Edward Peake C of E VC Middle School

PSHCE Planning

Subject: PSHCE	Unit: Rights & Responsibilities	Term/Duration: Summer 1 / 6 Weeks	Year Group: 6

Media Literacy	Key Vocabulary:
- About the role of the Internet in everyday life - About the positive and negative uses and effects of the Internet and social media - How data is shared and used online, and how information can be targeted - How images and information online can be manipulated or invented - Strategies to evaluate reliability of sources and identify misinformation - How and why to choose age-appropriate media including TV, film, games and online content - About risk in relation to gambling, including online - How to manage influences in relation to gambling PoS: H37, H38, H42, R29, L1, L11, L12, L13, L14, L16, L23	Genuine, honest, fraud, unreliable, suspicious, phishing, spear phishing, scam, trustworthy, authentic, verifiable, deceptive, firewall, malware, encrypted Film, content, trailer, age ratings, child, adult, compliance, limits, guidelines, classification Rules, law, feelings, advice, risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome, gambling, bet, luck, chance, play, gaming, likely, unlikely, influence, pressure, news, personal information, public information, influence

By the end of the unit...

All pupils should be able to:
- explain how social media can mislead or misrepresent reality
- identify different types of online scams people our age may experience including 'phishing'
- identify sources of support for someone who is worried about anything online
- recognise the different symbols related to the age ratings for films
- describe how film content can evolve a range of feelings and responses in different people
- assess how risky different everyday activities are
- explain risk in relation to gambling
- identify how winning or losing can affect a person's feelings and what makes someone want to take the risk
- recognise who to ask for help if concerned about gambling or the pressure to do something like gambling
- describe how news stories can affect people's feelings
- recognise why it is not appropriate to share personal (private) information as news
- identify how to recognise online targeting
- recognise that companies (including news providers) use information about people to target them with content they are more likely to engage with

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Most pupils will be able to: ● explain why we have age ratings for films and the role of the British Board of Film Classification ● evaluate which types of films are most suitable for different age groups ● explain how to manage a situation when not everyone agrees which film to watch ● demonstrate how to handle feeling pressure to watch something I am unsure about ● explain where and how to get help or advice about films and the media ● describe how important it is to 'stop and think' before taking a risk ● describe what can influence someone to gamble or feel pressure to do so ● explain how to report concerns, ask for support or seek advice in relation to news stories ● explain how someone's online choices (such as their search history and profile) affect the type of information targeted at them				

Some pupils will be able to: ● describe ways to critically evaluate what we see on social media ● explain how age ratings can help people make decisions about whether to watch a particular film ● explain what makes a risk worth taking and what makes it too risky ● suggest ways to manage emotional responses when interacting with the news ● describe how online targeting can be used to influence someone's beliefs, actions and choices				

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: To learn how to be a critical consumer while online and about different online scams, including what 'phishing' means	**Re-visit Ground Rules** **Openness**: *We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.* **Keep the conversation in the room:** *We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.* **Non-judgmental approach:** *It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.* **Right to pass:** *Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.* **Make no assumptions:** *We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.* **Using appropriate language:** *We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.*	Ask It Basket Google Internet Legends Scheme of Work pages 16, 65 – 67 (Be Internet Alert – Check it's For Real) Activity 1: Don't bite that phishing hook! Page 20-21 Activity 1: Support worksheet on page 80	I can describe ways to critically evaluate what we see on social media I can explain how social media can mislead or misrepresent reality I can identify different types of online scams people our age may experience including 'phishing'

		Asking questions*: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.* **Seeking help and advice:** *If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.* **Starter:** <u>Baseline Activity</u> Ask pupils to hold up traffic light cards (they can use their planners for this) to show how confident they feel about understanding what is true or fake online (Red – not at all confident / amber – quite confident / green – very confident) Display the following question: How can you tell if something you see or read on the internet is fake or unreliable? Think, pair and share. Ask pupils to take 1 minute to think for themselves and then a few minutes to discuss in pairs. Then spend 5 minutes discussing as a class and writ down what the pupils come up with. Examples may include: - pop-ups you didn't click on appear asking for passwords and personal information - weird photos on social media - emails with strange addresses telling you that you've won a prize **Main:** <u>Activity 1: Don't bite that phishing hook!</u> Divide the class into groups and give each group one example of the messages and websites from the activity sheet. This is a game where pupils study various emails and texts and try to decide which are for real and which are phishing scams. Pupils select 'real' or 'fake' for each example and list reasons why. Groups discuss which examples seem trustworthy and which seem suspicious. Did any answers surprise them? Get the pupils to ask themselves these questions when assessing messages or sites they find online:	Activity 2: Who are you, really? Page 24 cut into strips with one scenario on each strip A bowl or container to hold the strips when pupils pick one Cheat sheet pages 25-26 Activity 3: Interland: Reality River – Chromebooks needed	I can identify sources of support for someone who is worried about anything online

- does this message look right? What's your first instinct? Do you notice any untrustworthy parts?
- Is the email offering you something for free? Free offers usually aren't really free.
- Is it asking for your personal information? Some websites ask for personal information so they can send you more scams. For example, a 'personality test' could be gathering facts to make it easy to guess your password or other secret information. Most real businesses, on the other hand, won't ask for personal information over email.
- Is it a chain email or social post? Emails and posts that ask you to forward this to everyone you know can put you and others at risk. Don't do it unless you're sure of the source and sure the message is safe to pass on.
- Read the fine print. At the bottom of most documents you'll find the fine print. This text is tiny, and often contains the stuff you're supposed to miss. For example, a headline at the top might say 'you've won a free phone', but in the fine print you'll read that you actually have to pay that company £200 per month.

For pupils who need more support, use the real/fake clue cards (you will need to print duplicate copies of these) and ask them to match each card against the scenario they think it belongs to. Discuss the clues to ensure that they understand why the messages could be examples of scams or phishing. For pupils who need more of a challenge, ask them to write their own 'Look out for Phishing!' top five clues checklist.

<u>What is this phishing thing anyway?</u>
Phishing in the online world (not to be confused with 'fishing' with an 'f') is when someone tries to steal information like your login or account details in an email, text, or other online communication by pretending to be someone you trust. Phishing emails — and the unsafe sites they try to send you to or the downloads and attachments they try to get you to open — can also put viruses on your computer that use your contacts list to target your friends and family with more phishing emails. Other scams might try to trick you into downloading malware or unwanted software by telling you that there's something wrong with your device. Remember: A website or ad can't tell if there's anything wrong with your machine!

Some phishing attacks are obviously fake. But others can be sophisticated and convincing. For instance, when a scammer sends you a message that includes some of your personal information, it's called 'spear phishing', and it can be very effective.

It's important to know how to spot anything odd or unusual in emails and texts early, before you click on questionable links or enter your password on risky websites.
Here are some questions to ask when you're assessing a message or site:
● Does it include the indicators of a trustworthy site, such as badges?
● Does a site's URL match the name and title you're looking for?
● Are there any pop-ups? (They're often bad news.)
● Does the URL start with 'https://' preceded by a green padlock? (That means the connection is encrypted and secure.)
● What's in the fine print? (That's where they put the sneaky stuff.)
And what if you do fall for a scam? Start with this: Don't panic!
● Tell your parent, teacher, or another trusted adult right away. The longer you wait; the worse things could get.
● Change your passwords for online accounts.
● Let any friends who might be targeted as a result know.
● Use settings to report the message as spam, if possible.

Activity 2: Who are you, really?
Pupils practise their anti-phishing skills by discussing possible responses to suspicious online texts, posts, pictures and emails.

Pupils discuss possible responses to the message in their groups and decide on three to six different options.
Decide on which would be the best option and why.
See the cheat sheet. Discuss whether you agree with it.
Class feedback – display each scenario on the whiteboard. Each group can explain what they decided was the best response and why.

How do you know it's really them?
When you're on the phone how can you tell it's them, even though you can't see them?
Sometimes people pretend to be other people online as a prank. Other times, they impersonate someone in order to steal personal information. When you're on the internet, strangers could ask to connect with you. It's up to you to decide whether you want to connect with that person, and what or how to reply.

Fortunately, you can verify people's identity and spot scammers. Here are a few ideas to start thinking about:

● **Is their profile picture suspicious?**
Is their profile picture blurry or hard to see? If so, be cautious; a blurry photo is easier to hide behind. It's also common for scammers to steal photos from a real person in order to set up a fake profile.

● **Does their displayed name match their username?**
On social media, for instance, does their profile URL match their given name? (For example, Jane Doe, with an address that's something like SocialMedia.com/jane.doe.)

● **Do they have a personal biography?**
If so, does it sound like it was written by a real person? Fake accounts might not have much 'About Me' information or might have grouped together some information to create a fake profile.

● **How long has the account been active?**
Is the profile new or does it show a lot of activity? Fake accounts often lack a history of posts or social interactions.

Extension Activity 3: Interland: Reality River
Chromebooks are needed for this activity
Reality River should get pupils thinking. After they play, these questions should encourage a discussion of the game's themes.
● How did you know if something in the game was real or fake? What were the signs?
● What is a phisher? What does it do and how does it affect the game?
● Which clues in the game hinted that something was strange about certain situations?
● Do you think that playing this game will help you be safer online in the future?
● Now that you've played this game, what's one thing you might do differently when you're online in future?
● What should you do if you're unsure or worried about something you come across online?

Plenary:
Ask pupils to write down one thing they could teach someone else about how to be 'Internet Alert'.

Examples might include:
● I'm going to tell my teenage brother to watch out for emails from an unknown sender telling him he has won an iPad as it's probably too good to be true.
● If you come across a phishing email you should always report it.

		Ask pupils to hold up traffic light cards to show how confident they now feel about how to be internet alert and critical of what they come across online. (Red – not at all confident / amber – quite confident / green – very confident). Compare results with the start of the lesson to measure progress.		
2	LO: To learn about the age ratings system for films and other media	Revisit ground rules/classroom charter **Starter/Circle Time Games:** Baseline Assessment: viewing rules The purpose of this activity is to enable the class teacher to find out the pupils' existing knowledge, skills and attitudes towards choosing what to watch. Whilst the pupils are working, remember not to prompt them in any way. Ask each pupil to draw the outline (a stick-person is fine) of a child, aged between 4 and 15 seen them. Explain that the BBFC ratings are displayed on DVDs, Blu-rays and cinema listings — to help guide people to decide what to watch. years, and to record the child's age. Underneath or around the outline, ask the pupils to write about the rules that might exist for a child of this age about watching films and why these are important (whether they are watching via TV channels; DVD or Blu-ray; online; mobile phones; computers; laptops; or at the cinema). Check through the baseline assessments, noting pupils' responses and any misconceptions that need addressing. **Main:** Activity 1: Visual stimulus Show the pupils some familiar (and some less familiar) example images of limits and age guidelines, such as speed limits or height restrictions: Resource 1: What can we watch? PowerPoint presentation. Ask them where they see these types of symbols and similar information, and if possible, to suggest additional examples. Ask pupils to discuss why limits and guidelines exist. Take feedback. Pupils might say: To help keep people safe or healthy; to give advice; to stop accidents or harm. Activity 2: Introducing the BBFC ratings Introduce the BBFC age ratings by displaying the symbols: Resource 1: What can we watch? PowerPoint presentation asking the pupils if they have seen them before, and if so, where they have Ask the pupils to discuss in pairs or small groups what the symbols mean.	Ask it Basket BBFC Lesson 1: What can we watch? Resource 1: What can we watch? PowerPoint presentation Resource 2: Matching activity – support Resource 3: Description activity – challenge A week in the life of a BBFC Compliance Officer: http://www.cbbfc.co.uk/what-we-do/bbfc-diary - for challenge activity *Chromebooks needed	I can recognise the different symbols related to the age ratings for films I can explain why we have age ratings for films and the role of the British Board of Film Classification I can evaluate which types of films are most suitable for different age groups I can explain how age ratings can help people make decisions about whether to watch a particular film

		What do the numbers or letters represent? Can they give a brief explanation for each? Support – Resource 2: Matching activity Pupils match each rating to its description Challenge: Resource 3: Description activity Pupils write a short description of each rating Once the pupils have completed the activity, bring the class back together, display: Resource 1: What can we watch? PowerPoint presentation and clarify any misconceptions. Spend some time discussing the meaning of the 12A/12 ratings, as pupils may be less familiar with this. The 12 rating is only found on DVD, Blu-ray and online. No one younger than 12 may rent or buy a 12 rated DVD or Blu-ray. The 12A rating is only used for films shown in cinemas. Films rated 12A are suitable for children aged 12 and over. However, children younger than 12 may see a 12A so long as they are accompanied by an adult. In such circumstances, responsibility for allowing a child under 12 to view lies with the accompanying adult. The BBFC uses exactly the same rules to rate films at 12A as they use to rate DVD, Blu-ray and some online content at 12. For a video explaining 12A/12 ratings see: http://www.cbbfc.co.uk/12 <u>Activity 3: The role of the BBFC</u> Give a short introduction to the history and role of the BBFC, including how the BBFC chooses age ratings for films and ensures these are reliable. See Resource 1: What can we watch? PowerPoint presentation (slide 5 and 6). Explain that the BBFC age rates films for release on DVD and at the cinema (U, PG, 12A/12, 15 or 18). Anyone wanting to release a film, video or DVD for showing in cinemas or watching at home has to make sure that their film has a BBFC age rating symbol. It is against the law to try and sell videos and DVDs without a rating. Films viewed at the cinema also have to display the correct rating. Challenge: A week in the life of a BBFC Compliance Officer Pupils read the information at http://www.cbbfc.co.uk/what-we-do/bbfc-diary and make a list of the main aspects of their job.	Example film trailers: http://www.cbbfc.co.uk/rate-trailer Resource 4: Age ratings information grid – one copy for each pair of pupils Resource 5: Enlarged versions of the BBFC age ratings: U, PG and 12/12A displayed in each corner of the classroom	

Discuss with the pupils why the ratings are important and why the BBFC thinks some content is not suitable for younger viewers. Explain that younger viewers can easily mix up fantasy and reality, and may become more easily scared or worried by what they see. In your own words, explain that children can be confused
or upset if they watch things that are too complicated or mature for them or if a film touches on their own personal experiences - such as death of a pet or feeling frightened of the dark for example.

Activity 4: Rate a film trailer
Provide the pupils with copies of Resource 4: Age ratings information grid, which gives more detailed information about the types of content we would expect to see in films rated for different ages.
Ask the pupils to look at the categories, and explain that these help BBFC Compliance Officers decide on age ratings for different films and videos. Explain to the pupils that they are going to play the role of a BBFC Compliance Officer — their job is to try to give a film an appropriate age rating by watching the film trailers. Using the
film trailers selected from the CBBFC website: http://www.cbbfc.co.uk/rate-trailer, show a film trailer to the pupils and ask them to use the criteria to give it a rating.
Pupils can work in pairs to discuss the content and explain why they have given the particular rating. Take feedback.
Compare the pupils' views with the actual rating the film received from the BBFC and explain why this was the case. (This information can be found on the BBFC website alongside the 'rate a trailer' activity).
Repeat with up to four different film trailers. You may wish to explain that trailers sometimes have a different age rating to the actual
film itself.

Activity 5: Choose a film corners
Pin one each of Resource 5: Enlarged versions of the BBFC age ratings: U, PG, 12A/12 in a different corner of the classroom.
Ask the pupils to stand in the centre of the classroom. Read aloud one of the character profiles from Resource 1: What can
we watch? PowerPoint presentation (slide 7) Ask the pupils to choose the most appropriate age rated film for the character to watch by moving and standing next to the age rating symbol. Ask individual pupils to explain their thinking and then suggest what else the characters would need to consider before choosing a film or video to

		watch.		
		Plenary: Assessing progress At the end of the lesson, pupils need to go back to their completed 'viewing rules' sheets they did at the beginning of the lesson and a different coloured pen or pencil. Ask the pupils to amend or add their new learning to their work. Ask the pupils to reflect on and share one thing they found out from the lesson that they did not know before. Explain that the pupils can find out more about films - including new releases and films appropriate for their age range, as well as the role of the BBFC — at the CBBFC's website: http://www.cbbfc.co.uk/ Show them the website so they are aware of what it looks like and how to navigate it.		
3	LO: To learn how to choose appropriate films for ourselves and others and how to resist pressure to watch something we are unsure about	**Revisit Ground Rules** **Starter:** Baseline Assessment: Zone of relevance The purpose of this activity is to enable the class teacher to find out the pupils' existing knowledge, skills and attitudes towards choosing what to watch. Whilst the pupils are working, remember not to prompt them in any way. Ask the pupils to add ideas to Resource 1: Baseline assessment - zone of relevance about what is 'more' or 'less' important for people to think about when choosing what to watch. Things that are more important can be written in the inner circle, those less important in the outer circle. Anything which is not important can be written outside both of the circles. Check through them, noting their responses and any misconceptions that need addressing. **Main:** Activity 1: Introduction: paired discussion Ask the pupils to discuss (in pairs) the different sorts of things people like watching and why. This might include different types of films, videos, TV programmes and advertisements via TV channels; DVD or Blu-ray; online (mobile phones, computers or laptops); or at the cinema. Briefly take some feedback.	Ask it Basket BBFC Lesson 2: Can we choose what to watch? Resource 1: Baseline and end-point assessment: zone of relevance – one or two copies for each pupil Resource 2: Agree/disagree statements displayed on whiteboard and agree/disagree labels with headings: strongly agree,	I can describe how film content can evolve a range of feelings and responses in different people I can explain how to manage a situation when not everyone agrees which film to watch I can demonstrate how to handle feeling pressure to watch something I am unsure about

		Pupils might identify or name specific content or may keep their discussions quite broad (for example: funny videos, the news or video blogs by celebrities). Pupils might say things like: they like it, it makes them laugh, it helps them relax, it makes them excited, they find out new things, they like watching favourite characters, following stories, they feel connected to others, something to do, etc. Activity 2: Agree / disagree continuum Ensure Resource 2: agree/disagree labels have been previously displayed along the length of the classroom wall. Ask the pupils to line up along the length of the classroom. Taking each statement in turn (Resource 2: agree/disagree statements), read the statement aloud and ask the pupils to move to the label that best represents their own thinking about the statement. Ask for volunteers to explain their thoughts and ideas. Then, move on to the next statement. - Everyone likes the same types of films - Most people do not like scary films - Families always like watching the same things - Friends always like watching the same things - If there is something everybody is watching, you should watch it too - There are things some people should not watch - It is difficult not to watch something everyone else wants to see From the activity discussions, draw out that what we watch can affect how we feel. For example, pupils might say funny videos can make people feel happy but sad films might make people feel down or unhappy. Discuss how not everyone feels the same about what they watch—for example, a scene that might upset some people might not upset others; some people might find something funny but other people won't; some people like sad films and others prefer to watch things that make them laugh. Discuss how different people react in different ways to seeing the same thing. Give examples such as horror films or romantic programmes. Activity 3: What to watch? Scenarios Organise the pupils into small groups. Ask the pupils to read and discuss Resource 3: Film scenarios and situations - decide whether the situation is problematic or not; consider the different options the characters have and then agree what they think the characters	agree, disagree, strongly disagree, not sure enlarged and displayed along the length of the classroom Resource 3: Film scenarios and situations Resource 4: Adapted scenario activity – support Resource 5: Mind-map activity – challenge Resource 6: Helping hand – enlarged printed and displayed Resource 7: Helping hand fan – one for each pupil	I can explain where and how to get help or advice about films and the media

should do. Each group could look at each scenario in turn or you could give one scenario to each group.
Note that for the Jem and Madison scenario that due to content shown, it is possible that the trailer and the film have a different age rating.
Support: Resource 4: Adapted scenario activity
Ask the pupils to read the scenarios and advise the characters what to do.
Challenge: Resource 5: Mind-map activity
Ask the pupils to take a few of the scenarios in turn and for each one, explain the different options in more detail, considering the positive and negative consequences of each before deciding what the characters should do.

Activity 4: What if...? Scenarios
Introduce the 'What if?' questions to go with each scenario: Resource 3: Film scenarios and situations.
Ask the pupils to return to the scenarios and discuss where the pressure is coming from (themselves or others) and what the characters should do now. Once the pupils have had the opportunity to discuss the scenarios, bring the class back together and take feedback.

Activity 5: Helping hands fans
Explain to the pupils that people can always get advice when they find themselves in situations they are unsure about, and should not feel they have to manage tricky situations on their own.
Display the Resource 6: helping hand and/or provide each pupil with
Resource 7: Helping hands fan.
Choose some of the scenarios from the previous activities, ask pupils to imagine the main character has asked whom to ask for help. Ask the pupils to point to or hold up the label showing the person they think could help the best. Ask individual pupils to explain their choice, what help or advice they would most likely receive and how helpful it would be.

Plenary:
Assessing progress
At the end of the lesson, pupils need to return to their baseline assessment and a different coloured pen or pencil. Ask the pupils to amend or add their new learning to their work.

Ask the pupils to talk together in pairs and share at least one strategy for managing a situation when feeling pressure to watch something they are not sure about.

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4	LO: To learn about risk in everyday situations	**Revisit Ground Rules** **Starter**: Baseline Assessment: discussion Use this activity to gain a sense of pupils' understanding of the concept of risk and those they are familiar with. Discuss, as a class what is meant by risk. • What kinds of things are risky? • What makes something more or less risky? *Example definition of risk*: *Risk is the possibility of taking an action when we cannot always predict what will happen and when there is the potential of losing something of value. Most things people do carry some risk, but some activities are much riskier than others.* Draw out that high-risk activities are likely to include: • possible loss to life, health or other serious loss (e.g. financial, environmental) • a high chance of a negative outcome (not being successful) **Main:** Activity 1: Risk continuum Working in small groups, each pupil draws a risky activity on a small piece of paper, then as a group - rank them on a line of continuum (lower risk, medium risk, higher risk). If you want to use or add in other examples for the pupils to consider, see: Resource 1: Risky activities. Take feedback, making a class version of the risk continuum on the whiteboard, choosing some of the example activities and asking pupils to explain and justify where they would place the activity on the line of continuum. Support: Use a simple continuum: lower risk – higher risk. Challenge: Use a more complex continuum: lowest risk, lower risk, medium risk, higher risk, highest risk. Pupils explain what else would affect the level of risk (e.g. the person taking the risk – their age or capability level) or other details relating to the activity.	Ask It Basket PSHE Association Exploring risk in relation to gambling Lesson 1 Resource 1: Risky activities Resource 2: Risk scenarios Resource 3: Risk reflection sheet Small pieces of plain paper	I can assess how risky different everyday activities are I can describe how important it is to 'stop and think' before taking a risk I can explain what makes a risk worth taking and what makes it too risky

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Paired Discussion

Choose one of the examples from the previous activity, and ask pairs to discuss why someone might take or want to take the risk – what might encourage them?

Discuss that with risk, can sometimes come gain.

Pupils might say: *to have fun, because it's exciting, to get or win something, because their friends are doing it, it will help them or they can't live without it, because they feel confident, it's a low risk activity anyway.*

Activity 2: In the moment

Read the following scenario to the class:

Jamie is skateboarding with a group of friends. They dare Jamie to do a skateboard trick on the road. Jamie does it, thinking it will be fun, without thinking of the risks.

Pupils discuss:

• Why doesn't Jamie think about the risks?

• What could Jamie have done in this moment instead?

Discuss how important it is to 'stop and think' before taking a risk, but that people can find this difficult when they are caught up in the excitement of the moment, they are with others who are encouraging them, they may want peer approval (to be liked, accepted, show off their skills).

Discuss different exit-strategies that can help to 'buy time' to stop and think or walk away from potentially unsafe situations such as:

• Quickly assessing the situation and saying no… 'I'm not risking doing a trick like that on the road, no!'

• Giving an alternative option… 'I'll do the trick but not on the road – let's go to the skate park.'

• Providing a reason to leave the situation… 'Actually, I need to get to the shop before it shuts.'

• Using humour… 'You must be joking – I've only just recovered from the last trick I tried!'

• Asking for advice… 'I'm not sure, I might just check with (trusted adult e.g. parent/teacher) first.'

Activity 3: Risky scenarios

Display scenarios from *Resource 2: Risk scenarios*. Teachers should select the scenarios they think are relevant and appropriate for their class.

Explain that risk assessment also depends on:

• The person (e.g. their age, capability, whether they can afford to take the risk)

• Who else is there (if they can help or how taking the risk will affect them)

• Where it is happening – the place or situation

Plus…

		• Whether the risk-factor can be reduced
		Whether taking the risk is likely to pay off
		
		Pupils work in pairs to read the scenarios and consider the questions:
		   - What are the potential dangers or consequences of taking the risk?
		   - How risky is the situation? Why?
		◊ The situation is high / medium / low risk because…
		   - Is it worth them taking the risk?
		◊ Yes, they should take this risk.
		◊ Yes, they should take the risk but only if… (are there things that would make this activity lower risk?)
		No, they should not take the risk, this activity is too risky because…
		
		Compare pupils' ideas and responses from some of the examples. Reiterate the importance of pupils checking risky situations with adults.
		
		Support: Instead of the above questions, pupils identify two dangers or consequences of each example and one suggestion of what the characters could do in the situation to reduce risk.
		Challenge: Extend pupils' thinking by asking them to place each example on a scale of risk from 1-10 (1 is low risk, 10 is high risk) and whether this would change if actions to mitigate the risk were taken.
		
		Plenary:
		Individually, pupils reflect on their learning about risk using Resource 3: Reflections on risk sheet
		Before this lesson, I felt…
		This lesson about risk has made me think about…
		Before taking a risk people should…		

5	LO: To learn about risk in relation to gambling	**Revisit Ground Rules** **Starter:** <u>Baseline Assessment: Draw and write</u> Before teaching this lesson, it is important to be aware of pupils' prior knowledge of, and attitudes towards gambling. Pupils should complete the activity: *Resource 1: Draw and write* before the lesson.	Ask It Basket PSHE Association Exploring risk in relation to gambling Lesson 2	I can explain risk in relation to gambling I can identify how winning or losing can affect a person's feelings and what

		Following the draw and write activity, provide an anonymous question box (Ask It Basket) pupils write down any questions they have and post it in the box. Allow time to consider their responses and assess current understanding. **Main:** <u>Introduction</u> Explain that gambling is a risk where money (or something else of value) is swapped in the hope of winning something better (e.g. more money). Participants have no idea if they will win or lose. Gambling is an activity meant for adults, but that sometimes even adults can find it difficult to manage the risks and feel they can easily lose control. Many adults choose not to gamble at all (because they think it is not worth it and it can cause bad feelings; for some people it is against their values or religious beliefs). Discuss other words or phrases that relate to or mean the same as gambling that may be more familiar to the pupils, such as: placing a bet, betting. <u>Activity 1: Dilemma discussion</u> Read Drew's Dilemma to the class: *Drew's Dilemma: Drew is thinking about playing a game. Drew has £5. There are ten boxes: nine contain £0 and one contains £50. Drew can choose to keep the £5 or gamble (bet, swap, play) the £5 for one box. Drew can choose which box but has no way of knowing what is in any box.* Working in small groups, pupils consider the scenario and respond to the questions below. Pupils can record their ideas on whiteboards, GNBs or PSHCE exercise books. • How is Drew feeling about making this decision? • What makes this game risky? • If Drew lost, how would Drew feel? • What might influence Drew to take the risk? Support: Pupils can use drawings to respond to the questions. Challenge: Pupils respond to an additional question: What if Drew could not afford to lose the money? Would this affect Drew's decision whether to gamble? (For example, imagine Drew needs the £5 to buy their mum a birthday present). <u>Activity 2: Analysing influences</u>	Resource 1: Draw and write Resource 2: Chance cards	makes someone want to take the risk I can describe what can influence someone to gamble or feel pressure to do so I can recognise who to ask for help if concerned about gambling or the pressure to do something like gambling

Provide each group with cards from *Resource 2: Chance cards*. This activity could be delivered as carousel (passing the cards around the groups, giving each group a short while to discuss the information, before moving on to the next one) or by displaying them in the classroom and doing a 'walk around' activity.

Ask the pupils to answer two questions about the information on the cards:
• Will this mean Drew is more likely to gamble or not gamble?
• Will this mean Drew is more likely to win or lose?

Take feedback. Draw some conclusions, such as:

Adverts or pop-ups are often designed to try and 'hook' people into gambling or to keep them trying over and over again; people can be persuaded or tricked into thinking it is easy to win; pressure can come from inside ourselves or from other people; gambling can become a habit – people get hooked on the idea they will win at some point; that it will make them feel better if they are not feeling good (although evidence shows it is more likely to make people feel bad more than it helps them to feel good). Sometimes people believe that 'thinking positive thoughts' or 'luck' can help them win, but gambling is based on chance, so there is (usually) no way of telling whether someone will win or lose.

Activity 3: Pupils' question time
Display questions about gambling (asked previously by the pupils). Pupils come up with responses to the questions themselves; help and guide their responses as appropriate.

Signposting support
Explain that sometimes people can become 'hooked' on gambling (addicted) or that people can be tempted to gamble money or things they cannot afford to lose or that it's not always easy to tell if a game is encouraging gambling. If pupils are worried about something they have seen (or heard about) or about someone they know in relation to gambling, they can ask for help and advice at school (e.g. teacher) or out of school (e.g. parent) or through Childline — www.childline.org.uk Phone: 0800 1111. The National Gambling Helpline: 0808 8020 133, provides free help support and advice 24 hours a day, seven days a week, and is completely anonymous.
www.BeGambleAware.org/NGTS

Plenary:
Pupils imagine themselves in the situation with Drew as 'phone a friend' – they provide advice for Drew and how best to manage the situation. Ask pupils to record a brief script of the phone advice they would give to Drew.

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PSHCE Planning

6	LO: To consider the impact of news stories on feelings and emotions	**Revisit Ground Rules** **Starter:** Baseline Assessment How do I feel about the news? Display the labels around the classroom (strongly agree, agree, neither agree/disagree, disagree, strongly disagree). Pupils stand near the response they feel most accurately reflects their opinion on the viewpoints below, justifying their ides: How far do you agree/disagree with the following statement? - Reading/watching/hearing the news makes people feel depressed - Mostly, the news makes the world seem like a bad place - News has the power to make people feel positive and uplifted - News should be about everyday people's lives - It is OK to share news about people without asking them first **Main:** Activity 1 Display different feelings vocabulary: Excited, worried, angry, upset, devastated, shocked, pleased In pairs or small groups, pupils discuss the types of news stories that might generate those feelings. How can news stories affect feelings? Which type of news stories can affect feelings the most? Activity 2: Scenarios Pupils read the scenarios and infer how the characters are feeling from reading the stories (use the vocabulary list from Activity 1). - Why can news stories affect feelings? - Does everyone react the same way to the same news story? - Why might people react differently? (e.g. Dina loves the band, so it gives her stronger positive feelings than someone who has never seen the band) Activity 3: Next Steps Pupils reflect on the following question: If someone is feeling upset or worried about a new story they have come across, what should they do?	Ask It Basket NewsWise Lesson 3: Managing feelings about the news Scenarios Next Steps Nav's Story	I can describe how news stories can affect people's feelings I can suggest ways to manage emotional responses when interacting with the news I can recognise why it is not appropriate to share personal (private) information as news I can explain how to report concerns, ask for support or seek advice in relation to news stories

		Pupils can use the Next Steps resource to suggest what will help or hinder.
		
		Activity 4
		Read Nav's story with pupils.
		Was it fair to share this information about Nav in a news story>
		What effect has this had on Nav/others (including on their feelings)?
		What should the news group have done instead?
		What should Nav do now?
		What's the difference between a personal story and a public news story?
		
		Plenary:
		Write a class 'code of conduct' to be responsible news reporters, including things like:
		    - 'we will consider how the story we report will affect people's feelings'
		    - 'we will not share personal stories'
		    - 'we will seek people's permission before writing about them'
		    - 'our stories will seek to empower people and not upset them'		

Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time