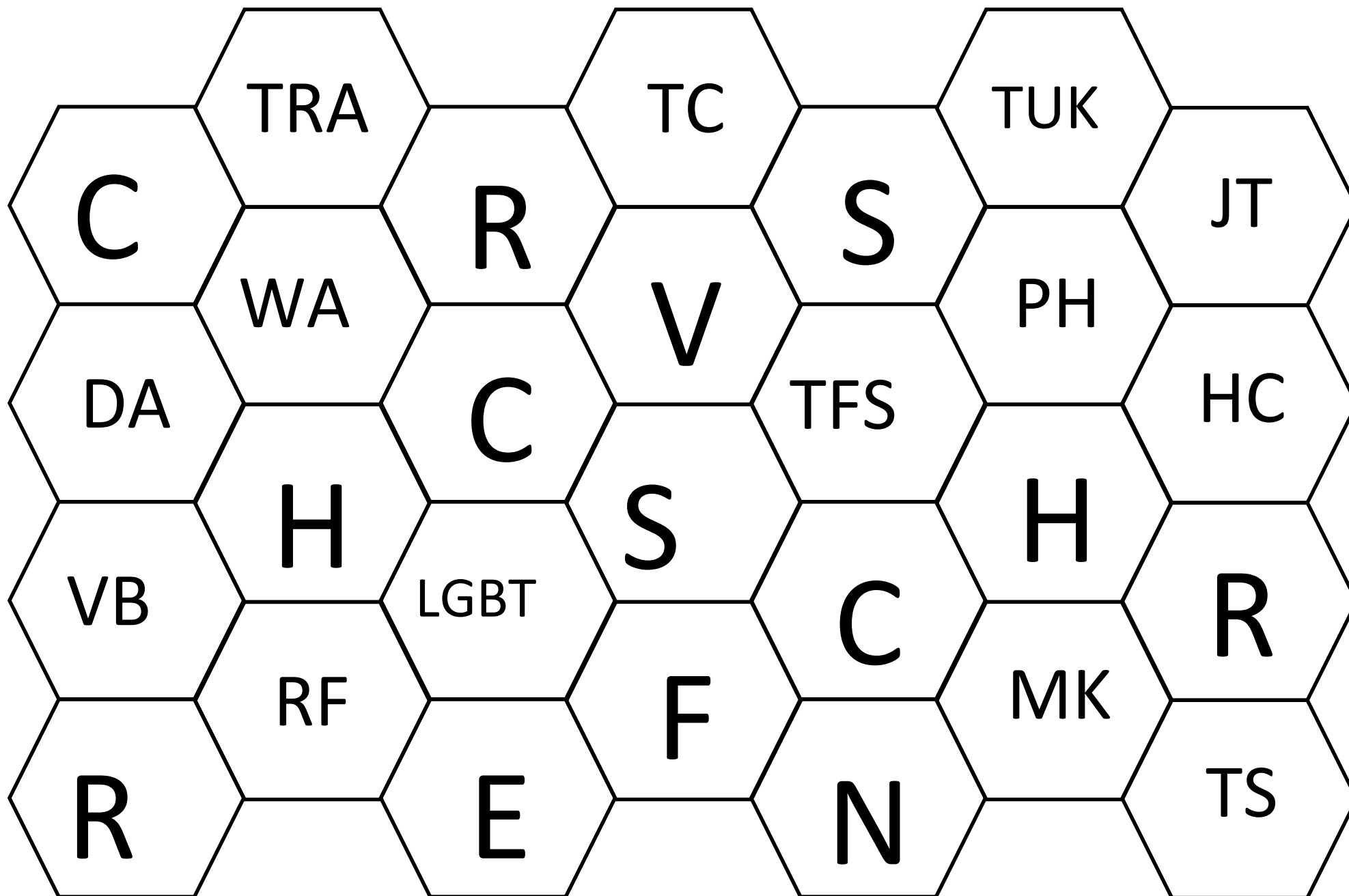
If both teams guess incorrectly then the quiz master may give an alternative clue to the word or phrase etc. and the first to say their team name and guess correctly wins that hexagon.

### Summary

Sum up by asking the groups to feedback how they got on.

Ask if there were any words that people didn't know and discuss any questions or comments raised by the group.

You could finish by collecting all of the sheets and doing a quick recap to see how many of the letters and therefore words, names or phrases the group can remember.





	<b>TRA</b> – Which terms often abbreviated to TRA describes when someone bullies their partner in a teenage relationship? <b>Teenage Relationship Abuse</b>		<b>TC</b> - Which TC is one of world's highest paid and successful actors and was bullied at school because of their height? <b>Tom Cruise</b>		<b>TUK</b> - Which TUK is a website on internet safety and cyber bullying for young people? <b>Think U Know</b>	
<b>C</b> – Which C is bullying that happens online or on mobile phones? <b>Cyberbullying</b>	<b>WA</b> – Which WA is an organisation that helps women and children who are affected by abuse within relationships? <b>Women's Aid</b>	<b>R</b> - Which R is a singer and actor who was bullied because her skin was paler than others in her school? <b>Rhianna</b>	<b>V</b> - Which V describes a type of bullying using words or language? <b>Verbal</b>	<b>S</b> – Which S describes a type of bullying made against people because of their gender? <b>Sexist</b>	<b>PH</b> - Which PH was royally teased and bullied at school because of his red hair? <b>Prince Harry</b>	<b>JT</b> - Which JT singer and actor was bullied at school because they were interested in music? <b>Justin Timberlake</b>
<b>DA</b> – Which DA is a term that describes when someone aged 16 or over bullies their partner in a relationship? <b>Domestic Abuse</b>	<b>H</b> – Which H describes a type of bullying made against people because of sexuality? <b>Homophobic</b>	<b>C</b> - Which C is an organisation that supports Children and Young People up to 18 and can be rung on 0800 11 11? <b>Childline</b>	<b>S</b> - Which S describes when someone takes or sends inappropriate pictures on their phone? <b>Sexting</b>	<b>TFS</b> - Which TFS is a slang term that describes when Childline is open? <b>Twenty Four Seven</b>	<b>H</b> – Which H is illegal and describes when someone repeatedly sends abusive emails or text messages, calls someone names or threatens them or makes abusive phone calls? <b>Harassment</b>	<b>HC</b> - Which term with the initials HC is illegal and describes any incident that is perceived by the victim, or any other person to be racist or homophobic? <b>Hate Crime</b>
<b>VB</b> - Which VB is a fashion designer and ex band member of Spice Girls who was bullied through their whole time at school? <b>Victoria Beckham</b>	<b>RF</b> - Which RF is an ex-England footballer who was bullied at school because of their colour? <b>Rio Ferdinand</b>	<b>LGBT</b> – Which term often abbreviated to LGBT describes people who are not heterosexual (straight)? <b>Lesbian, Gay, Bisexual and Transgender</b>	<b>F</b> - Which F describes the cost of ringing Childline? <b>Free</b>	<b>C</b> - Which C is another way of saying that a conversation will be kept private e.g. with a doctor or counsellor? <b>Confidential</b>	<b>MK</b> - Which MK is an actress married to Ashton Kutcher who was bullied at school because people said that her eyes were too big? <b>Mila Kunis</b>	<b>R</b> - Which R is an organisation that helps men who are affected by abuse within relationships or have been the abusers and need support? <b>Respect</b>
<b>R</b> – Which R describes a type of bullying made against people because of the colour of their skin or race? <b>Racism</b>		<b>E</b> – Which E describes a type of bullying that hurts someone's feelings or state of mind? <b>Emotional</b>		<b>N</b> - Which N is when Anti Bullying Week takes place each year? <b>November</b>		<b>TS</b> - What TS should you do if you are being bullied or see someone being bullied? <b>Tell Someone</b>

# STI Card Game

## Age Range:

13+, Years 9+,  
KS3, KS4

## Topics Covered:

Knowledge of Sexually  
Transmitted Infections

## Time:

20 - 40 minutes

## Equipment needed:

Set of STI cards and  
worksheets (included in  
this exercise).

**An exercise to raise awareness and increase knowledge of the main Sexually Transmitted Infections (STIs) found in the UK.**

## Introduction

This exercise uses creative thinking and team work to help groups to match the names of key Sexually Transmitted Infections (STIs) with their main causes, symptoms and treatments.

## Exercise

The STI card game features a set of 40 cards made up of four different types of cards featuring ten different STI names, causes, symptoms and treatments. These can be found included in this document. The game is to match the cards together to get a full picture of the ten main STIs. These cards can be photocopied onto paper or card and cut out for groups to use or even copied onto different coloured card to differentiate the four types of cards.

It may be worth doing a quick check that everyone is clear of the definitions of cause, symptom and treatment.

Split the group into 3 or 4 smaller groups and give each a pack of all 40 cards. Give a time limit and ask them to arrange the cards so that they match the right STI with the corresponding cause, symptoms and treatment.

Learners can group the cards on the table or floor to show their work or use the included worksheet included in this document to record their answers. The worksheet is useful if you want groups to swap and then mark each other's work.

The correct answers are listed on the next page.

## Summary

Ask the group what they have learned from the exercise and where people could go for treatment if they suspected that they had any of these STIs.

It can be useful to record each group's score and revisit this exercise later in the term or programme of work to see how the levels of knowledge have increased.

## Learning Outcomes:

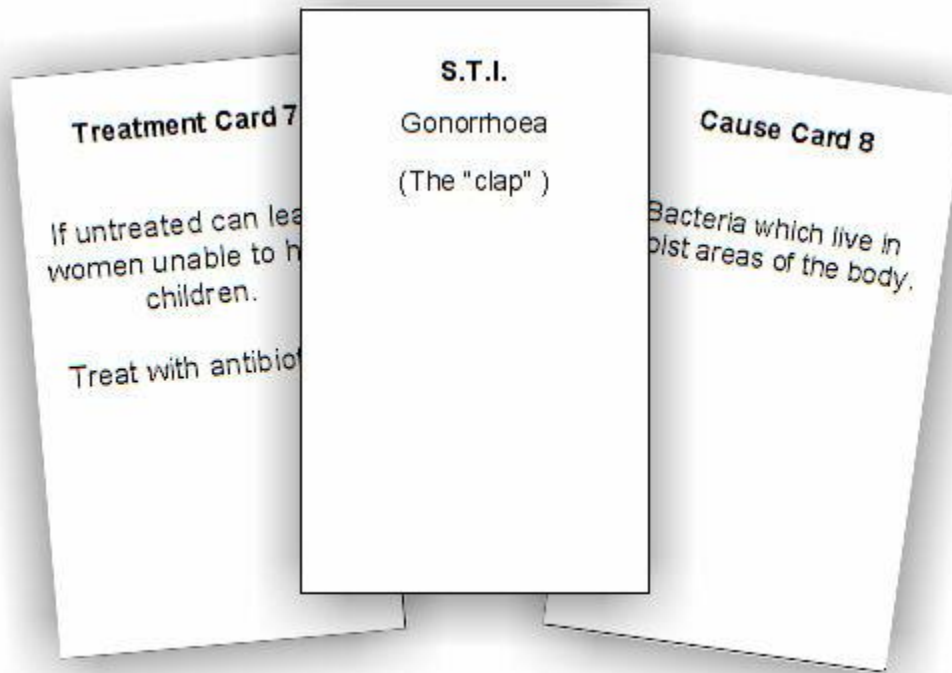
- Young people have increased knowledge of STIs, contraception and unplanned pregnancy.

- Young people have increased knowledge of relevant and appropriate sexual health and contraception services / screening

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

## STI Card Game (Answers)



This fun card game is for groups to get their heads around the different types of sexually transmitted infections and to work together to increase their awareness of causes, symptoms and treatments. The cards used in this exercise were taken from a game developed by Michelle Diaz at MD Consultancy UK Ltd.

The correct matching of the STI, cause, symptom and treatment cards is listed below.

S.T.I. Card	Cause Cards	Symptom Cards	Treatment Cards
Chlamydia	3	2	7 or 10
Gonorrhoea	8	7	7 or 10
Thrush	7	1	4
Genital Warts	2	10	9
Trichomonas	4	6	3
Genital Herpes	1	5	8
Pubic Lice	9	3	2
Syphilis	10	4	1
Hepatitis B	6	8	5
HIV /AIDS	5	9	6

**S.T.I.**

Chlamydia

**S.T.I.**

Thrush

**S.T.I.**

Trichomonas  
Vaginalis (TV)

**S.T.I.**

Pubic Lice

**S.T.I.**

Hepatitis B

**S.T.I.**

Gonorrhoea  
(The "clap" )

**S.T.I.**

Genital Warts

**S.T.I.**

Genital Herpes

**S.T.I.**

Syphilis  
(The "pox" )

**S.T.I.**

HIV / AIDS

**Cause Card 1**

A virus which produces sores.

**Cause Card 2**

Virus similar to the one which produces skin warts.

**Cause Card 3**

The Chlamydia Germ.

**Cause Card 4**

Small parasite which infects the vagina and urethra.

**Cause Card 5**

A virus in the blood and other body fluids that can destroy the body's immune system.

Leaves the body unable to fight infections.

**Cause Card 6**

A virus in the blood that can cause liver damage.

**Cause Card 7**

A yeast which many people have on their skin and usually causes no problems.

If it multiplies too much it can cause problems.

It can be caused by things other than sex.

**Cause Card 8**

Bacteria which live in moist areas of the body.

**Cause Card 9**

Small lice which live in pubic hair.

**Cause Card 10**

Organism in the blood and other body fluids.



### Symptom Card 1

#### WOMEN

Thick, white discharge from the vagina; pain when peeing and itching around the vagina.

#### MEN

Sometimes a rash and /or soreness under the foreskin.

### Symptom Card 2

Unusual discharge from the vagina or penis. Swelling around sex organs. Pain when peeing.

Often no signs at all.

### Symptom Card 3

Severe itching around the genitals.

Small nits (eggs) on pubic hair and underwear.

### Symptom Card 4

Starts with a painless sore near the vagina or penis.

Next a rash appears anywhere on the body and flu symptoms. In later stages these symptoms disappear.

### Symptom Card 5

Painful blisters or sores in and around the genitals.

### Symptom Card 6

Yellow or white, smelly discharge from the vagina or penis.

May be no symptoms at all especially in men.

### Symptom Card 7

Unusual discharge from the vagina or penis. Swelling around sex organs.

Pain when peeing. Often no signs in women at all.

### Symptom Card 8

Can have flu symptoms, tiredness and pain in the joints. Then jaundice and weight loss.

Many people slowly recover. Some people may have no symptoms but are still carriers.

### Symptom Card 9

People may look well for many years and they may have no idea that they are infected.

They may have periods of ill health. It can involve a range of illnesses, loss of energy, and weight loss.

### Symptom Card 10

Growths or warts anywhere on the genital areas.

### **Treatment Card 1**

It is now very rare.

Untreated it can  
cause heart failure,  
brain damage,  
blindness  
and death.

It is fairly easy  
to treat with  
antibiotics.

### **Treatment Card 2**

Special lotion from  
a chemist.

Soap and water  
does not work.

### **Treatment Card 3**

A short course of  
antibiotics.

The most common  
treatment is a  
course of tablets  
called  
metronidazole.

### **Treatment Card 4**

Women are given  
pessaries  
and cream to  
stop the itching.

Men are given  
a cream.

### **Treatment Card 5**

The only  
treatment is  
plenty of rest  
and  
healthy food.

It can take  
months  
to recover.

Hepatitis B  
vaccinations  
are available.

### **Treatment Card 6**

No cure available yet.

There are medical  
treatments  
to ease related  
illnesses.

Having a good diet  
And lots of support  
can help.

### **Treatment Card 7**

If untreated can  
leave women  
unable to  
have children.

Treat with  
antibiotics.

### **Treatment Card 8**

No cure yet.

A medicine called  
Acyclovir can help.

Wash infected area  
in salty water, apply  
witch hazel to sores,  
avoid tight clothing.

### **Treatment Card 9**

Special lotion  
or cream.

Larger ones  
are cut, burnt  
or frozen off.

### **Treatment Card 10**

If untreated can  
leave women  
unable to  
have children.

Treat with  
antibiotics.

# STI Card Game Worksheet

Name / Team Name :

Using the cards match the STI card with the cause, symptom and treatment that you think it links with. Once you are happy with your order then record these on the grid below.

STI Card	Cause Cards	Symptom Cards	Treatment Cards
Chlamydia			
Gonorrhoea			
Thrush			
Genital Warts			
Trichomonas			
Genital Herpes			
Pubic Lice			
Syphilis			
Hepatitis B			
HIV /AIDS			

# Good and Bad Relationships

## Age Range:

12+, Years 8 +,  
KS 3, KS 4

## Topics Covered:

Identifying healthy and  
unhealthy relationships

## Time:

20 - 40 minutes

## Equipment needed:

'Dominator or Friend'  
handouts and 'Healthy or  
Unhealthy Relationship?'  
worksheets (both are  
included in this document).

## Learning Outcomes:

- Young people have an increased ability to assess risk and identify abuses of power and control in relationships.
- Young people have an increased awareness of what makes a good and bad relationship.
- Young people have increased empathy for people affected by abusive relationships including domestic abuse and teenage partner abuse.

This supports key concepts  
for PSHE education in  
personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

**An exercise to explore the attitudes and decision making skills needed when deciding whether to start an intimate relationship.**

## Introduction

This exercise uses creative thinking and reflective learning to look at the factors young people may need to consider before starting a relationship.

## Exercise

Run a first thought discussion with the young people on the question below. This could be ran verbally or you could record the young people's answers on a board.

- **How would someone know if a relationship was healthy?**

Explain that the group are going to look at a number of scenarios and decide if they think they describe healthy or unhealthy relationships. You could use the 'Dominator or Friend' handout to help if needed.

There are two versions you can use here. Option one is more active and requires a bit of space to allow the group to move about. Place three cards out in a line stretching across the whole length of the room. On the left of the room place a red card for 'Unhealthy' and on the right a green card for 'healthy'. In the middle of these cards place an amber coloured card for 'Unsure' or 'Depends'

Chose carefully a number of situations from the 'Healthy or Unhealthy Relationship?' sheet. Read these to the group one at a time and ask the group to decide whether they think that the situation shows a bad or unhealthy relationship. Ask them to move to the left hand side near the red card if they think it is unhealthy and to the green card on the right if they think it shows a healthy relationship. If they think it is somewhere in-between or 'depends' then stand in the middle by the amber card. Use the whole length of the line so ask learners to stand along it depending on how strongly they feel. So, if you they think the situation is really unhealthy then they should stand right by the red card, only slightly bad then stand closer to the middle and so on.

Option two is more of a discussion. You can use circle work discussion and ask each person in turn to say whether it was 'healthy', 'unhealthy' or 'depends' and why. You can have votes or just an open discussion.

The purpose for both versions is to explore the opinions and provide opportunity for people to hear other's views and the space to change their minds. So the basic structure for the exercises is to read out a statement, explore the different views and then give the opportunity for people to change their position based on the discussions.

## Summary

Ask the group to feedback their thoughts and list three main points that came out from them about choosing or spotting good and bad relationships.

# Dominator or Friend?

Everyone has the right to have healthy, happy, safe and equal relationships. Unfortunately many people get into relationships where this is not always the case. How can someone spot whether the relationship they are in or are about to start is healthy, happy, safe and equal?

One way is to notice things about the behaviour of the other person. Do they dominate or do they act as a friend? Below is a list of some ways that you might be able to spot whether someone is a Mr or Miss Right!

## **The Dominator      The Friend**

shouts	is cheerful
sulks	is consistent
smashes things	is supportive
glares	tells you, you look good
makes you feel ugly and useless	tells you you're competent
calls you names	uses your name
cuts you off from your friends	trusts you
stops you doing what you want	trusts your judgment
never admits they are wrong	welcomes your friends and family
blames you, drugs, drink, stress etc	admits to being wrong
turns others against you	supports your learning, career choice etc.
uses others to control you	encourages you to be independent
never does their share	shares any work
controls the money	shares financial responsibility
expects sex on demand	accepts that you have a right to say "no" to sex
seduces people close to you	is faithful
expects you to be responsible for their well-being	takes responsibility for their own well-being and happiness
threatens you to get their own way	can communicate calmly what they want and make compromises



# 'Healthy or Unhealthy Relationship?' - Worksheet

Imagine that you are in a relationship with someone. Let's call this person X (you can decide their gender). Using the Dominator or Friend? List look at each of these situations and decide whether you think that X is a Mr / Miss Right or Mr / Miss Wrong.

1. X tells you that they love being with you because you always have such a laugh when you are together.
2. X tells you that you are so close and so meant for each other that you don't need anyone else. X doesn't like it when you spend time with your friends.
3. X is really attractive and popular and people tell you that you are lucky to be with them. X expects to have sex whenever you meet even if you don't want to.
4. You and X have had an argument and broke up. X has come round to see you and say that they want to get back together as they need you and that they can't cope without you.
5. You and X had an argument and broke up. X comes round to see you as they want to get back together. X apologises, says they have thought about what they said in the argument and that they were wrong.
6. X is very stressed at the moment and so they often say things to you that really hurt and upset you. X always apologise afterwards and says that it is just a combination of too much alcohol, stress and that some of things that you say really make them angry.
7. You went out with your friends last night and had a great time. X doesn't like it when you talk about what a good time you had and goes very moody and quiet.
8. X is angry because they want to kiss and you are not in the mood.
9. You are feeling low. X listens to you and reassures you of how great you are.
10. You and X are off out separately tonight with your friends. You ask if X is jealous of you going out without them and they say that there is no need to be jealous because they trust you.
11. You and X go out to the cinema, X suggests that they pay for both tickets and you pay the next time you go to see a film together.
12. You and X go out to the cinema, X says that you have to pay for both tickets because you chose the film.
13. X comes to meet your family and gets on really well with them and is pleased to see them again in future.
14. You and X are going out. X tells you that you look really good.
15. You and X are going out. X tells you that you look really good and that you are nearly as attractive as your best friend.
16. You are at school / college when you see one of X's mates. He laughs and tells you things that you thought were private between you and X.
17. X wants to go out but you have a lot of studying to do. X gets angry and says that if you cared about them then you would leave your 'stupid studies' and come out. They threaten to end the relationship unless you show how much you care about them by coming out for the night.
18. X wants to go out but you have a lot of studying. X understands and says it is really important to get the grades if you want to go on to your chosen career. X asks if it is okay if they still go out as they would like to meet up with some friends.
19. X has a lot of studying to do but you want to go out. You are supportive of their studies but would like to go and meet with some of your friends. X doesn't want you to go out without them and gets into a bad mood.
20. You and X are going out. X tells you that you look really good and then immediately asks for sex.

# Sex and the Law

## Age Range:

13+, Years 9+,  
KS3, KS4

## Topics Covered:

Knowledge on the legal  
aspects of sexual health

## Time:

20 - 40 minutes

## Equipment needed:

Copies of the 'sex and the  
law' quiz and answers and  
the 'Legal or Illegal' quiz  
and answers.

**An exercise to explore key facts around sex and the law.**

## Introduction

This exercise uses team work and reflective learning to look at the legal situation and how this affects decisions on starting a sexual relationship.

## Exercise

Hand out copies of the sex and the law quiz found on the next page. This contains ten questions with true or false answers to help the group to understand some of the basic facts on how the law relates to sexual activity. The answers are supplied below.

The quiz can be done as a worksheet but can be more fun in teams. Teams can swap papers to mark at the end.

After the quiz ask the group to recap on the main facts they learned from the activity.

Run a values continuum exercise using the 'Legal or Illegal?' sheet on below. This can be run in a few different ways. The simplest is to take a vote for each statement on whether it is legal or illegal followed by a discussion before giving the actual answer.

A more active and complex version is to clear a space in the room and to make one wall as 'legal' and the opposite wall as 'illegal'. You could ask people to move to the end of the room that they think matches their view. This can be interesting as people may be unsure and stand closer by varying degrees to their view. Someone who was unsure but thought it was more likely to be legal might stand closer to the 'legal' end of the room. Basically, the more confident they are in their answer the closer they stand to that end of the room.

After reading out each statement ask people to move into their chosen position. Ask people why they thought the statement was legal or illegal depending on where they have stood. Ask those who have stood in the middle, why they chose their positions.

After discussing the different views, reveal the answers (also shown below).

## Summary

Sum up by asking the group to recap on the main laws they have learned about sex and ask why they think these laws have been made and how they might affect someone's decisions around sex and relationships.

## Learning Outcomes:

- Young people have increased knowledge of STIs, contraception and unplanned pregnancy.
- Young people have increased awareness of the importance of being ready for a sexual relationship (legal, moral, personal, health etc.)

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

# Sex and the Law Quiz

**Please mark whether you think each statement is true or false.**

1. It is illegal for any man to have sexual intercourse with a 15 year old young woman.

TRUE / FALSE

2. You can get married at 16 as long as your parents or guardians agree.

TRUE / FALSE

3. You can get married at 17 even if your parents or guardians disagree.

TRUE / FALSE

4. A woman needs the consent of two doctors before she can have a legal abortion.

TRUE / FALSE

5. A woman can not have a legal abortion beyond 20 weeks of pregnancy.

TRUE / FALSE

6. If a 19 year old young man has sex with a 16 year old young man he could be prosecuted.

TRUE / FALSE

7. A doctor must always get parental consent before prescribing the pill to anyone under 16.

TRUE / FALSE

8. It is illegal for anyone under the age of 16 to buy condoms from a chemist?

TRUE / FALSE

9. It is illegal for teachers to talk about homosexuality with young people.

TRUE / FALSE

10. 10% of people surveyed admitted to being worried about the amount of time they spent viewing porn.

TRUE / FALSE

## Sex and the Law Quiz (Answers)

**1. It is illegal for any man to have sexual intercourse with a 15 year old young woman.**

True - the age of consent is 16 years old and any man who has sex with a young woman under 16 is at risk of prosecution. Each case though is treated individually. If both people understand their actions, are accessing appropriate support, have both consented and there is no evidence of a large age difference or exploitation then they *may* not be charged. However anyone having sex with a woman under 16 is still technically breaking the law and could be prosecuted. The sexual offences act 2003 makes it illegal for any person in a position of trust such as doctor, social worker, youth worker, teacher etc to have a sexual relationship with any young person under the age of 18 if they work with them.

**2. You can get married at 16 as long as your parents or guardians agree.**

True.

**3. You can get married at 17 even if your parents or guardians disagree.**

False - you have to be 18 or over to marry without parental consent however a person aged 16 - 18 can ask a court for approval.

**4. A woman needs the consent of two doctors before she can have a legal abortion.**

True - the 1967 Abortion Act states that a woman must have the consent of two doctors. They have to agree that continuing the pregnancy would cause greater risk to the women's physical or mental health than termination, or that if the baby was born it would be severely handicapped.

**5. A woman can not have a legal abortion beyond 20 weeks of pregnancy.**

False- the upper limit for legal abortions is 24 weeks into pregnancy.

**6. If a 19 year old young man has sex with a 16 year old young man he could be prosecuted.**

False - From the year 2000, the age of consent for homosexual sex is the same as heterosexual, ie.16 years of age. This law is also the same for lesbian relationships.

**7. A doctor must always get parental consent before prescribing the pill to anyone under 16.**

False - Doctor's can prescribe the pill to under 16's without parental consent as long as they act in the best interest of the girl and are sure that the girl is mature enough to understand the consequences and make her own decision.

**8. It is illegal for anyone under the age of 16 to buy condoms from a chemist?**

False - there is no minimum age limit for purchasing condoms.

**9. It is illegal for teachers to talk about homosexuality with young people.**

False - teachers can discuss different sexuality objectively, appropriately and sensitively with young people.

**10. 10% of people surveyed admitted to being worried about the amount of time they spent viewing porn.**

*False-* According to a survey by Radio 1 Newsbeat, 1 in 4 (25%) of people surveyed admitted to being worried about the amount of time they spent viewing porn. Adding to this, 1 in 3 users said they had actually missed a deadline or an appointment due to watching porn.

## Legal or Illegal?

**1. A 17 year old young woman and her 19 year old boyfriend have sex.**

Legal, as the young woman is over 16 (the UK age of consent.)

**2. A 17 year old young woman starts a sexual relationship with her 24 year old tutor at college.**

Illegal, as the tutor is in a 'position of trust' the legal age of consent in this case is 18.

**3. A 15 year old woman and her 17 year old boyfriend start a sexual relationship. They had decided it was what they both wanted and went together to a sexual health clinic for advice before they had sex.**

Illegal, as technically the young woman is under the age of 16. In practice though as the relationship is consensual and they understand their actions and have accessed appropriate support it is unlikely that a prosecution would be made.

**4. A 19 year old man meets a 14 year old girl on Facebook. He sends her e mails and texts every day and these become more and more flirtatious and eventually sexually explicit. He asks to meet up however once they meet he becomes aggressive and demanding. He repeatedly demands sex and starts getting angry when she refuses. They have sex.**

Illegal. The young woman is under the age of 16. There is a high chance of police charging the man here as the relationship is unequal with signs of exploitation / online sexual grooming.

**5. A doctor prescribes the pill to a 15 year old young woman after a long conversation where he is convinced that she is not at risk and understands what she is doing. Afterwards the doctor calls her parents without the young woman's knowledge to let them know.**

Illegal, doctors can not break confidentiality in this situation and do not need parental consent if they are sure that the young woman is mature enough to understand her own decision.

**6. Two gay men aged 16 decide to start a sexual relationship.**

Legal, the age of consent for gay men is 16, the same as for heterosexual relationships.

**7. Two lesbians aged 15 decide to start a sexual relationship.**

Illegal, the age of consent for lesbian relationships is 16, the same as for heterosexual relationships. Therefore it is illegal, as they are both underage.

**8. A 16 year old young woman starts a sexual relationship with her 30 year old female youth worker.**

Illegal, although the young girl is 16, the youth worker has a 'position of trust' and so the age of consent here in this situation is 18.

**9. A 15 year old young man tells his 15 year old girlfriend that if she doesn't sleep with him then he will spread sexually explicit rumours about her. He prevents her physically from leaving the room until she eventually has sex with him.**

Illegal, the young woman is under 16 and this time even though there is no age difference there is evidence of exploitation and lack of consent.



# Child Sexual Exploitation – The Grooming Line

## Age Range:

13+, Years 9 +,  
KS 3, KS 4

## Topics Covered:

Trust, Sexual Grooming,  
The Grooming Line

## Time:

30 - 40 minutes

## Equipment needed:

'Grooming Line- Quiz  
Sheets' (included in this  
document), pens.

**An exercise to look at the grooming line and how people can get groomed into child sexual exploitation.**

## Introduction

This exercise uses team work and reflective learning to increase awareness of child sexual exploitation and how someone can get groomed into it.

## Exercise

Ask the group for their definition of what they think grooming is. Explain to the young people that a charity called Barnardo's created a model called the 'Grooming Line' which identifies how a perpetrator may groom someone. Give the young people the title of the four stages; Targeting Stage, Friendship Forming Stage, Loving Relationship Stage and Abusive Relationship Stage (without saying which behaviours fit in to each stage).

Using the Grooming Line sheets on the following pages, ask the young people (in pairs, small groups or individuals) to decide which stage each of the behaviours listed fit in to. Ensure each group/individual has a copy, and explain that each behavior in the table listed, has to be placed into a stage of the grooming line.

When everyone has finished, groups can swap sheets to mark the answers, or can mark their own. A sheet showing the correct answers is included. This exercise can be run with the group sat down, where you complete the grooming line as a whole asking the young people to vote on each behavior.

## Summary

Sum up by recapping the grooming line as a whole group. You can discuss with the group how easy it can be to be groomed into child sexual exploitation, but how difficult it can be to get out. . Ask the group what people could do if they were experiencing child sexual exploitation and who they could go to for advice and support on the issue.

You could follow this on with the 'Effects of Child Sexual Exploitation on Young People' or the 'Child Sexual Exploitation, Consent and the Law' lesson plan to look at further issues around sexual exploitation. These can be downloaded from the Loudmouth website.

## Learning Outcomes:

- Young people have increased awareness of how easy it can be to be groomed into child sexual exploitation and how hard it can be to get out.
- Young people have increased ability to spot the signs of exploitation or abuse of power or control in relationships.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships



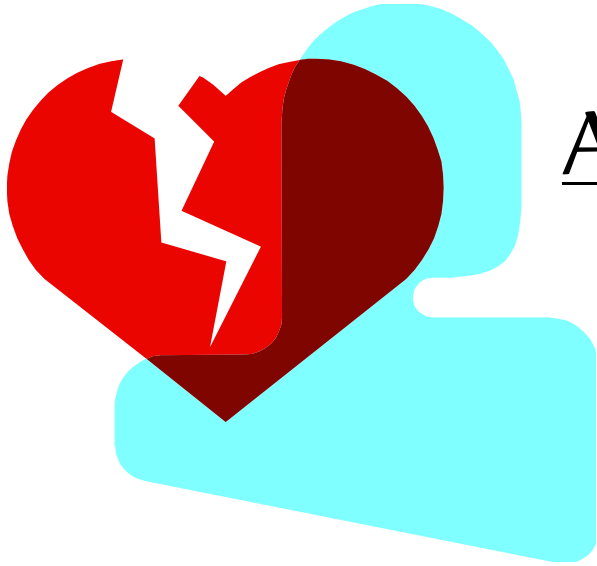
# Targeting stage



# Friendship forming stage







## Loving/Caring relationship stage



## Abusive relationship stage

Observing the child/ young person	Sexual assaults
Lowering their inhibitions – e.g. showing them pornography	Befriending – being nice, giving gifts, caring taking an interest, giving compliments etc
Giving them drugs	Giving gifts and rewards
Keeping secrets	Withdrawal of love and friendship
Being their boyfriend/girlfriend	Selection of child/ young person
Becomes an unloving sexual relationship	Offering protection
Gaining and developing trust	Threatening behaviour
Physical violence	Listening and remembering
Spending time together	Testing out physical contact – accidental touching
Making them have sex with other people	Isolation from family and friends
‘No one understands you like I do’; being their best friend	Sharing information about young people between other abusive adults
Being there for them	Playing on the young person’s feelings of guilt shame and fear
Establishing a sexual relationship	Being inconsistent – building up hope and then punishing them
Making young people feel special	Trickery and manipulation ‘you owe me’
Reinforcing dependency on them – stating that young person is ‘damaged goods’	Engaging them in forbidden activities – e.g. going to clubs, drinking, taking drugs

## ANSWER SHEET

 <p><b>Targeting Stage</b></p>	<ul style="list-style-type: none"> <li>• Observing the child/ young person</li> <li>• Selection of child/ young person</li> <li>• Befriending – being nice, giving gifts, caring taking an interest, giving compliments etc</li> <li>• Gaining and developing trust</li> <li>• Sharing information about young people between other abusive adults</li> </ul>
 <p><b>Friendship Forming Stage</b></p>	<ul style="list-style-type: none"> <li>• Making young people feel special</li> <li>• Giving gifts and rewards</li> <li>• Spending time together</li> <li>• Listening and remembering</li> <li>• Keeping secrets</li> <li>• Being there for them</li> <li>• 'No one understands you like I do'; being their best friend</li> <li>• Testing out physical contact – accidental touching</li> <li>• Offering protection</li> </ul>
 <p><b>Loving/ Caring Relationship Stage</b></p>	<ul style="list-style-type: none"> <li>• Being their boyfriend/girlfriend</li> <li>• Establishing a sexual relationship</li> <li>• Lowering their inhibitions – e.g. showing them pornography</li> <li>• Engaging them in forbidden activities – e.g. going to clubs, drinking, taking drugs</li> <li>• Being inconsistent – building up hope and then punishing them</li> </ul>
 <p><b>Abusive Relationship Stage</b></p>	<ul style="list-style-type: none"> <li>• Becomes an unloving sexual relationship</li> <li>• Withdrawal of love and friendship</li> <li>• Reinforcing dependency on them – stating that young person is 'damaged goods'</li> <li>• Isolation from family and friends</li> <li>• Trickery and manipulation 'you owe me'</li> <li>• Threatening behaviour</li> <li>• Physical violence</li> <li>• Sexual assaults</li> <li>• Making them have sex with other people</li> <li>• Giving them drugs</li> <li>• Playing on the young person's feelings of guilt shame and fear</li> </ul>



# KNIFE CRIME: Fact or Fiction?

## Age Range:

9+, Year 5-11  
KS2 – KS4

## Topics Covered:

Knife Crime & The Law ,  
Joint Enterprise

## Time:

20-40 minutes

## Equipment needed:

Copies of the 'Knife Crime:  
Fact or Fiction' Quiz and  
answers

## Learning Outcomes:

- Young people have an increased knowledge of the legalities and statistics around Knife Crime

- Young people have an increased ability to recognise risks and maintain their own personal safety.

- Young people have increased awareness around impacts of Knife Crime on individuals and others

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

## Introduction

This exercise uses team working and reflective learning to look at the legal situation around knife crime and the negative impacts of carrying a knife on someone's life.

Run a first thoughts question of 'why might people carry knives?', this can be done verbally or written up onto a board. Explore the ideas of fear, peer pressure and 'safety'.

'What might be the risks of carrying knives?'

## Exercise

Hand out copies of the 'Knife Crime: Fact or Fiction Quiz' found on the next page. This contains ten questions with true or false answers to help the group to understand some of the basic facts on how the law relates knife crime. The answers are supplied below.

The quiz can be done as a worksheet but can be more fun in teams. Teams can swap papers to mark at the end.

Another possible way of running the quiz which allows the group to become more active is writing 'TRUE' on one piece of paper and and 'FALSE' on another. Then place these at opposite ends of the room and ask the group to stand next to the one they think is the correct answer.

After the quiz ask the group to recap on the main facts they learned from the activity.

## Summary

Sum up by asking the group to recap on the main facts they have learnt about Knife Crime. Ask the how young people may get involved in Knife Crime, how it may affect a person or other people around them (parents, friends, siblings etc) and who someone could talk to if they were worried about these issues.

Further information can be found via websites such as;

[www.childline.org.uk](http://www.childline.org.uk)

<https://www.knifefree.co.uk/>

<https://www.fearless.org/en>

# KNIFE CRIME: Fact or Fiction Quiz

**Please mark whether you think each statement is true or false.**

1. 87% of young people aged 10-29 don't carry a knife.

TRUE / FALSE

2. People under the age of 18 are allowed to buy cutlery knives (knife and fork).

TRUE / FALSE

3. Carrying a knife can mean going to prison and having a criminal record.

TRUE / FALSE

4. If someone is carrying a knife for their own protection, or for someone else, they will still be arrested.

TRUE / FALSE

5. In 2018, there were 1000 knife related incidents recorded in the West Midlands.

TRUE / FALSE

6. Countries like America and Canada may not allow someone with a criminal record into their country, even just to go on holiday.

TRUE / FALSE

7. Someone may find it harder to get a job when they grow up if they have a criminal record.

TRUE / FALSE

8. Someone is less likely to end up in hospital if they carry a knife with them.

TRUE / FALSE

9. If someone took a knife into school, it's the teachers who will deal with it.

TRUE / FALSE

10. If a group of friends were with someone who uses a knife to hurt somebody, they will get into trouble too.

TRUE / FALSE

## KNIFE CRIME: Fact or Fiction Quiz (Answers)

### 1. 87% of young people aged 10-29 don't carry a knife.

FALSE- Actually 99% of young people do not carry a knife. It is normal NOT to carry a knife, this goes for people of all ages. <https://www.knifefree.co.uk/know-the-risks/>

### 2. People under the age of 18 are allowed to buy cutlery knives (knife and fork).

FALSE- It's illegal (against the law) for a shop to sell any kind of knife to someone under 18. This includes kitchen knives and even cutlery. It is committing a crime by buying any of these items.

<https://www.gov.uk/buying-carrying-knives>

### 3. Carrying a knife can mean going to prison and having a criminal record.

TRUE- People carrying knives aged 18 or over would be sentenced to a maximum of 4 years in prison, even if they do not use the knife, and will still get a criminal record.

For those aged 16 or 17 the minimum sentence is a detention and training order of at least four months.

For those younger, depending on the situation, they may get a caution if they carry a knife. For anyone carrying a knife or a gun, including those under 16, the consequences are tough.

If someone is caught carrying a knife for a second time, they will always go to prison.

<https://www.knifefree.co.uk/know-the-risks/>

### 4. If someone is carrying a knife for their own protection, or for someone else, they will still be arrested.

TRUE- People can still be arrested and prosecuted (get in trouble with the law), for carrying a knife for someone else, or if they say it was for their own protection. <https://www.knifefree.co.uk/know-the-risks/>

### 5. In 2018, there were 1000 knife related incidents recorded in the West Midlands.

FALSE- There were actually 2,850 knife crimes recorded in the West Midlands last year. From Jan-Mar 2019, in Birmingham there were 97 stabbings and 269 knife related incidents. - *West Midlands Police data*

### 6. Countries such as the USA and Canada may not allow someone with a criminal record in, even just to go on holiday.

TRUE- Those with a criminal record (for various reasons including knife crime) may not be able to visit other countries such as America and Australia <https://www.knifefree.co.uk/know-the-risks/>

### 7. Someone may find it harder to get a job when they grow up if they have a criminal record.

TRUE- It can be much harder to get a job with a criminal record, it can also stop someone getting into college or university. <https://www.knifefree.co.uk/know-the-risks/>

### 8. Someone is less likely to end up in hospital if they carry a knife with them.

FALSE- People who carry a weapon are more likely to be hospitalised with an injury caused by violence.

<https://www.knifefree.co.uk/know-the-risks/>

### 9. If someone took a knife into school, it is the teachers who will deal with it.

FALSE- If a young person takes a weapon into school, the police will always be called and they will deal with the situation.

### 10. If a group of friends were with someone who uses a knife to hurt somebody, they will get into trouble too.

TRUE- If the police believed the group were "in it together" or the group didn't try to tell the police - They could all face the same punishment as the person who used the knife. Even if the rest of the group didn't touch the knife. If someone was hurt, they can all be found guilty. This is known as "joint enterprise".

<https://www.met.police.uk/droptheweapons/knowthefacts2.html?>

# My Revision Diary

## Age Range:

11-15, Years 7-10,  
KS3

## Topics Covered:

Mental Wellbeing and exam  
stress

## Time:

30 minutes

## Equipment needed:

Copies of the worksheet

## Learning Outcomes:

- Young people have increased knowledge of how to handle stress when preparing for exams.
- Children have an increased ability to identify a range of effective strategies for looking after their own mental wellbeing.
- Children have increased knowledge of relevant and appropriate services that can support children on mental wellbeing.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles

**An exercise to explore strategies of how to deal with exam stress and mental wellbeing.**

## Introduction

This exercise uses creative thinking to explore how someone can plan their week to deal with exam stress and help maintain or improve their mental wellbeing using the 5 Ways to Wellbeing model.

## Exercise

Explain to the young people that often people know that they need to look after their physical health, however they sometimes forget to look after their emotional health and mental wellbeing. In particular, when it comes to exam time and preparing for exams, stress levels can be high, and people may forget to look after themselves.

There are 5 great tips that people can use to help them maintain and improve their mental wellbeing.

They are called the **5 Ways to Wellbeing**:

**Connect** – Talk with family, see friends and share.

**Be active** – Walk, cycle, run around and keep well.

**Learn** – Read for fun, teach yourself something new or rediscover old interests and grow.

**Take notice** – Be curious, look around you, listen, rest and be aware of what you eat.

**Give** – Do something nice for a friend or family member. Thank someone and look out for others.

Hand out the worksheet supplied.

Explain to the young people that you want them to fill in their sheets by planning one subject/topic they are going to focus on revising and one activity which focuses on the 5 Ways to Wellbeing for each day of the week.

You may want to give the young people a few more examples of different activities than the ones on the worksheet. Once the group have completed their sheets, ask them to share their ideas.

## Summary

Explain to the young people that looking after your mental wellbeing is really important and can help with your education, physical health and your relationships with others. Explore with the young people who someone can talk to if they are not feeling happy or they are worried about their exams, you could include services like Young Minds and Childline.

# My Revision Diary

	Revision Focus	Activity
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		
<b>Thursday</b>		
<b>Friday</b>		
<b>Saturday</b>		
<b>Sunday</b>		

5 Ways to Wellbeing	Examples
<b>Connect</b> – Talk with family, see friends and share.	<ul style="list-style-type: none"> <li>Planned quality time with the people you live with.</li> <li>Plan to see your friends. Share revision tips.</li> </ul>
<b>Be active</b> – Walk, cycle, run around and keep well.	<ul style="list-style-type: none"> <li>Could be a class you already do, sports or a dance class.</li> <li>Plan to have some time in the garden or go for a walk.</li> </ul>
<b>Learn</b> – Read for fun, teach yourself something new or rediscover old interests and grow.	<ul style="list-style-type: none"> <li>Do a creative activity (art project).</li> <li>Research and learn something new.</li> </ul>
<b>Take notice</b> – Be curious, look around you, listen, rest and be aware of what you eat.	<ul style="list-style-type: none"> <li>Plan a day out to a place you haven't been to before</li> <li>Have some time away from phones/tablets/computers</li> <li>Teach an adult you live with how to make a healthy dinner.</li> <li>Make a healthy menu for next week.</li> <li>Write down what helps you rest, your environment and who is around you.</li> </ul>
<b>Give</b> – Do something nice for a friend or family member. Thank someone and look out for others.	<ul style="list-style-type: none"> <li>Visit a family member that may enjoy having your company for a while.</li> <li>Cheer up a friend. Help others with their revision.</li> <li>Help the adults you live with by doing some jobs.</li> <li>Thank those that may help you with your revision.</li> </ul>

Loudmouth Education and Training is a highly respected and innovative theatre in education company. The company has been delivering quality Personal, Social, Health and Economic (PSHE) education programmes since 1994 and has reached over half a million children, young people, professionals and parents.

Loudmouth provides a flexible and diverse range of educational programmes that can support your safeguarding and relationship education. Loudmouth's work aims to ensure a future where all children and young people are healthy, happy, safe and resilient.