

Year 7	Lesson 2 Managing Friendships and Relationship
Ground Rules	Slide of ground rules
Warm-up	<p>Introduction slide with overview of importance of managing friendships and relationships to positive mental health</p> <p>Personal Exercise:</p> <p>Marooned on a desert island – Personal exercise to identify who they would want to join them and why. It is meant to identify the sort of qualities they identify in friendships and relationships.</p> <p>Your List - Choose some individuals to feedback, what does the class think?</p> <ul style="list-style-type: none"> • Teacher to record feedback
Lesson Aims	<p>Today we are going to - taken from the PSHE Association Curriculum Framework 2014 (updated 2017)</p> <ul style="list-style-type: none"> • Understand the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) • Discuss the importance of communication in managing friendships and relationships • Understand assertive, aggressive and passive behaviour and how it affects friendships and relationships • Explore and practice using assertive behaviour to manage friendships, relationships and challenging situations
Verbal and Non-Verbal Communication	<p>Slide showing how we communicate effectively using these approaches</p> <p>Click this link to access Video Verbal and Non-verbal Communication</p> <p>Discuss and teacher to record feedback</p>
Passive, Aggressive and Assertive	<p>Link to assertiveness video</p> <p>Assertiveness</p> <p>What it means to be assertive</p> <p>Examples of saying things in an assertive way</p> <p>Overview of passiveness, examples of acting passively and the impact on your wellbeing</p> <p>Overview of aggressiveness, examples of acting this way and the impact on your relationships</p>

	<p>In Groups of 4:</p> <p>Passive, Aggressive and Assertive Exercise – give them the handout to complete so they put the statements under the correct headings in the table</p> <p>Display the table of correct answers and check to see if all groups put them in the correct place</p> <p>Passive, Aggressive and Assertive – what they are saying?</p>
<p>Passive, Aggressive and Assertive Response</p>	<p>In Groups of 4:</p> <ul style="list-style-type: none"> • Discuss, agree and list a Passive, Aggressive and Assertive response to deal with the following challenging situations. • How you would feel using these approaches? • How would you feel if you were the person who was receiving these responses? <p><i>You have waited 6 months to see your favourite pop group. At the concert, the person in front has a large flag which is obscuring your view of the group</i></p> <p><i>Jenny has borrowed £10 from you and said she would pay you back in 2 weeks – it is now 4 weeks later and no sign of your £10 or any contact from her</i></p> <p>Teacher to record feedback from group exercise and discussion above</p>
<p>Help and Support</p>	<p>Where to go for any help and support and a handout listing organisations they can approach confidentially</p> <p>As School Nurses visit schools at different times and days, teachers need to ensure they cover their schools dates and accessibility rules in this section</p> <p>Teachers need to cover the ‘Your guide to children and young people’s emotional health services</p>
<p>Evaluation</p>	<p>Your reflection and feedback is important!</p> <ul style="list-style-type: none"> • Use ‘What I Learned Today’ evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.