

# Edward Peake C of E VC Middle School



## PSHCE Planning

Subject: PSHCE	Unit: Health & Wellbeing	Term/Duration: Spring 2 / 6 Weeks	Year Group: 8
<p><b>Keeping Safe</b></p> <p><b>First Aid</b> First aid training including CPR and defibrillator use Personal safety including travel safety</p> <p>PoS: H30, H31, H33</p>		<p><b>Key Vocabulary</b> Unresponsive, recovery position, alert, monitor, primary survey, CPR (Cardio Pulmonary Resuscitation), respiratory rate, airway, heart rate, breathing, DRsABC, circulation</p> <p>Road safety, pedestrian, passenger, personal safety, driver, travel</p> <p>Puberty, physical changes, physiological changes, norms, hygiene, personal hygiene, body hygiene, teenager, adolescence</p>	
<p><b>By the end of this unit...</b></p>			
<p><b>All pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• conduct a primary survey</li> <li>• place a casualty who is unresponsive and breathing normally into the recovery position</li> <li>• identify what the Red Cross do</li> <li>• learn about kindness and helping others</li> <li>• know my responsibilities as a pedestrian, a passenger and a future driver and can manage difficult situations with my peers</li> <li>• know how to travel safely, independently and understand the benefits of sustainable travel</li> <li>• know the consequences of drugs and alcohol use in relation to driving</li> </ul>			
<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify when it is necessary for CPR to be given (when a casualty is unresponsive and NOT breathing normally)</li> <li>• know about issues affecting young drivers – such as peer pressure, speeding, seatbelts, inexperience and over confidence</li> </ul>			
<p><b>Some pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• have the communication skills that allow me to speak up in potentially dangerous and difficult road safety scenarios to influence a safer outcome</li> <li>• know the training requirements for learner drivers</li> </ul>			

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	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	LO: To understand how to give basic life support	<p><b>Re-visit Ground Rules</b></p> <p><b>Openness:</b> 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.</p> <p><b>Keep the conversation in the room:</b> 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.</p> <p>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'.</p> <p><b>Right to pass:</b> 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'.</p> <p>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.</p> <p><b>Using appropriate language:</b> 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.</p> <p><b>Asking questions:</b> 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.</p> <p><b>Seeking help and advice:</b> 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.</p> <p><b>Starter:</b>  <u>Primary Survey</u>                      Pupils use their current first aid knowledge to explain what they could do for each of the 6 steps.</p> <p><b>Main:</b>  <u>When things go wrong</u>                      Use the worksheet A12, ask the pupils to think about what sort of things could happen to influence the function of the heart, lungs, blood supply, brain</p>	Ask it Basket  St. John's basic life support lesson plan  A12 worksheet  A13 worksheet  A15 worksheet  Primary survey video: <a href="https://www.youtube.com/watch?v=ea1RJUOiNfQ&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=1">youtube.com/watch?v=ea1RJUOiNfQ&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=1</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ks3-dr-emekas-essential-first-aid/zhtq8hv">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ks3-dr-emekas-essential-first-aid/zhtq8hv</a>	I can conduct a primary survey  I can place a casualty who is unresponsive and breathing normally into the recovery position  I can identify when it is necessary for CPR to be given (when a casualty is unresponsive and NOT breathing normally)

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	<p>The pupils may be able to link these events to a casualty's level of response          Explain that the heart needs its own supply of oxygen (from the air) to function normally, but it also pumps blood and oxygen around the body.          General discussion on: sustaining a head injury, being run over, choking, etc.          Emphasis on: if it affects breathing, brain or heart (circulation) then this can lead to someone becoming unresponsive.</p> <p><u>Activity 1: Chain of survival</u>          Looking at the chain, explain that all the steps need to be in place to promote the best outcome for the casualty. Ask the pupils to explain each of the steps and discuss.          At this stage, pupils may not have enough knowledge to be able to fully explain each stage of the chain. Pupils can use worksheet A13 to create their own chain of survival which can later be used as classroom displays.</p> <p><u>Primary survey</u>          Primary survey is what pupils should learn to do in the event they come across a casualty.          DRsABC is an acronym used to help us to keep safe and remember how to assess an unresponsive casualty: Danger, Response, Shout, Airways, Breathing, Circulation.          Watch the video:  <a href="https://www.youtube.com/watch?v=ea1RJUOiNfQ&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=1">youtube.com/watch?v=ea1RJUOiNfQ&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=1</a></p> <p><u>Practical Activity: primary survey</u>          Teacher to demonstrate the key steps to performing a primary survey          Pupils can then be placed into pairs/small groups and have a turn to practise          Use the 'Your turn' sheet (print from PowerPoint and display in class)          Demonstrate how to communicate with the casualty (even if unresponsive) and use decision making skills and rationale to decide if their casualty needs to seek medical attention. Teacher to observe and feedback to pupils. As an option the pupil could use peer assessment and score their partners.          You can alter the scenario to include a variety of causes that might have impact on a casualty e.g. electric shock, falls etc.</p>	<p>Your turn          PowerPoint (print out for pupils)</p> <p>Recovery position video:  <a href="https://www.youtube.com/watch?v=GmqXqwSV3bo&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=3">https://www.youtube.com/watch?v=GmqXqwSV3bo&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=3</a></p> <p>CPR video:  <a href="https://www.resus.org.uk/watch">https://www.resus.org.uk/watch</a></p>	
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	<p><u>What's next?</u>          State that their casualties are <b>unresponsive and breathing normally</b> so now they can move on and learn about the recovery position.          Note that a casualty must be breathing <b>normally</b>, there may be times when a casualty's breathing is noisy, slow, laboured etc. (agonal breathing). The pupils should be aware that this is <b>not</b> considered as normal breathing.</p> <p><u>Recovery position</u>          Watch the video  <a href="https://www.youtube.com/watch?app=desktop&amp;v=GmqXqwSV3bo&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=3">https://www.youtube.com/watch?app=desktop&amp;v=GmqXqwSV3bo&amp;list=PLvd0isBh6beTYEaDEQdZnAE0oHo7Hxiu-&amp;index=3</a></p> <p><u>Practical video: recovery position</u>          The teacher should demonstrate the key steps to performing the recovery position          Pupils can then be placed into pairs/small groups and have a turn to practise          Use 'Your turn' sheet/PowerPoint to recall the steps to place a casualty in the recovery position. Ensure that they remember to communicate with the casualty (even if unresponsive) and use decision making skills and rationale to decide if their casualty needs to seek medical attention          Teacher to observe and give feedback to pupils.          As an option the pupils could use peer assessment and score their partners.          You can alter the scenario to include a variety of causes that might have impact on casualty e.g. electric shock, falls etc. (assess if pupil checks for danger)</p> <p><u>What's next?</u>          State that their casualties are <b>unresponsive and not breathing normally</b> so now they can move on and learn about CPR.          Also note that if an AED is available then it should be obtained and brought for use on the casualty</p> <p><u>CPR video</u>          Watch the video:</p>		
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	<p><a href="https://www.resus.org.uk/watch">https://www.resus.org.uk/watch</a></p> <p><u>Practical activity: CPR:</u> The teacher should demonstrate the key steps to performing CPR – teacher and pupils must pretend to perform CPR <b>NEVER practise CPR on another individual</b> Pupils can then be placed into pairs/small groups. Use your turn to help recall steps to perform CPR. Ensure that pupils communicate with each other (swapping places when tired) and instead of doing CPR they can be taught to direct another individual to do so. This means that if they are physically unable to do CPR due to strength and age, they can potentially direct an adult Ensure pupils recall the information from the chain of survival regarding AED, remind them that they should NEVER leave a casualty to go and get an AED, instead if one is available they should send for it Teacher to observe and give feedback to pupils. As an option the pupil could use peer assessment and score their partners. You can alter the scenario to include a variety of causes that might have an impact on casualty e.g. electric shock, falls etc.</p> <p><u>Automated external defibrillators (AED):</u> Use the powerpoint images to show what an AED looks like (there are lots of models and these may vary in presentation, but all do the same thing) Explain that an AED starts to give prompts as soon as it is switched on and continues to do so when attached to a casualty. Encourage pupils to demonstrate where they should place the pads by pointing at the location on each other Look at the signage for AED and note that there are now many AEDs placed in communities that public can access and use, these are usually in a locked box and the 999/112 call operator would give the code if the AED is registered with the ambulance service.</p> <p><b>CPR sorting:</b> Use the activity to verify pupil understanding. Pupils should order the activity sheet to demonstrate the sequence of steps for performing CPR. Print activity sheet A15 and the answer sheet and give as a handout to complete in class.</p>		
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		<p>Sheet can be cut into squares and turned into a flip book</p> <p><b>Plenary:</b>  <u>Recap:</u>                  Just a recap on recovery position and CPR.                  Quick Q and A around room to check learning informally</p> <p><u>Roll the dice:</u>                  A short quiz to verify pupils' understanding. As a class, use a show of hands/select pupils to answer questions                  Consider using the online interactive dice to choose questions for pupils instead of them choosing themselves</p> <p><u>Check my learning:</u>                  Revisit learning outcomes and ask pupils to score their confidence and abilities regarding basic life support</p>		
2	LO: To learn about the Red Cross	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>  <u>Introduction to the Red Cross</u>                  As well as teaching people first aid, the Red Cross helps people in the UK and around the world in other ways. Watch the film about Henri Dunant starting the Red Cross Movement, and the work it does internationally.  <a href="https://firstaidchampions.redcross.org.uk/secondary/">https://firstaidchampions.redcross.org.uk/secondary/</a></p> <p><b>Main:</b>                  Explain that you are going to discuss the work of the British Red Cross and learn a bit more about what they do in the UK and overseas</p> <p>Ask the pupils if they have seen these symbols before. If they have, ask where they have seen the symbols.</p>	Ask It Basket  <a href="https://firstaidchampions.redcross.org.uk/secondary/">https://firstaidchampions.redcross.org.uk/secondary/</a>  Introduction to the Red Cross PowerPoint	I can identify what the Red Cross do  I can learn about kindness and helping others



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	<p>You may wish to note their comments on the board. Show this film about the work of the British Red Cross <a href="https://youtu.be/NaZyId09eUE">https://youtu.be/NaZyId09eUE</a> (1:02 min).</p> <p>Show the photos Ask the questions: What is happening? Who is being helped? How might they be feeling?</p> <p>Explain that the British Red Cross</p> <ul style="list-style-type: none"><li>• helps people to learn first aid and provides first aid support</li><li>• supports people who need help at home or may be lonely</li><li>• provides support for refugees and asylum seekers with advice and things they may need, and helps to reunite families who have been separated.</li><li>• Helps people in the UK when an emergency happens</li><li>• Works with Red Cross and Red Crescent societies around the world to help people affected by disasters</li><li>• Works with Red Cross and Red Crescent societies around the world to help people who are affected by war</li></ul> <p><u>Kindness and the British Red Cross</u> The British Red Cross believes that kindness is really powerful and that we should share our kindness with others. When we do share our kindness it can make a big difference. As a charity the Red Cross sees this kindness every day in the work that it does to help people in crisis in the UK and overseas.</p> <p><u>Think, pair, share</u> Pupils to think about the role of kindness and helping others in first aid. Should everyone get the help they need in an emergency? Write down your ideas in response to the questions below, or discuss with a partner.</p> <ul style="list-style-type: none"><li>• Is it important to help others?</li><li>• What does first aid mean?</li></ul>		
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		<ul style="list-style-type: none"> <li>• What personal qualities do you have that might enable you to help others?</li> <li>• What might stop someone from helping another person? How might they overcome this?</li> <li>• Does helping others and learning first aid change our community or society?</li> </ul> <p>Bring the group back together and debrief. Suggested prompt questions:          Why is it important to help people in first aid situations?          Why might it be important to know first aid?          How important is kindness in first aid?          How might knowing first aid help you, your friends or family, community or Society?</p> <p><b>Plenary:</b>          Pupils to write or draw what kindness means to them, and consider how helping people with first aid shows kindness.</p>		
3	<p>LO: To learn about the importance of speaking up in potentially dangerous situations</p>	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>          Begin by watching <b>See, Think, Speak</b>. In this short film, we see a number of young people speaking up during a scenario that they are not comfortable with. Ask the class if they recognise this type of behaviour? Is it always easy to share our real fears, opinions and thoughts, particularly if we think our friends may judge us?</p> <p><b>Main:</b>          Inform the class that they are going to look at a number of different road scenarios, where danger may be imminent.          Using the <b>Speak up scenarios slides</b>, they will need to consider the scenario and choose a part to play. A loose outline of their character's personality will be provided - pupils will then improvise a scene, as a group. The challenge will be to see who speaks up first. This will explore the concept of shared responsibility.</p>	<p>Ask It Basket</p> <p>Speak Up lesson plan</p> <p>See, Think, Speak film:  <a href="https://www.think.gov.uk/resource/see-think-speak/">https://www.think.gov.uk/resource/see-think-speak/</a></p> <p>Speak Up characters and scenarios slides</p>	<p>I know my responsibilities as a pedestrian, a passenger and a future driver and can manage difficult situations with my peers</p> <p>I know about issues affecting young drivers – such as peer pressure, speeding, seatbelts, inexperience and over confidence</p>





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	<p>Split pupils into groups of four and hand out the different characters and scenarios, for them to play out in two different ways:</p> <ol style="list-style-type: none"> <li>1. Suggest to pupils that they say what they think their 'character' WOULD say. Once finished, discuss how the scenario could have ended because of what was said.</li> <li>2. In the next round, suggest pupils say what they think their character SHOULD say.</li> </ol> <p>Once finished, ask which scenario they think would have resulted in the safest outcome?</p> <p>This activity encourages pupils to think about the consequences of actions and peer group dynamics. It also puts them in the position of being the role model and advising a character about what they could do better.</p> <p>Why is it often harder to do the right thing in a peer group situation, even if you know what the right thing is?</p> <p>Ask the pupils to come up with ideas about what might stop them from speaking up in situations like these</p> <p>How would they feel if they didn't speak up and something happened?</p> <p>What might help them feel more confident about speaking up?</p> <p>What kind of situations do the pupils themselves (rather than their characters) feel more confident in? Are there any examples? Is there anything they could learn from that?</p> <p>Can anyone share an example of a time when they did speak up in a road safety scenario? How did they feel? What happened?</p> <p><b>Plenary:</b> So that pupils feel that their honest contributions are valued, capture ideas and</p>	<p>The magic words that reduce road deaths – BBC short film: <a href="https://www.bbc.co.uk/news/av/magazine-40096722">https://www.bbc.co.uk/news/av/magazine-40096722</a></p>	<p>I have the communication skills that allow me to speak up in potentially dangerous and difficult road safety scenarios to influence a safer outcome</p>
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		<p>tips on a whiteboard or flipchart, as the class speaks, to refer back to at the end of the lesson.</p> <p>Bring the class back together and watch the BBC's short film feature <b>The magic words that reduce road deaths</b>. This is a positive example of how speaking up can improve road safety standards for huge numbers of people.</p> <p>Share some more quick-fire solutions, on how to speak up, with the class:          Realise you're probably not the only one who might be feeling that way – others around you will be grateful to you for speaking up. Back up your friends when they speak up too.          Offer positive, safer solutions - it's not enough to point out the problem, you need to take action and ask others to do the same. Do it in a way that helps people believe that they can get more benefits by taking the safer option than they realise.          Choose words carefully - words are important, they have the power to inspire and to be constructive. Choose words intended to build up not tear down - and give people a reason to listen to you.          Humour, information and distraction all have their place.          Help others to look beyond the immediate situation - what could be the wider impact of something bad happening, to yourself or others, that means it's not worth the risk?          For example, long-term injury causing someone to lose their place in a team, losing a driving licence or putting your friends at risk of injury.          Can the pupils think of any other top tips to encourage others to speak up; what techniques would make them stop and listen?</p> <p>At the end of the lesson ask the pupils to:          write out (anonymously) an implementation intention i.e. something that they feel inspired to take out of this class to help them speak up; think about a potential problem scenario and to make a plan.          For example, 'if X happens, then I will do Y'.</p>		
4	LO: To explore road safety, in the context of	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b></p>	Ask It Basket	I know my responsibilities as a pedestrian, a

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<p>my local area, from the perspective of a driver and a pedestrian</p>	<p>Begin the lesson by reviewing the objectives and then bring these back to a personal and relevant context by asking:          What is it like being a road user in the local area, as a pedestrian, a cyclist, or motor scooter user? Do they feel safe? Are there areas where they feel less safe?          How do they feel about being a passenger, in a car or on a bus, when someone else is in charge of their safety by being in the driving seat?          Who do they tend to travel in a car with? Parents/guardians? Older siblings?          Who do they feel safest with and why? Is there anyone who makes them nervous when they're driving and if so why?</p> <p><b>Main:</b>          How many pupils want to learn to drive when they are old enough?          What do pupils think the differences will be when they travel around their local area as the driver of a car, rather than on foot or on a bicycle?          For example: learning the rules of the road; new road signs; one-way systems; being responsible for the safety of people in your car and other road users and getting familiar with different speed limits. Introduce the idea that because they'll be going faster, they will need to be able to make safe decisions quicker.</p> <p><u>Hazard perception test</u>          Challenge the class to break into small groups and try the hazard perception test:  <a href="https://www.safedrivingforlife.info/practice-hazard-perception-test?policies-synced=synced">https://www.safedrivingforlife.info/practice-hazard-perception-test?policies-synced=synced</a></p> <p><b>How did you get on?</b>          Briefly discuss that learning to drive is a serious skill and that there is a lot to learn for both practical and theoretical/hazard perception tests, to make sure you can drive the car safely.          Other important things to remember include:          Being old enough – most people can start learning to drive when they are 17. Having a provisional licence.          You must be able to read (with glasses or contact lenses, if necessary) a car number plate made after 1 September 2001 from a distance of 20 metres.          You must be supervised by a qualified driver who is over the age of 21 when you are learning to drive.</p>	<p>THINK! Map:  <a href="https://www.think.gov.uk/thinkmap/">https://www.think.gov.uk/thinkmap/</a></p> <p>Traffic survey template</p> <p>Hazard perception test:  <a href="https://www.safedrivingforlife.info/practice-hazard-perception-test?policies-synced=synced">https://www.safedrivingforlife.info/practice-hazard-perception-test?policies-synced=synced</a></p> <p>Chromebooks</p>	<p>passenger and a future driver</p> <p>I know about issues affecting young drivers such as peer pressure, speeding, seatbelts, inexperience and overconfidence</p> <p>I know the training requirements for learner drivers</p> <p>I know how to travel safely, independently and understand the benefits of sustainable travel</p>
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	<p>Your car must be registered with the DVLA, have vehicle tax and insurance, have a current MOT and you must display L-plates.</p> <p><u>THINK! Map</u> Remember, road safety can be a sensitive issue, before delivering <b>THINK! Map</b> information, please check whether any of your class have been affected by a serious road incident as a witness or a victim. Draw the attention of the class to the <b>THINK! Map</b> – it shows why having good road safety knowledge both as a future driver and a passenger is key to their personal safety, as they get older.</p> <p>Enter a relevant postcode into the <b>THINK! Map</b> – this could be the area around the school, main routes into the town centre, or Kings’ Reach Ensure that the pupils have got their bearings – some pupils may need extra support perhaps by using an application like ‘Street View’ to layer on landmarks to the locations. Draw the pupils’ attention to the key search filters and listed incidents. Invite them to use the filters to discover how the filter categories impact on the type/ number of incidents that are displayed? Does the data on the map match up with the pupils’ experiences of the local area? Are there any surprises? Do places where they need to take extra care on foot or on a bicycle have the same problems for car drivers, or are they different? Now that pupils know a bit more about how much there is to learn and think about as a driver, does it make them think about how they can behave more safely around cars, both as pedestrians and cyclists?</p> <p><u>Activity</u> Complete one or both of the activities: <u>Map safer routes</u> Provide pupils with local maps. Pupils should use these alongside the <b>THINK! Map</b> to plot the safest routes to school/home/frequently visited places - and to discuss the implications of changing their routes to school. For example, will a safer route take them longer and if so what impact will that have on the time they need to wake up and on the time that they will get home from school.</p>		
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	<p>Encourage the pupils to understand that they have the power to make a difference, by changing their own behaviour, by spreading the word and by talking to their parents/guardians about what they've learned. Is there a way to make their current route safer by taking some practical steps themselves e.g. by not listening to music, crossing away from parked cars and waiting for the Green Man at the crossing etc.? Could they help their parents/guardians find safer routes as drivers? How might they help their parents/guardians by being better passengers?</p> <p><u>Traffic survey</u>          Subject to relevant school risk assessments *contact HB and MD about risk assessments. Parents will need to be informed if teacher would like to do this activity. Adult support will be required</p> <p>Pupils will conduct a local <b>traffic survey</b> at locations where multiple incidents are listed on the <b>THINK! Map</b> - is there a reason why this location is potentially risky? If possible, they will also conduct some interviews or a survey to find out the reason for people's journeys, in those areas. Pupils should use this data to discuss ways in which school bound traffic could be reduced, which might help reduce one area of potential risk.</p> <p>The findings from the traffic survey could form the basis of a school road safety initiative. For example, if the pupils find that a lot of peak traffic is related to travelling to and from school, they could set-up a 'walk to school incentive programme'.</p> <p><b>Plenary:</b>          Once completed, bring the class back together and reflect on the learning from the session:          How many pupils have learned something new about road safety in the local area?          Encourage the pupils to suggest strategies that can ensure their personal safety e.g. choosing the safest routes to school, working with the school council on new walk to school campaigns, ensuring that all bicycle riders have participated in Bikeability, training etc.          Ask all pupils to share tips and ideas on how they can be safer pedestrians, cyclists and car passengers.</p> <p>Display a list of the pupils' ideas on how to be safer on and around roads</p>		
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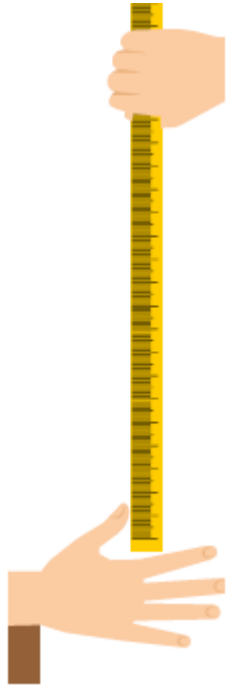


## PSHCE Planning

5	<p>LO: To confront some assumptions about road safety and the impact of distractions on reaction times</p>	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>                  Play the It's cool, it's not cool film                  Pause the film when you see the icon and ask pupils if they can offer a solution to stop the distraction being a risk:                  00:33 – driver using a mobile phone                  01:16 – not paying attention when in a rush                  02:05 – not taking a moment to Stop, Look, Listen and Think before crossing a road</p> <p>Once finished, recap the distractions are as dangerous for drivers as they are for other road users, such as cyclists and pedestrians and that this lesson will be testing drivers' reaction times to demonstrate this</p> <p><b>Main:</b>  <u>Emergency Stop True or False</u>                  Complete as a class or individually – work through the pdf, asking the questions and then revealing the answers</p> <p>Ask pupils if there were any answers that were surprising.                  Draw the pupils to the statistic about mobile phone use – what were the pupils' reaction to this?                  Play the THINK! Pink Kittens film</p> <p>Carry out the activities in the hall or playground if possible  <u>Activity 1: The reaction time rule</u>                  Split pupils into pairs                  Pupil A will sit, resting their arm on a table with their hand protruding, ready to catch the metre stick                  Pupil B will stand slightly in front of Pupil A with the bottom of the metre stick just above Pupil A's hand                  Without warning, Pupil B will let go and Pupil A should try and grab the stick as quickly as possible</p>	<p>Ask It Basket</p> <p>It's cool, it's not cool film:  <a href="https://www.think.gov.uk/resource/cool-not-cool/">https://www.think.gov.uk/resource/cool-not-cool/</a></p> <p>Emergency Stop True or False pdf</p> <p>THINK! Pink Kittens film:  <a href="https://www.think.gov.uk/resource/lesson-3-emergency-stop/">https://www.think.gov.uk/resource/lesson-3-emergency-stop/</a></p> <p>Metre rulers: one per pair</p> <p>Materials to use for drawing out stopping distances and pupil predictions (chalk/tape/large sheets of paper/marker pens)</p>	<p>I know the consequences of drugs and alcohol use in relation to driving</p> <p>I know my responsibilities as a pedestrian, a passenger and a driver</p> <p>I know about issues affecting young drivers such as peer pressure, speed, seatbelts, inexperience and overconfidence</p> <p>I know how to travel safely when I am on my own and understand the benefits of sustainable travel</p>
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## PSHCE Planning

	 <p>Pupil A shouldn't chase the ruler but keep their hand in the same position At the point where Pupil A's hand grabs the ruler, record the measurement. The activity should be repeated 5 times to calculate an average score. The pair should then swap over and repeat the task. Repeat the activity again with an additional element of distraction: Pupil A will now have to try and catch the ruler whilst operating a mobile device (remind them this is illegal in real life) – use the Samsung tablets The pair should repeat the tasks to get an average score and then swap over.</p> <p>Once finished, compare results from having no distraction, to being distracted</p>	Samsung tablets	
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## PSHCE Planning

		<p>Which one resulted in a longer average reaction time?</p> <p><u>Activity 2: The impact of stopping distances</u>          Can scale down to 1 metre = 10 cm          Get pupils into groups to each take on a scenario (there are 4 altogether)          Pupils read several scenarios and make predictions about whether a vehicle will be able to stop in time, before hitting a pedestrian.          The groups should map out the scenario and then each pupil should use a marker to predict where they think that the car will come to a stop.          They should pay attention to the scenarios as the weather conditions, age of tyres and state of the driver (e.g. being tired) can all have a significant impact on stopping distances.</p> <p><b>Plenary:</b>          Summarise that the most common reasons for young drivers to be in crashes include familiar distractions and impairments – mobile phones, drink and drugs, carrying young passengers (peer effect) and driving at night – some of which are illegal and all slow down reaction times.</p> <p>Ask pupils:          What can they do to make a difference?          How does it make them think about being a responsible passenger?          Could they speak up in this kind of situation?</p>		
6	LO: Personal hygiene	<p><b>Re-visit Ground Rules</b></p> <p><b>Starter:</b>  <u>Baseline Assessment</u>          Ask pupils to mindmap in their books, what personal hygiene is. Can they give any examples?          Explain to pupils that they will return to their mindmaps at the end of the lesson.</p> <p><b>Main:</b>          Ask the pupils:</p> <ul style="list-style-type: none"> <li>Why should we have good personal hygiene?</li> </ul>	<p>Ask It Basket</p> <p><a href="https://www.youtube.com/watch?v=G a8tA1TyJBM">https://www.youtube.com/watch?v=G a8tA1TyJBM</a></p> <p>OR</p> <p><a href="https://study.com/academy/lesson/imp">https://study.com/academy/lesson/imp</a></p>	<p>I can define personal hygiene</p> <p>I can provide examples of personal hygiene activities</p> <p>I can explain why good personal hygiene is important</p>





## PSHCE Planning

	<ul style="list-style-type: none"> <li>• What may happen if we don't have good personal hygiene?</li> </ul> <p><u>What is personal hygiene?</u> Explain to pupils that in general hygiene refers to a series of practices that preserve and protect our health from diseases. Personal hygiene, on the other hand, refers to maintaining the body's cleanliness. It comprises personal habits like having a bath frequently, washing hands, brushing teeth, trimming fingernails and more. Personal hygiene helps you to keep yourself clean by preventing viruses from lingering on our body. Most of the contagious diseases spread through facial routes and are transmitted through direct contact. As a result, children are the most susceptible to getting infected.</p> <p><u>Body Hygiene Video</u> <a href="https://www.youtube.com/watch?v=Ga8tA1TyJBM">https://www.youtube.com/watch?v=Ga8tA1TyJBM</a></p> <p><u>Activity</u> Pupils to cut out and match up the product with the explanation of what it does and why we should use them.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Where can you find or buy most of these items?</li> <li>• Who can you talk to about getting these items?</li> </ul> <p><b>Plenary:</b> Allow pupils to return to their personal hygiene mindmaps. Using a different colour, pupils need to add any new knowledge to the mindmap.</p>	<p><a href="https://www.youtube.com/watch?v=Ga8tA1TyJBM">ortance-of-good-personal-hygiene-for-teenagers.html</a></p>	<p>I can make a plan for good personal hygiene</p>
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**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.**