

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 8 LESSON 6 TITLE Assessment and Evaluation

KEY CONCEPTS

- ◆ Understanding that identity is affected by a range of factors, including a positive sense of self
- ◆ Understanding that relationships affect everything we do in our lives, and that relationship skills have to be learnt and practised
- ◆ Understanding that physical, mental, sexual and emotional health affects our ability to lead fulfilling lives, and that there is help and support available to those who feel threatened
- ◆ Understanding risk in both positive and negative terms, and understanding that individuals need to manage risk to themselves and others in a range of situations
- ◆ Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

KEY PROCESSES

- ◆ Reflection on their own and others' values
- ◆ Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- ◆ Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviours
- ◆ Use knowledge and understanding to make informed choices about safety, health and well-being

CONTENT

- ◆ Facts and laws about drug, alcohol and tobacco use and misuse and the personal and social consequences of misuse for both themselves and others
- ◆ 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
- ◆ The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement

LEARNING OUTCOMES

by the end of the lesson, pupils will be able to:

- ◆ Record aspects of their learning throughout this year's programme
- ◆ Reflect on, discuss and evaluate this year's programme

RESOURCES

- Copies of the 'Snakes and Ladders' sheet
- Copies of the 'Ten Questions' sheet

LESSON PLAN

Activity 1 – Snakes and Ladders

Timing

25 mins. approx

Resources

Copies of the 'Snakes and Ladders' sheet

Ask students to think back over the topics covered in this programme:

- ❖ Who influences us about sex and relationships
- ❖ Hygiene
- ❖ Sexual feelings and what happens during sex
- ❖ Sexual myths, beliefs and values
- ❖ Gender differences
- ❖ Starting relationships
- ❖ Appropriate behaviour in relationships
- ❖ Risks of sex, drugs and alcohol
- ❖ Introducing Brook and school drugs workers
- ❖ Getting help
- ❖ E-safety and relationships

During the course of these lessons, students have been learning to separate myth from reality. In pairs, get them to make a list of all the myths and realities that they can remember from the discussions about sex and relationships. Using some of these myths and realities/truths, work with the 'Snakes and Ladders' sheet to make up a game that other people could play.

In the square at the *bottom* of each ladder, get students to write a reality or truth which is felt to be important. In the squares at the *top* of the snakes, get them to write in a common myth which people might make the mistake of believing.

Activity 2 – Evaluation

Timing

20 mins. approx

Resources

'Ten Questions' sheet

Ask each pupil to fill in the 'Ten Questions' evaluation sheet. If there is time, discuss the main points in class as a whole.

Lifestyle Snakes and Ladders

100		98	97	96		94	93	92	91
81	82	83	84	85	86	87	88		90
80	79	78	77	76	75	74	73	72	71
	62		64	65	66	67	68		70
60	59	58	57	56	55	54	53	52	51
41	42		44	45	46	47	48	49	
40	39	38		36	35	34	33	32	31
21	22	23	24	25	26	27		29	30
20	19	18	17	16	15	14	13		11
1		3	4	5	6	7	8	9	

Aim – to be the first to reach 100.

Rules

Throw the die – the highest score starts. Start at square 1. If you land at the bottom of a ladder, go up the ladder to the number at the top. If you land at the top of a snake, you must go down the snake to the number at the bottom. If you roll a six you get another go. To finish the game, you have to throw exactly the right number to land on 100.

Date

You can draw or write in the boxes below. Provide as much detail as you can.

1. What did you think was the most interesting part of the course?	2. What was the least interesting part?
3. Was the information which you learnt relevant and useful?	4. Do you feel that you now have a better understanding of what was discussed? In what way?
5. Which skills have you developed?	6. What other areas would you like to cover?
7. Have you enjoyed the work?	8. What would you like to learn about next? How can you find out about other issues?
9. How could the work have been done better?	10. Any other comments?

