

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – SEX AND RELATIONSHIP EDUCATION

YEAR 10 LESSON 6 TITLE Assessment and Evaluation

KEY CONCEPTS

- ◆ Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised
 - ◆ Appreciating that pressure can be used positively or negatively to influence others in situations which involve risk
 - ◆ Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives
 - ◆ Recognising that healthy lifestyles and the wellbeing of self and others depend on having the right information and using this to make responsible choices
 - ◆ Understanding that identity is affected by a range of factors, including a positive sense of self
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KEY PROCESSES

- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others
 - ◆ Use knowledge and understanding to make informed choices about safety, health and well-being – evaluating personal choices and making changes if necessary
 - ◆ Find and evaluate information, advice and support from a variety of sources, and also be able to support others in doing so
 - ◆ Use strategies for resisting unhelpful peer influence and pressure, assessing when to use them and when and how to get help when necessary
 - ◆ Use the social skill of negotiation within relationships – recognising their rights and responsibilities and that their actions have consequences
 - ◆ Demonstrate respect for and acceptance of the differences between people and challenge offensive behaviour, prejudice and discrimination assertively and safely
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CONTENT

- ◆ Characteristics of positive relationships and awareness of exploitation in them, and also the statutory and voluntary organisations that support relationships in crisis
 - ◆ How the media portrays young people, body image and health issues
 - ◆ Where and how to obtain health information; how to recognise and follow health and safety procedures; ways of reducing risk and minimising harm in risky situations; how to find sources of emergency help; how to use basic and emergency first aid
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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 'Diamond 9' sheet
- Copies of the 'Ten Questions' sheet

LESSON PLAN

Activity 1 – What Matters in a Relationship

Timing	Resources
25 mins. approx	Copies of the 'Diamond 9' sheet

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

- ❖ Media influences STIs and HIV
- ❖ Checking your health
- ❖ Body language
- ❖ Respect in relationships
- ❖ Assertiveness in relationships
- ❖ Ready for sex, or delay?
- ❖ Peer pressure
- ❖ Feelings and sex
- ❖ Getting help and accessing clinics
- ❖ E-safety

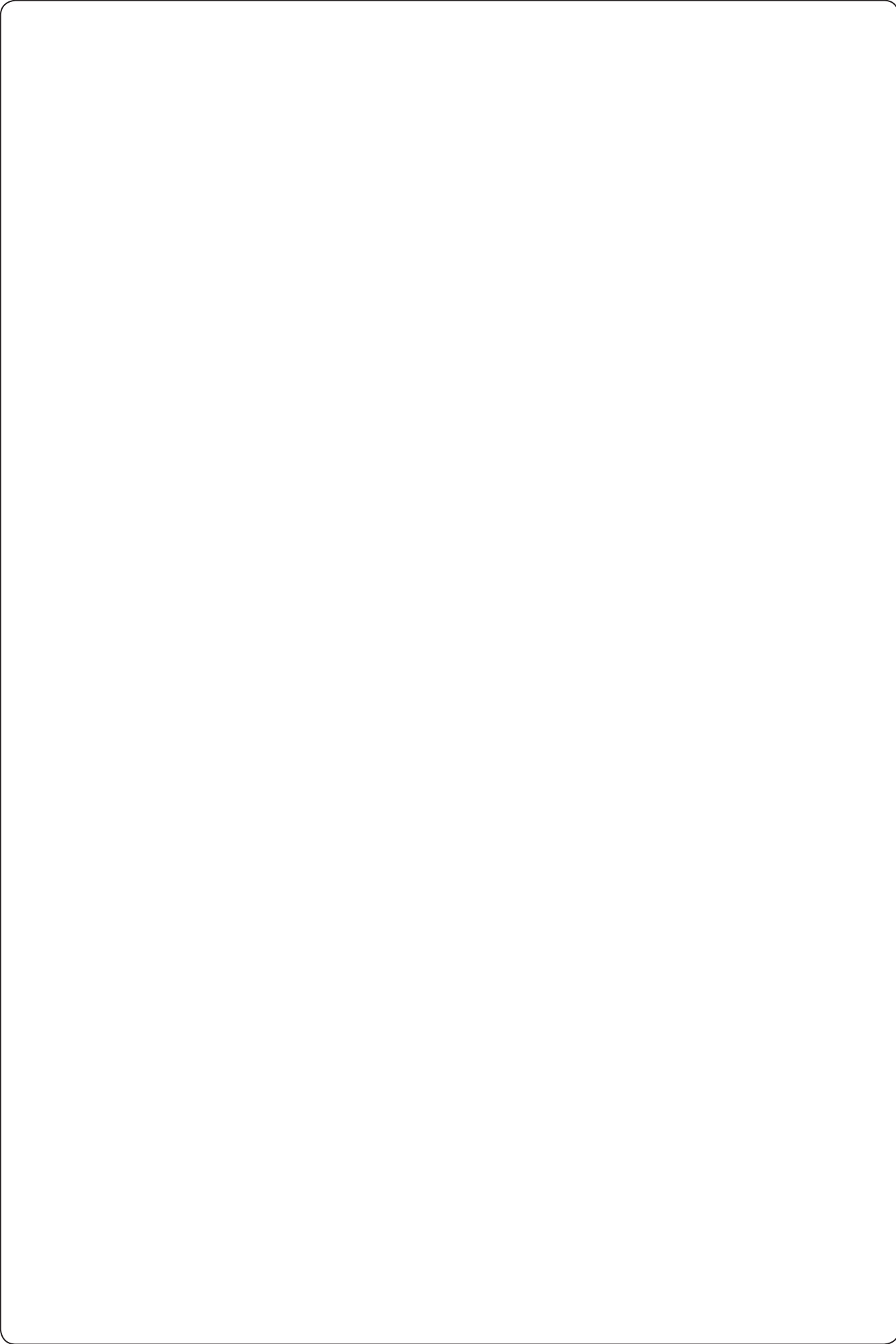
Get students to discuss what they feel to be important in relationships in pairs, and then write this onto the diamond-shaped cards of the 'Diamond 9' sheets. Rank the factors in order, with the most important coming at the top.

Get the groups to discuss their answers with other pairs – taking turns to explain why they chose and ranked the factors which they did.

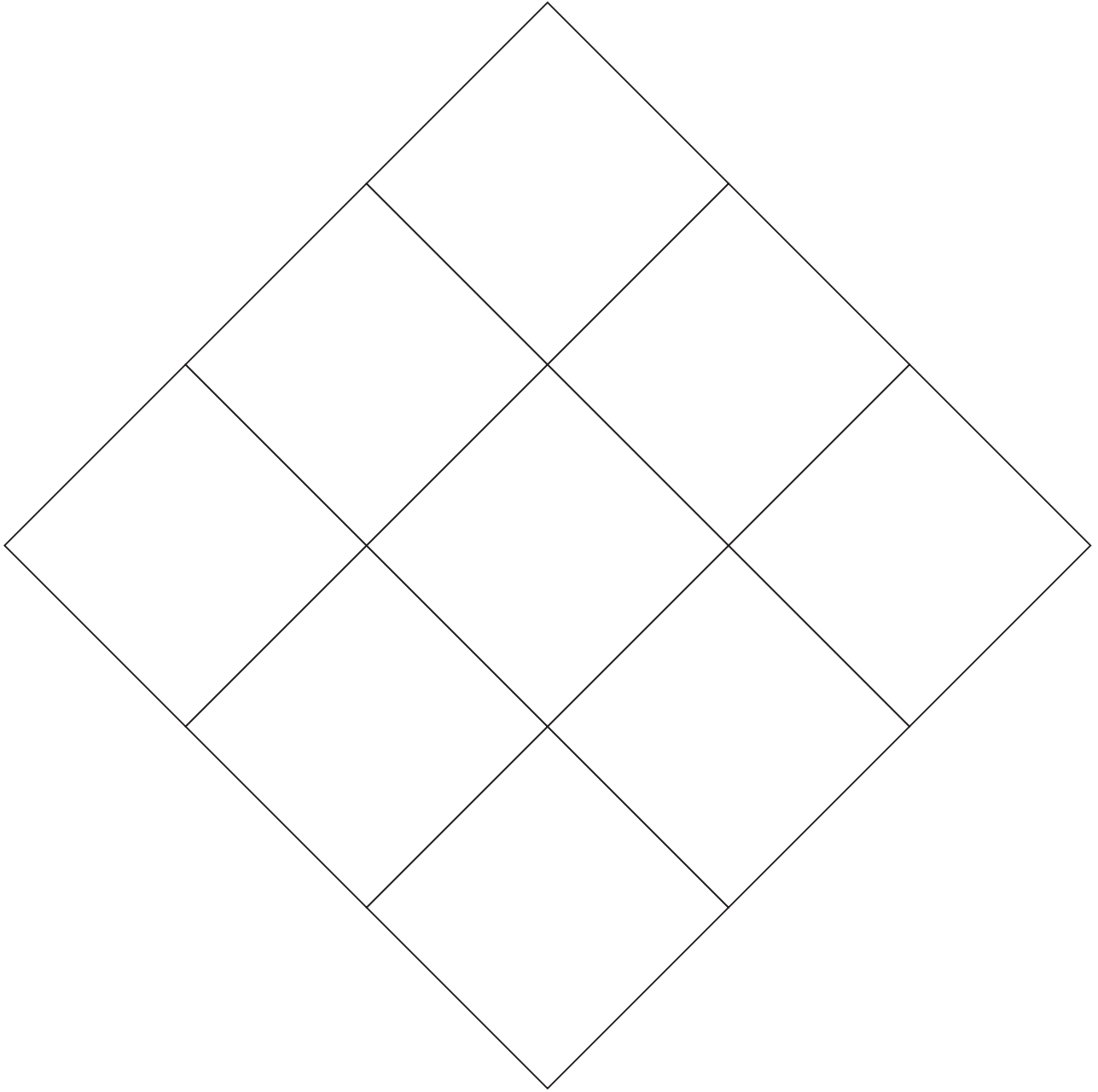
Activity 2 – Evaluation

Timing	Resources
20 mins. approx	'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.



Diamond 9



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?

