

| | |
|--------------------------|--|
| Year 10 | Lesson 2 Meeting and Managing New Relationships |
| Ground Rules | Slide of ground rules |
| Warm-up | <p>Introduction outlining meeting and forging new relationships including online</p> <p>Personal Exercise:</p> <ul style="list-style-type: none"> • Think of 5 new people you have met in the last year - NO NAMES • Which were face-to-face/online? • What was your impression of them before and after 'meeting' them • Did this change how or if you wanted to develop a relationship or friendship with them? • Share one of them with the class • 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 how to develop and maintain a variety of healthy relationships |
| First Impressions | <p>First Impressions, their importance whether through any media and how they influence future relationships</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • If you want to create a good first impression: <ul style="list-style-type: none"> – By letter/email – By telephone – Online • What qualities and skills do you think you need to demonstrate in each? <p>Feedback and Class discussion use Letter/Email, Telephone and Online examples to compare against class feedback</p> <ul style="list-style-type: none"> • Teacher to record feedback <p>Class Exercise:</p> <ul style="list-style-type: none"> • If you go online and see these images, what initial impression do these people have on you? • Would you want to get to know them? <p>Class discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback <p>Remember, first impressions rarely change in the future, people check you out</p> |

Creating Good Face-to-Face Impressions

In Pairs:

- If you want to create a good first impression through face-to-face contact, what qualities and skills do you think you need to demonstrate?
- Share your thoughts with the class

Feedback and Class discussion - use Face-to-Face examples to compare against class feedback

- Teacher to record feedback

Managing And Maintaining Relationships

Introduction to advice and behaviours in maintaining relationships

- Teacher to record feedback for all of the areas below

Honouring - making someone feel valued through behaviour and attitude

- Class - how do you honour?

Use Examples of honouring and ask further question:

- Are there any differences between honouring online and face-to-face?

Active listening, using your ears and mouth in the right ratio, behaviour and body language

- Class - how do you actively listen?

Use Examples of active listening and ask further question:

- Are there any differences between listening online and face-to-face?

Honesty, the impact on trust and relationship

- Class - how do you show honesty?

Use Examples of honesty and ask further question:

- Are there any differences between how you show honesty online and face-to-face?

Transparency, integrity, character and discretion

- Class - how can you be transparent?

Use Examples of transparency and ask further question:

- Are there any differences between how you show transparency online and face-to-face?

Love is about respect and them not you

- Class - how can you show love?

Use Examples of love and ask further question:

| | |
|---------------------------------------|--|
| | <ul style="list-style-type: none"> • Are there any differences between how you show love online and face-to-face? |
| Bringing The Elements Together | <p>Fully Engaged, how you bring the skills together</p> <p>Flowchart of honouring, active listening, honesty, transparency and love in effective engagement and relationships</p> <p>In Groups of 4:</p> <p>Match the statements to either Honour, Active Listening, Honesty, Transparency and Love</p> <ul style="list-style-type: none"> • “I see you have your hands full let me help you” • “How may I help you?” Your wants and needs matter and are more important than my own • “I’m sorry but it’s not the sort of thing I like doing. Are there some alternatives we can consider?” • “My parents are divorced too, so I understand why things can be difficult.” • “I prefer to keep things above board, I would not want anything negative to come of this for you” <p>Show answers</p> <ul style="list-style-type: none"> • What positive impact does each of these actions have on the mental health of both the giver and receiver? <p>Discuss and record the impact feedback</p> <ul style="list-style-type: none"> • Teacher to record feedback |
| Help and Support | <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> |
| Evaluation | <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. |