

# Relationships - Year 9



## Theme Assembly

**THEME:** Relationships

**ASSEMBLY TITLE:** Angel of Peckham - Camila Batmanghelidjh

**INTENDED OUTCOMES:**

For students to consider the work of Camila Batmanghelidjh, founder of Kids company  
For students to consider the importance of a sense of family and the importance of relationships in our lives.

**RESOURCES:**

Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people  
Brian Radcliffe - Optimus Education 2008 Pages 3-6

**ASSEMBLY PRESENTATION:** The assembly describes the work of Camila Batmanghelidgh in supporting children who are suffering with mental health or emotional difficulties due to their experiences of neglect or abuse. For many of these children their parents are unable to fulfil a parental role.

The assembly invites students to think about the effects of this on a child or young person and develops empathy to consider the emotional, social and physical issues that may arise. It goes on to reflect on what children, young people and what we all need in our lives in terms of relationships and the importance of significant people.

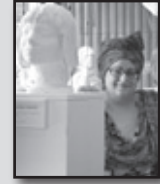
**REFLECTION:** How can we build trust and support for those around us and closest to us?

How are we supported and cared for?

How could we help others?

# The angel of Peckham

## Camila Batmanghelidjh



### Key Stage 4 and 5

**SEAL Key Aspect:** Empathy

#### Summary:

In this assembly students are encouraged to consider the work of Camila Batmanghelidjh, the founder of the charity Kids Company.

#### Resources:

- Reader.

**Taken by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Given to:** \_\_\_\_\_

**Comments:**

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\_\_\_\_\_

\_\_\_\_\_

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## Engagement

### Reader

Camila Batmanghelidjh is a very clever lady. She has a first class honours degree in theatre and dramatic arts from Warwick University, a masters degree in the philosophy of counselling and psychotherapy, a qualification in art therapy from Goldsmiths College and is a trained psychotherapist.

*(Pause)*

She is also severely dyslexic. This means that since childhood she's had difficulty with reading and writing. Her qualifications have been gained largely by using a tape recorder rather than pen and paper.

Camila won the Social Entrepreneur of the Year award in 2005 and Woman of the Year Award in 2006. She's been called the Angel of Peckham.

*(Pause)*

So what has been this woman's achievement?

## Reflection

### Leader

Kids Company was founded by Camila in 1996. It has staff working in 33 inner-city schools in London, a drop-in centre in Lambeth and a post-14 educational institute in Bermondsey. Kids Company works with children who are suffering from mental health or emotional difficulties due to their experiences of neglect or sexual, physical or emotional abuse. For most of these children their parents are no longer able to fulfil a parental role in their lives. For some, the roles have been reversed.

### Reader

What effect does such an experience have on kids?

### Leader

There are two likely effects:

- First, a child can demonstrate disruptive behaviour at school, affecting the learning of other students in their class. This can lead either to exclusion from school or absenteeism.

## The angel of Peckham

- Second, and in a sense more concerning, a child can shut down his or her ability to feel. They become emotionally cold and find it very difficult to make relationships. If they do feel an emotion it's either anger or frustration. They've been robbed of their childhood. These are the kind of kids most adults avoid.

### Reader

Isn't it a popular view to say that, since it's the parents' fault, then the parents should be held to account? If they won't take responsibility then they should be punished.

### Leader

Camila would not agree with that view. Since these parents cannot cope with the role of parenting it's not relevant to try to force them. What these children need is another kind of parent, and that's what the staff at Kids Company try to provide.

### Reader

How can an organisation be a parent?

### Leader

Camila starts not with the organisation but with the child. She knows herself what it means to be robbed of your childhood. She was born into a wealthy family in Tehran, the capital of what is now Iran. She was sent to public school in England, but the Iranian revolution took place while she was here and her parents were arrested. Her family's property was seized and everything she identified as home was destroyed. Her sister committed suicide because of fear that their father would be executed. Camila has never been able to return home.

The children she works with in Kids Company above all need to connect with adults who can give them the experience of being parented. This

first of all means affording them some respect, protecting and honouring their right to a childhood. She believes it's not possible to expect them to act responsibly when they haven't been given moral and emotional role models, when they haven't had someone to look up to. At Kids Company Camila hopes that children can cross a bridge and build relationships of empathy and attachment with adults they can trust.

## Response

### Reader

What is empathy?

### Leader

Empathy is a very special skill. It means first of all recognising that other people are going through experiences similar to those you're going through. That's a two-way process. On the one hand you can draw inspiration from the way they're tackling it. On the other hand you can stand alongside them and show that they're not alone. Sometimes all that is needed is to know you're not on your own. Second, empathy means using your imagination to walk in someone else's shoes, trying to feel what they're feeling and understand what they're going through.

Camila works through empathy with the children in Kids Company. She doesn't try to judge them or their families. She tries to make available a bridge so they can come to her and be parented.

You are too young to parent one another. You haven't the experience, yet. When you do plan to have a child, remember that you'll be the most important person in that child's life, hopefully together with your partner. You are the ones who create the space for them to be a child and learn from your example. I hope it's a good one.

## The angel of Peckham

What can you do for one another now? Try this – when someone is in a mood, has a strop, becomes aggressive, withdraws from the group (you know the kind of behaviours I'm talking about), don't judge them or reject them. Instead, try to walk in their shoes, imagine what they're going through, build a bridge for them to come to you. Probably, what they need more than anything is time and space with someone they can trust.

### Meditation/prayer

Think about the words of this response.  
Make it your own prayer if you wish.

*May I be a calm space, where there is no judgement or rejection.*

*May I be a builder not a destroyer of bridges.*

*May I be a friend.*

*May I walk in other people's shoes.*

*Amen*

### Leading questions

1. Should parents always be responsible for the behaviour of their children?
2. At what age does a child become an adult?
3. What is childhood for?
4. Can we regain a lost childhood?

### Something to do

The government proposes the introduction of parenting classes.

Draw up a syllabus of the key skills a parent needs to learn.

# Relationships

Thought for the week

Beauty is in  
the eye of the  
beholder



# Relationships

**Thought for the week**

If you judge  
people, you have  
no time to  
love them.

**Mother Theresa**



# Relationships

Thought for the week

A wedding lasts  
a day . . .  
a marriage lasts  
forever . . .





# Relationships

Thought for the week

Talking can solve  
all problems . . .



# Relationships

Thought for the week

The internet: a safe way to build relationships?



# Relationships

Thought for the week

There is no such  
thing as an ideal  
partner . . .



**Relationships Year 9**  
**Resources to source prior to teaching theme**

| Lesson Number | Description (eg. book/dvd) | Title  | Author/Publisher |
|---------------|----------------------------|--|------------------|
| Lesson 3      | Cards                      | Wedding/civil partnership celebration cards                                    | General          |
| Lesson 4      | TV Clip                    | Eastenders or Big Brother (clip of communication difficulties in relationship) |                  |

## Kaleidoscope - Related Aspects - Relationships Year 9 - Spring Term

| PSHE Personal Wellbeing Criteria  | PSHE Economic wellbeing and financial capability criteria   | Every Child Matters   | National Healthy Schools Criteria  | SEAL Skills   | SEAL Overall Outcomes  | SEAL Intended Learning outcomes   | Rights Respecting Schools  |
|---|---|---|--|---|--|---|--|
| <p>P1.1.c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</p> <p>P1.4.a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.</p> <p>P1.4.c Understanding that relationships can cause strong feelings and emotions.</p> <p>P2.1.f develop self-awareness by reflecting critically on their behaviour and its impact on others.</p> | <p>E 2.1.b identify major life roles and ways of managing the relationships between them.</p> <p>E 2.3.e use approaches to working with others, problem-solving and action planning</p> | <p><b>Be Healthy</b><br/>Mentally and emotionally healthy<br/><b>Make a Positive Contribution</b><br/>Develop self-confidence and successfully deal with significant life changes and challenges<br/>Develop positive relationships and choose not to bully and discriminate<br/><b>Stay Safe</b><br/>Have security, stability and are cared for.</p> | <p><b>4. EHWB</b><br/>2. provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in school - including the management of the behaviour and rewards policies.<br/>3. has clear planned curriculum opportunities for cyp to understand and explore feelings using appropriate learning and teaching styles.</p> | <p>Self awareness<br/>Empathy<br/>Managing Feelings</p> | <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.<br/>6. I can reflect on my actions and identify lessons to be learned from them.<br/>7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset, fearful or angry for reasons others may find difficult to understand.<br/>12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.<br/>14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.<br/>15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me and for other people.</p> | <p>I can track the important events in my life - changes, losses, things that have hurt me and things that have helped me - and have some awareness of how they might affect my emotions now.<br/>I can use this understanding to help me learn and get on well with others.<br/>I can identify situations that lead to conflicting emotions.<br/>I know what my triggers are for feeling rage.<br/>I know some ways to manage these feelings of rage.<br/>I can anticipate when I will feel jealous.<br/>I can express feelings of jealousy.<br/>I know some ways to manage my feelings of jealousy.</p> | <p>Article 5 - Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.<br/>Article 6 - All children have the right to life.<br/>Governments should ensure that children survive and develop healthily.</p> |

| PSHE Personal Wellbeing Criteria   | PSHE Economic wellbeing and financial capability criteria | Every Child Matters | National Healthy Schools Criteria | SEAL Skills | SEAL Overall Outcomes  | SEAL Intended Learning outcomes   | Rights Respecting Schools |
|--|---|---------------------|-----------------------------------|-------------|--|---|---------------------------|
| <p>P2.3.a use social skills to build and maintain a range of positive relationships</p> <p>P3.i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement</p> <p>P3.j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</p> <p>P3.k the nature and importance of marriage and of stable relationships for family life and bringing up children.</p> |   |                     |                                   |             | <p>16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.</p> <p>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p> <p>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>33. I can see the world from other people's points of view taking into account their intentions, preferences and beliefs and can feel with and for them.</p> | <p>I can identify when a sad mood is persistent and unhelpful. When this is the case I can tell people how I feel and know some ways to manage these feelings.</p> <p>I can evaluate the risks associated with impulsive behaviour and can make a wise choice about the risks I take.</p> <p>I know why relaxation strategies can be helpful to me.</p> <p>I have a range of strategies for managing my moods.</p> <p>I have a basic understanding of the link between health and emotions.</p> <p>I am skilled at changing negative thoughts into positive ones.</p> <p>I can elicit the support of my school and class to meet my long-term goal.</p> <p>I can support others in meeting their goal.</p> <p>I am aware of the feelings I might have at different stages of change.</p> <p>I can delay short-term gratification and I understand how this delay may be beneficial for me in the longer term.</p> |                           |

| PSHE Personal Wellbeing Criteria  | PSHE Economic wellbeing and financial capability criteria | Every Child Matters | National Healthy Schools Criteria | SEAL Skills | SEAL Overall Outcomes   | SEAL Intended Learning outcomes   | Rights Respecting Schools |
|---|---|---------------------|-----------------------------------|-------------|---|---|---------------------------|
| <p>P3.1 the roles and responsibilities of parents, carers and children in families</p> <p>P3.m the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation</p> <p>and the impact of prejudice, bullying, discrimination and racism on individuals and communities.</p> <p>(Re relationships and their attitudes)</p> |   |                     |                                   |             | <p>38. I can recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.</p> <p>39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships.</p> <p>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</p> <p>42. I can make, sustain and break relationships without hurting others.</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> | <p>I understand the different ways that people attribute what happens to them, and how I can use attributions to help me meet my goals.</p> <p>I can identify those areas within a complex series of events that I have some control over.</p> <p>I can take responsibility for those areas.</p> <p>I can have different types of friends and manage the interactions of my friendships.</p> <p>I know how to cope when my close friends are involved with other people and deal with feelings of jealousy.</p> <p>I can balance the needs of the people who are important to me.</p> <p>I can manage a situation where my friends and family are together.</p> <p>I can moderate and deal with intense relationships and know the feelings that are experienced by me and others.</p> <p>I know some of the things that can go wrong in a relationship, and how to avoid them.</p> <p>I can assess risks and consider the issues before making decisions about my relationships.</p> |                           |

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|----------------------------------|---|---------------------|-----------------------------------|-------------|---|---|---------------------------|
|                                  |   |                     |                                   |             | <p>46. I can give and receive feedback and use it to improve my and other people's achievements.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> <p>49. I have strategies for repairing damaged relationships.</p> <p>50. I can be assertive when appropriate.</p> | <p>I can try to improve the dynamic I am aware of the changes in my rights and responsibilities as I get older. of a group to ensure that it is effective.</p> <p>I can convene a team that works effectively and independently to reach a goal.</p> <p>I can support my team to recognise and learn from our failures and mistakes.</p> <p>I have some ideas about what to do if the way some people are acting is not helping the group to work well together.</p> <p>I can take on different roles in a group to ensure that it works well, including leadership.</p> <p>I understand why there is sometimes conflict between different groups.</p> <p>I know how I might help resolve a conflict between my group and another group.</p> <p>I can stand up for my own beliefs even if they are different from those of the rest of my group.</p> <p>I can negotiate for myself and for others.</p> <p>I can evaluate the strategies that I know to resolve conflict in terms of how effective and appropriate they are, both in the long and short term. I can choose different ways to resolve a conflict.</p> |                           |



# Overview of Lessons

Theme: Relationships

Year: 9

| Lesson Title                           | Intended Learning Outcomes  |
|--|---|
| 1. Blind Date                          | <ul style="list-style-type: none"> <li>I understand the features of positive and stable relationships (P3.i)</li> <li>I understand different types of relationships including..... between boys and girls (P3.J)</li> <li>I can see the world from others peoples points of view taking into account their intentions, preferences and beliefs and can feel with and for them (SEAL 33)</li> </ul>  |
| 2. Mix and Match                       | <ul style="list-style-type: none"> <li>I understand different types of relationships including those within families and between older and younger people, boys and girls and people of the same sex, including civil partnerships (P3.3j)</li> <li>I understand the differences, similarities, and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities (P3.m)</li> <li>I can show respect for people of diverse cultures and backgrounds and for people with diverse interests..... enjoy and celebrate differences (SEAL. 35)</li> </ul> |
| 3. Ceremony                            | <ul style="list-style-type: none"> <li>I understand the features of positive and stable relationships (P.3i)</li> <li>I understand the nature and importance of marriage and of stable relationships for family life and bringing up children (P.3k)</li> <li>I can show respect for people from diverse cultures and backgrounds and am interested in and celebrate differences (SEAL 35)</li> </ul>   |
| 4. Issues and Skills                   | <ul style="list-style-type: none"> <li>I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised (P1.4a)</li> <li>I understand the importance of developing self awareness by reflecting critically on my behaviour and its impact on others. (P2.1f)</li> <li>I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them. (SEAL 33)</li> </ul>   |
| 5. Cyber Safety                        | <ul style="list-style-type: none"> <li>I understand that relationships can cause strong feelings and emotions (p1.4c)</li> <li>I know and understand how to make informed choices about safety, health and well being. (P.2.2A)</li> <li>I can reflect on my actions and identify lessons to be learned from them. (SEAL 6)</li> </ul>  |
| 6. Partners and Carrots                | <ul style="list-style-type: none"> <li>I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised (P1.4a)</li> <li>I can use the social skills of communication, negotiation, assertiveness and collaboration (P2.3c)</li> <li>I can communicate with others listening to what others say as well as expressing my own thoughts and feelings (S.39)</li> </ul>   |
| End of Theme Product/ Project Outcome: |   |

**THEME:** Relationships - Blind Date

**LEARNING INTENTION/'I'**

I understand the features of positive and stable relationships  
 I understand different types of relationships including..... between boys and girls  
 I can see the world from others peoples points of view taking into account their intentions, preferences and beliefs and can feel with and for them



**VOCABULARY**

Compatibility, couple, attraction, personality, date, partner, ideal.

**RESOURCES**

- Pictures of couples from magazines
- Role play cards for boys

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Establish with the group a class charter or ground rules to ensure respect, safety and support within the group.  
 Share the pictures of couples from magazines. Decide in pairs which couple they think are the most compatible or the couple they think are the 'best' couple.  
 Then ask the question 'what makes your ideal partner?'  
 Then give the girls three blue post its and the boys three yellow post its each. They then write three questions, one on each post it that they would need to ask a prospective partner to ascertain their compatibility.  
 Collect the questions in two different piles.

**Core Activity**

Select four volunteers who are confident with role play, one girl and three boys to play 'blind date'. Each contestant will have a role play card and a name badge to support them in the role. The girl is one side of a screen and the boys are the other side. The boys introduce themselves using the role card and set the scene. The girl then chooses one post it question and asks each boy in turn for his response which they respond to in role.  
 The girl repeats the process with two more questions.  
 In groups discuss the boys responses and who they think is most and least compatible with the girl ie. Who is the best and worst match. Each group then votes the least compatible boy off the show but need to give their reasons with their vote.  
 The girl then asks the remaining two boys three more questions and then makes her choice secretly by writing the name of her chosen boy on paper. Then each group discusses who is the best match and votes for the most compatible giving their reasons.  
 The girl then reveals her chosen date and gives her reasons.  
 Does she agree with the class?  
 Are their reasons different or the same?  
 Are there differences in opinions between boys and girls?  
 De-brief what makes people compatible. Class brainstorm in groups or as a class the key compatibility factors.  
 Ask students to complete their own individual fact file on their ideal partner.

**Plenary**

Circle round - 'One characteristic of my ideal partner would be.....'

**KEY QUESTIONS**

- What is my perception of an ideal partner?
- What would be most important to me in a partner?
- Is there such a thing as an ideal partner?
- Do girls and boys have the same or different ideas about what is important in a partner?

**AFL**

Opportunities for personal reflection arising from group discussion.

**DIFFERENTIATION**

By outcome, through discussion and group work.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

**NOTES**

Be aware of choosing student volunteers who are confident in role play, able to hold their role and not take groups comments personally.

# Role Cards

## Role Card One

Name to be made up by this person, but they are to choose a name that is not in their class

- Interests - Football, cricket, in fact obsessed with sport
- Comes from a large family and is very friendly and social
- Enjoys going out with his mates and has plenty of friends

## Role Card Two

Name to be made up by this person, but they are to choose a name that is not in their class

- Interests - Internet and Gaming
- Very particular about appearance and likes 'designer clothes'
- Has just a few friends but is very loyal to them and they trust him

## Role Card Three

Name to be made up by this person, but they are to choose a name that is not in their class

- Interests - Motor Sport especially messing about with his bike
- Enjoys spending time at motor cross and has a great social life through this
- Good sense of humour











**THEME:** Relationships - Mix and Match

**LEARNING INTENTION/'I'**

I understand different types of relationships including those within families and between older and younger people, boys and girls and people of the same sex, including civil partnerships

I understand the differences, similarities, and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

I can show respect for people of diverse cultures and backgrounds and for people with diverse interests..... enjoy and celebrate differences



**VOCABULARY**

Couples, compatibility, jobs, hobbies, interests, roles, stereotypes, relationship.

**RESOURCES**

- Pictures of people that could be in a relationship

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Revisit class charter or ground rules.

In groups students are given pictures of 10 people that they need to match up to make four couples (leaving two people who are 'single') The groups feedback who they have matched with who and why and who they think are single and why.

**Core Activity**

Each group is given a set of 8 job cards. The groups match one job to each of the people and discuss why they think the individual would have that job and whether each couples jobs would help them to be compatible.

Students question each other about these perceptions. Repeat the exercise with the sets of cards relating to tasks in the home, hobbies/interests, personality traits and lifestyle choices.

Each group chooses the couple they think is the most compatible and sticks the pictures and cards onto flipchart paper. They then present their most compatible couple and explain why they think they are compatible.

The teacher debriefs by posing questions:

Do the groups think the same or are there differences in the perception of compatibility?

What stereotypes are evident?

Where do these stereotypes and beliefs come from? Are they OK?

Would/could stereotyping ever cause problems in a relationship?

What thoughts and feelings might you attach to the people who are single?

**Plenary**

Discussion in pairs - what roles might I take in a relationship?

Do I have any stereotypical expectations of myself or a partner?

Share ideas from the class.

**KEY QUESTIONS**

As above in de- brief

**AFL**

Opportunities for personal reflection arising from group discussion.

**DIFFERENTIATION**

By outcome, through discussion and group work.

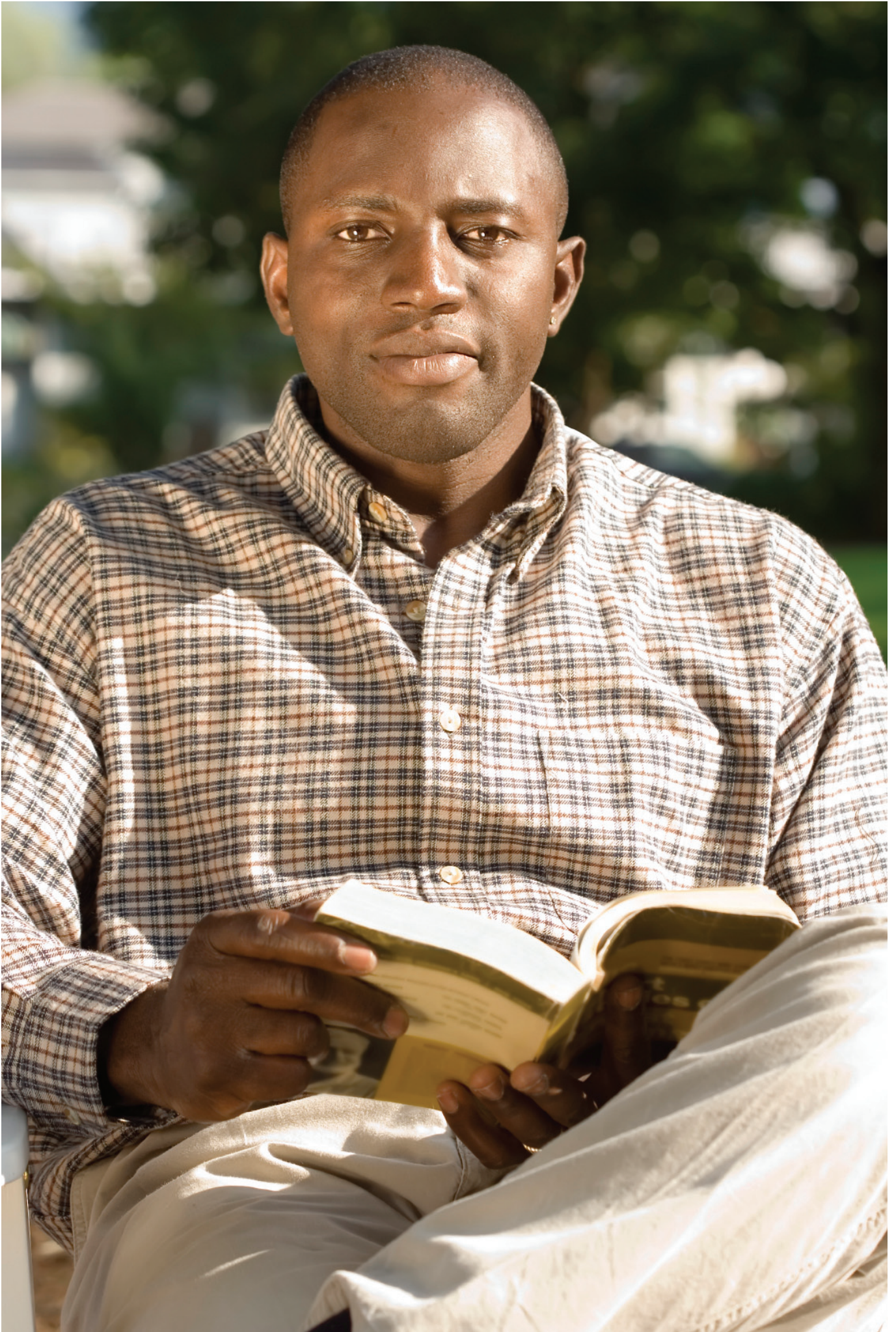
**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

**NOTES**























## Job - Role Cards

|                      |                       |
|----------------------|-----------------------|
| <b>Artist</b>        | <b>Police Officer</b> |
| <b>Teacher</b>       | <b>Window Cleaner</b> |
| <b>Office Worker</b> | <b>Chef</b>           |
| <b>Doctor</b>        | <b>Builder</b>        |
| <b>Shop Owner</b>    | <b>Farmer</b>         |

## Personality Types - Role Cards

|                     |                  |
|---------------------|------------------|
| <b>Shy</b>          | <b>Outgoing</b>  |
| <b>Artistic</b>     | <b>Nervous</b>   |
| <b>Funny</b>        | <b>Introvert</b> |
| <b>Caring</b>       | <b>Sensitive</b> |
| <b>Blunt/Direct</b> | <b>Sensible</b>  |

## Tasks in the Home - Role Cards

|                                 |                  |
|---------------------------------|------------------|
| <b>Cooking</b>                  | <b>Cleaning</b>  |
| <b>Takes bins out</b>           | <b>Gardening</b> |
| <b>Fixes car</b>                | <b>Walks dog</b> |
| <b>Takes children to school</b> | <b>Ironing</b>   |
| <b>Finances</b>                 | <b>Shopping</b>  |

## Hobbies - Role Cards

|                        |                         |
|------------------------|-------------------------|
| <b>Reading</b>         | <b>Surfing</b>          |
| <b>Mountain biking</b> | <b>Cinema</b>           |
| <b>Yoga</b>            | <b>Watching TV</b>      |
| <b>Wii-fit</b>         | <b>Flower arranging</b> |
| <b>Cooking</b>         | <b>Gardening</b>        |



## Lifestyle Choices - Role Cards

|                             |                       |
|-----------------------------|-----------------------|
| <b>Fast food junkie</b>     | <b>Health fanatic</b> |
| <b>Vegetarian</b>           | <b>City dweller</b>   |
| <b>Non alcohol drinking</b> | <b>Morning person</b> |
| <b>Workaholic</b>           | <b>Spiritual</b>      |
| <b>Eco friendly</b>         | <b>Nature lover</b>   |

**THEME:** Relationships - Ceremony

**LEARNING INTENTION/'I'**

- I understand the features of positive and stable relationships.
- I understand the nature and importance of marriage and of stable relationships for family life and bringing up children.
- I can show respect for people from diverse cultures and backgrounds and am interested in and celebrate differences.



**VOCABULARY**

Wedding, ceremony, love, partnership, commitment, togetherness.

**RESOURCES**

- A range of wedding cards, civil partnership cards, congratulations cards
- A range of wedding photographs from different kinds of ceremonies

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

In groups students look at a range of wedding, civil partnership, celebration cards. Each person in the group identifies which card they might like to send to a friend who was getting married, or having a civil partnership and explains why they have chosen it to the rest of their group.

What messages are presented?

What do the pictures say?

Are the words meaningful?

The group then reaches consensus on the key messages their chosen cards are giving about marriage. Each group shares their key messages with the other group and the teacher records these on the whiteboard.

Teacher needs to draw out the key messages of love, commitment, togetherness, partnership, caring, bond.

**Core Activity**

Using the pictures from the previous lesson, the teacher presents four couples as being in a relationship, partnership or marriage. Ask the students to say what they think about why these couples are in that partnership. (It may bring up ideas like... 'they love each other'..... its an arranged marriage'..... 'cos they want to be together'....' So they can have children'....etc.)

Display on flipchart the reasons and pictures of the couples.

In pairs look at the key messages for why people choose to be in a partnership and add any additional ones that they can think of that would apply to themselves. Write these reasons onto post-its and then rank them in a diamond nine with the most important reasons at the top.

Feedback the top answer from some of the pairs.

Look at the photographs of different ceremonies to mark commitment to a relationship. ( Photos depict civil ceremony, wedding, Hindu wedding etc. The teacher will need to raise the issue of arranged marriages and forced marriage and to consider freedom of choice in relationships.

Teacher also needs to ensure that students understand that not all arranged marriages are forced and many work well.)

In groups students discuss: Why do people choose to formalise their relationship through a ceremony?

Final task is for students to write their own reflections on would I like to have a ceremony to celebrate my relationship - why/why not?

**Plenary**

Several students volunteer to read their reflections.

Groups consider whether the original set of wedding cards reflect what they believe marriage to be about.

**KEY QUESTIONS**

- What is a relationship?
- Why do people commit to relationships
- What are the values within relationships?
- What is important for me about being in a relationship?

**AFL**

Opportunities for personal reflection arising from group discussion.

**DIFFERENTIATION**

By outcome, through discussion and group work.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

RE

**NOTES**

The teaching focus of this lesson is on **choice** in relationships and on respect for others peoples choices and beliefs.

This is an opportunity to challenge attitudes to diversity, eg. Disability, gender, sexuality, culture etc.













**THEME:** Relationships - Issues and Skills

**LEARNING INTENTION/’I’**

I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised

I understand the importance of developing self awareness by reflecting critically on my behaviour and its impact on others.

I can see the world from other people’s points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.



**VOCABULARY**

Communication, disagreement, relationship, negotiation, perspective, experience.

**RESOURCES**

- TV programme clip

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Use a clip from a well known recent TV programme eg. Eastenders, Big brother to show a lack of communication skills (See below) in a relationship.

Ask the students to share what they think the people in the clip could have done differently?

**Core Activity**

As a class brainstorm a range of situations and issues which may cause difficulties in relationships. Eg. One person feeling pressurised by the other in starting a sexual relationship, an unplanned pregnancy, one person feels their partner should give more priority and time to them than to their friends.

In groups the students take a scenario and discuss the key issues involved. Each group prepares a role play to present the scenario, deciding on who plays which character and how the scenario develops. Each group then shares their role play. The teacher can stop the role play at any moment and ask the class: What is this character thinking right now, what is this character feeling right now, how would you be feeling if you were this character?

The group then complete the role play and then the other groups discuss what they have just seen using the following cues:

What did you see....?

What did you feel.....?

What did you wonder....?

Then each group asks one or two questions to the characters in the role play who stay in character whilst being hot-seated.

Each group then considers if there could be a different ending to that scenario and feeds back the suggestions. If time allows it may be possible for the group to role play the scenario with this new ending. Repeat this process for each scenario.

By reflecting on the role plays you’ve just seen, how could the relationships have been improved, eg. Listening, respect, communication, patience, negotiation.

**Plenary**

Everyone has a pencil and a piece of A4 paper. Individually and without looking at other peoples each student draws what the teacher describes. Draw a house with a garden, in the garden is a duck pond and three trees, a dog and a swing. Everyone shares their picture with another person and identifies similarities and differences in their pictures. The key question is ... if we had the same instructions why aren’t our pictures all the same? Learning point in relationships we all come from different perspectives and interpret situations and emotions differently through our own filter systems. Communication to gain a shared understanding is critical in relationships.

Can this be related to any of the characters in the role play scenarios?

**KEY QUESTIONS**

What skills do we need in relationships?

How can we develop communication skills?

Can we see things from other people’s perspectives?

**AFL**

Opportunities for personal reflection arising from group discussion.

**DIFFERENTIATION**

By outcome, through discussion and group work.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

**NOTES**

Be aware of choosing student volunteers who are confident in role play, able to hold their role and not take groups comments personally.

**THEME:** Relationships - Cyber Safety

**LEARNING INTENTION/’I’**

I understand that relationships can cause strong feelings and emotions  
 I know and understand how to make informed choices about safety and well being  
 I can reflect on my actions and identify lessons to be learned from them



**VOCABULARY**

Technology, interacting, cyber safety, risk, chat rooms, Dilemma, persuasion, uncertainty, fear

**RESOURCES**

- Quiz sheet
- Role play scenarios (Three)
- Reference: thinkyouknow.co.uk

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Ensure that the ground rules are established in order that the environment for discussion is safe, supportive and respectful. E.g. Students all agree to respect each other and value each others contributions etc.

Ask the students ‘What does cyber safety mean to them?’ Record ideas on the board or flipchart.

Ask students to complete the quiz individually and then share back ideas reinforcing the right answers so that students are clear about how to keep themselves safe and the safety tips for using the internet.

**Core Activity**

Introduce the role play concept to the class, identifying the key themes for this activity: cyber bullying, cyber stalking, meeting someone on line. Students should focus on making decisions if faced with these issues

Students to be in role play groups of 4/5

1. Each group will have

- Two ‘actors’ who will act out the scenario
- One ‘director’ who will help to structure the acting and move the role play towards resolution  
 The director will also introduce the role play to the whole class and help to field questions which may arise afterwards
- One or two note takers who record the group’s responses to the key questions

2. Hand out one cyber dilemma scenario to each group.

There are three different scenarios - Cyber Stalking, Cyber bullying and Meeting someone on line.

Give the groups time to discuss and plan their role plays. The groups also need to develop responses to the key questions for each cyber dilemma on the handout provided.

3. Each group’s ‘director’ will introduce the role play theme/issue to the class.

The group also presents their responses to the key questions for their cyber dilemma and class discussion follows

**NB. This lesson may take longer than the allocated time and may require two lessons**

**Plenary**

In pairs write five top tips for keeping yourself safe on the internet.

Share examples

The teacher needs to ensure that the key messages are apparent.

It is important to discuss with the students who they can contact if they are feeling concerned, threatened or exploited regarding any of the issues raised in the lesson (See Notes)

**KEY QUESTIONS**

See key questions with each scenario

**AFL**

Paired plenary task of five top tips will guide students to reflect on their learning and their own experience of using the internet.

**DIFFERENTIATION**

Careful selection of groups and the discussion tasks within the groups will support the needs of different students.

**CROSS CURRICULAR OPPORTUNITIES**

Drama

ICT

**NOTES**

It is advisable to keep in mind that the role play scenarios may reflect situations that someone in the class has already experienced at some time. It might be useful to discuss this with the class prior to beginning the role play. After the class has undertaken the role plays, it may be decided to spend some time debriefing them and discussing who they can contact if they are feeling concerned, threatened or exploited.

Police Safer Schools' Team can be invited into your school to deliver lessons on Cyber Safety

## Using the Internet - Quiz

1. When choosing a screen name or nick name do you.....
  - A Choose a really cool name like serious surfer
  - B Choose a name that is close to your own name
  - C Use the same name as your personal e mail
  - D Choose a name using your school name
2. You receive an e mail with an attachment from an address you do not know.  
Do you.....
  - A Open the email straight away
  - B Decide not to open it and delete
  - C Save it to your desk top to open later
  - D Open it and print it out
3. A mate you met in a chat room wants to meet up with you to go to the cinema.  
Do you.....
  - A Accept the invite and arrange to meet at a local pub
  - B Set up a meeting but take a mate from school with you
  - C Stop chatting to your on line friend because you are worried about meeting them
  - D Check with your parents first and set up a meeting in a local café but make sure your parents are near by
4. When in the chat room your friend asks you what is your favourite shop in town?  
Do you.....
  - A Reply with the correct answer
  - B Tell them where it is and say you will be going after school
  - C Make up a fake shop
  - D Ignore and report user to parent/teacher
5. Your new chat room friend wants to know what you look like?  
Do you.....
  - A Send a photo of yourself
  - B Send a photo of one of your friends
  - C Send a cartoon version of yourself
  - D Send a video clip of you from your mobile

# Scenario One

## Cyber Dilemma - Cyber stalking

“There’s this one particular chat room that my friend used on a regular basis and there was this guy that she got to know quite well. He seemed really nice. She told him how she played for her local netball team

Anyway, the next time my friend was chatting he started asking her really personal and gross questions. She realised he was a bit of a freak so she ended the conversation straightaway, plus she blocked him from sending her messages. But then he started harassing her and sending her disgusting emails, attaching explicit photos of himself. When she told him to stop it he sent even more abusive messages and graphic photos.

Her parents contacted her ISP and changed her email address, as well as blocking him from sending her more messages. But even though she had blocked him from contacting her online, he knew the chat rooms she used regularly and posted messages there saying false and abusive things about her.

Suddenly, she started getting these threatening text messages from an unknown mobile number. The messages were saying that this man was going to find her and do all these terrible things to her. She was really upset and discussed with her friend what to do. She told her parents, and finally they reported it to the police.

The police discovered that there were various pieces of information about her on the internet that would’ve helped the man to track her down. For one thing, she had posted her name, age and photo on her chat profile, which can be viewed by anyone. On top of that, her netball team had a website that listed when and where the games were each week, and her mobile number had been posted online because of a charity event she was organising.

With just a few tiny things she had told this guy about her life, he was able to find out heaps about her. He knew what her mobile number was and, worst of all, he knew where she would be at certain times of the week when she played sport. It may not seem like a big thing, but the tiny pieces of information we leave behind us on the internet can lead to potentially dangerous situations.”

### In your Group:

- In point form, answer the questions below; be prepared to talk through the answers with the rest of the class.
- What types of information could lead a cyber stalker to someone.
- What information about yourselves do you share on the internet?
- What information will you change as a consequence of reading this story?
- What advice would you give on actions to take to avoid being cyber stalked?
- Role play the conversation you had with your friend, prior to her telling her parents about the situation.

## Scenario Two

### Cyber Dilemma - Meeting Someone on Line

Your friend has been hanging around a chat room a lot recently and has met someone online called '2hot2handle'

Your friend thinks that '2hot2handle' is very cool and says that they get on really well and have had many private chats. They like the same music watch the same TV shows and have very similar interest. Your friend says that '2hot' really understands him/her more than most other people they know in person

Last night your friend was chatting with '2hot' and was asked for his/her phone number and home address. Your friend says that his mum/dad would kill him/her if they gave those details, but they want to know '2hot' better

What should you do?

### In your Groups:

- Draw up two columns, one headed 'Pros (the positive aspects)' and the other headed 'Cons' (the negative aspects). List the pros and cons of giving out this sort of information to someone you meet on line.
- In point form write down the advice you would give your friend and provide reasons
- Role play the conversation with your friend

## Scenario Three

### **Cyber Dilemma - Cyber Bullying**

You and your best friend don't like a group of other students at your school.

Last week you took some digital photos of the school play for the school magazine

Your friend suggested that you copy some of the photos, change them a bit using a software programme so that you make the students look, ugly, fat and send them to other students at school either via e mail, posting them on the internet or via your mobile phone

What should you do?

### **In your Groups:**

- Develop a definition of cyber bullying in your group
- Discuss with your group whether you think this is an instance of cyber bullying.  
List your reasons
- Role play your conversation with your friend



**THEME:** Relationships - Partners and Carrots!

**LEARNING INTENTION/'I'**

I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised

I can use the social skills of communication, negotiation, assertiveness and collaboration

I can communicate with others listening to what others say as well as expressing my own thoughts and feelings

**Team workers**

Collaborate with others to work towards common goals, show fairness and consideration to others

**VOCABULARY**

Ideal partner, appearance, attributes, characteristics, personality  
Traits, negotiation, listening, collaboration.

**RESOURCES**

- Carrots
- String
- Cocktail sticks
- Cutting tools
- Rubber bands
- Or newspaper, paper clips, sellotape, string, scissors, straws

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Students write down three key points from each of the following sentence stems before they are to then share this with a partner (let them know they will share this in advance):

My ideal partner would have..... ( 3 x Appearance)

My ideal partner would be.....( 3 x personality traits)

My ideal partner would like..... ( 3 x hobbies/ interests)

My ideal partner would have three things in common with me...

My ideal partner would have three things not in common with me....

The most important thing about my ideal partner would be.... ( 1 thing)

Then fill in the following questions:

How will you meet your ideal partner?

How old will you be?

Then in pairs share what they have written. Ask each other is it really possible to find this ideal person? Does he/she exist? Are your expectations too high or too low? If someone had these expectations of you would you be able to fulfil them?

Key question: Do we expect more of people than we can live up to ourselves?

### **Core Activity**

Having looked at ideal partner relationships turn the focus to the peer friendship/ working relationships within the class. The teacher then summarise the key skills needed to build positive relationships... communication, listening, negotiation, trust, respect. Do we have these currently as a group?

Tell the students that they are now to be involved in a group activity which may require some /all of these key skills.

Teacher chooses one of the following activities for the whole class to complete:

#### **Carrot cars**

Design task:

Groups have to design, make and then race a car made from carrots. Each group will be given four carrots. Each group also has one additional material which the other groups need to barter for. The additional materials are rubber bands, cocktail sticks, string, cutting tools. The group tell each other what materials they have and then begin to design their winning car.

Each group also selects a negotiator who will visit the other groups offering their materials eg rubber bands in exchange for another material eg. String.

Each group makes its own decision about what it exchanges or not depending on the deal offered and the way the deal is negotiated.

The groups then make their cars in a given time limit ensuring all members of the group are involved and all ideas volunteered are heard.

The teacher can stop the activity at any point if students are left out or if the key learning points need to be reinforced.

Teachers prompts- listening, negotiation, collaboration.

When the cars are complete, the race course is set up in an area of the classroom and the race begins. Cars can be pushed, pulled, flicked etc but must stay in contact with the race track!

The winning team takes home a further bag of carrots!!!

Reflection activity:

The groups then reflect on the skills of communication they used in the activity with up to five points on the following:

Listening to each other

Collaboration

Communicating with each other

Negotiation

Respect

#### **Alternative task:**

Make the tallest tower. One group is given newspaper, one group having sellotape, another having paper clips, another scissors and another straws. Each of these materials needs to be used and evident within the tower structures. Use the guidelines above to direct the task.

### **Plenary**

The groups are asked to consider: Which of these skills would be most important in a personal relationship and why?

#### **KEY QUESTIONS**

What are the key skills needed to build positive relationships?

#### **AFL**

Opportunities for personal reflection arising from group discussion.

#### **DIFFERENTIATION**

By outcome, through discussion and group work.

#### **CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

Art and Design

#### **NOTES**

# KALEIDOSCOPE

## SS3

### Certificate of Achievement

### Relationships Year 9

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**has successfully completed the  
programme of study on Relationships**

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**Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students**



## Relationships Resources

| Organisation  | Contact Details  | Resource   |
|---|--|--|
| <b>A Chance 2 talk</b>                                | <a href="http://www.achance2talk.com">www.achance2talk.com</a>                                     | Childline website covering Bullying; Neglect; Alcohol; Family relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy.  |
| <b>Anti-bullying Alliance</b>                         | <a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>             | A coalition of 50 expert organisations seeking to get children, young people and adults working together to develop strategies that help both those being bullied and the bullies themselves.  |
| <b>Anti-Bullying Network</b>                          | <a href="http://www.antibullying.net">www.antibullying.net</a>                                     | Scottish Charity Publish information sheets for young people, parents and school staff as well as providing information and links to relevant organisations on their website.  |
| <b>British Institute of Learning Disabilities</b>     | <a href="http://www.bild.org.uk">www.bild.org.uk</a>   | Working to improve the lives of those with learning disabilities. Publisher of books and journals for professionals and adults and children with a learning disability achieve a better quality of life.   |
| <b>Bullying Online</b>                                | <a href="http://www.bullying.co.uk">www.bullying.co.uk</a>   | Provides an email advice service for children and young people, as well as online help and information for schools and pupils.   |
| <b>Childhood Bereavement Network</b>                  | <a href="http://www.childhoodbereavementnetwork.org.uk">www.childhoodbereavementnetwork.org.uk</a> | Teaching resources and support.  |
| <b>Creating a co-operative classroom - activities</b> | <a href="http://www.unicef.org.uk">www.unicef.org.uk</a>   | Activities for 9 to 13 year olds to build a co-operative classroom through conflict resolution and problem solving.  |
| <b>DEED- Development Education in Dorset</b>          | <a href="http://www.deed.org.uk">www.deed.org.uk</a><br>01202 739422                               | Resource centre, inset training, workshops in schools- aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change. |
| <b>Divorce Aid</b>                                    | <a href="http://www.divorceaid.co.uk/child/teenagers">www.divorceaid.co.uk/child/teenagers</a>     | Site all about divorce includes a section for teenagers. It discusses emotions and has details of helplines, online advice, useful sites and books.  |
| <b>Equality and Human Rights Commission</b>           | <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>                       | Teaching resources and support.  |

| Organisation   | Contact Details  | Resource   |
|--|--|--|
| <b>Incentive Plus</b>  | <a href="http://www.incentiveplus.co.uk">www.incentiveplus.co.uk</a>   | Large supplier of resources for the promotion of social and emotional competence and positive behaviour in children  |
| <b>It's not your fault</b>   | <a href="http://www.itsnotyourfault.org">www.itsnotyourfault.org</a>   | Action for Children site for children, young people and parents going through a family break-up.   |
| <b>Kidscape</b>  | <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>   | Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying including cyber bullying.                    |
| <b>Listening Ear</b>   | 01202 720910 07763101440<br>listeningear@fsmail.net<br>Kings Park Annexe, Station Approach,<br>Boscombe BH1 4NB              | Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders.                           |
| <b>Oxfam</b>   | <a href="http://www.oxfam.org.uk">www.oxfam.org.uk</a>   | PHSE resources including lesson plans on discrimination.   |
| <b>Race Equality Council</b>   | Pan Dorset: <a href="http://www.dorsetrec.org.uk">www.dorsetrec.org.uk</a><br>01202 553003                                   | Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.   |
| <b>Relate</b>  | <a href="http://www.relate.org.uk">www.relate.org.uk</a>   | Relationship education supporting couple and family relationships.   |
| <b>Save the Children</b>   | <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>   | Education Unit promotes global child rights education in schools and youth groups. Teaching resources.   |
| <b>STANCE: resource for challenging homophobic bullying in schools</b>         | <a href="http://www.stance.org.uk">www.stance.org.uk</a>   | STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance. |
| <b>Think U Know<br/>Child Exploitation and Online Protection (CEOP) Centre</b> | <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>   | The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives safety information on IT sites, mobiles and new technology- areas for young people and teachers                                   |
| <b>Unity in Vision</b>   | <a href="http://www.unity-in-vision.org.uk">www.unity-in-vision.org.uk</a>   | Based in Boscombe a group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.                             |
| <b>Young Carers</b>  | <a href="http://www.youngcarers.net">www.youngcarers.net</a><br><a href="http://www.youngcarers.com">www.youngcarers.com</a> | The Princess Royal Trust for Carers<br>Children's Society  |