



# D.U.R.S

DELIVERY | UNDERSTAND | RELATIONSHIP | SUPPORT

# PEER ACTION COLLECTIVE

PSHE GUIDANCE WORKBOOK

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## WHO ARE WE?

The Peer Action Collective (PAC) is a £11.4 million programme, which aims to give young people the chance to make their communities safer, fairer places to live. It is funded by the Youth Endowment Fund, the #iwill Fund (a joint investment between the National Lottery Community Fund and the Department for Culture, Media and Sport) and the Co-op Group. We are one of 7 areas working on PAC. We cover the North East with one team in Middlesbrough at Youth Focus North East and the other in Gateshead at NE Youth.

PAC is a youth-led project, where young people, employed as peer researchers, social action leads and changemakers, research the root causes of serious youth violence and transform their findings into social action projects - creating safer and fairer communities where young people can thrive and flourish.

We are a group of 8 peer researchers (young people who conduct the research), 2 social action leads (young people who lead on social action, supported by Changemakers), 2 lead youth workers and 1 programme manager.



# WHY HAVE WE MADE THIS WORKBOOK?

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This workbook has been designed by young people for teachers to support them in building and maintaining positive relationships, which empower young people to thrive, and to provide teachers with youth-led and designed Personal, Social, Health and Economic Education (PSHE) sessions and resources on the topics young people said were important to them.

We, and the young people we spoke to, recognise it's tough being a teacher and you don't always get all the support you need to deliver PSHE as well as you would like. The young people who created this workbook wanted the guide to be useful and relevant to the needs of young people.

The themes and topics have been chosen from the findings of the research undertaken by PAC, which has highlighted the need for more interactive PSHE sessions in schools and more trusting and empowering relationships between young people and teachers. PAC have interviewed 157 young people over the course of their research, and in total, has engaged with over 500 young people across the North East. The key theme which underpinned all of PAC's findings was *Inconsistency*.

PAC have designed their own PSHE framework for teachers, which includes PowerPoint presentations, session plans and resources on the topics chosen by young people, such as: anti-social behaviour, bullying, drugs and alcohol, understanding consent, healthy relationships, life skills, knife crime, mental health, trusted adults, etc. *We want you to use our templates to design and deliver your own youth-led and youth-focused PSHE sessions.*

To support teachers and support staff to build and maintain positive and trusting relationships with young people, provide engaging and youth-focused education and champion youth voice, PAC designed their own framework based on the four key themes which emerged from their research. This framework is referred to as **D.U.R.S.**, and stands for: **Delivery**, **Understanding**, **Relationship**, **Support**.





## D Delivery

Our research highlighted that the delivery of PSHE within schools was inconsistent, with some young people reporting how beneficial their PSHE lessons were and others who reported lacklustre or non-existent. Many young people wanted more fun, engaging and interactive methods of teaching during PSHE lessons. Likewise, our research highlighted the value of including expert or lived experience organisations in PSHE sessions. Although this was not common practice, when this occurred, young people reported a multitude of benefits. All young people should have access to high-quality, youth-centred PSHE; likewise, all teachers should be given the training and support to deliver such sessions.

## U Understanding

Our research highlighted inconsistencies in how some teachers respond to young people. Some teachers were perceived as trusted, empathetic, calm and consistent; communication underpinned a feeling of being understood by teachers. Whereas some teachers were described as confrontational and unpredictable, which prevented the young people from forming trusted relationships with the teachers. All young people need consistent, calm and empathetic relationships which empower them to thrive. Additionally, teachers should be provided with support, supervision, and additional training to enable them to better support young people.

## R Relationship

Our research highlighted that positive student-teacher relationships were especially reliant on trust. There were inconsistent reports from young people regarding their trust in teachers; some teachers were deemed trustworthy, and others were not. Teachers who kept the young persons' information confidential were deemed trustworthy. However, when students perceived the teacher had unnecessarily breached their confidence by informing others of their disclosure, the trust was damaged, particularly if there were consequences for the young person.

## S Support

Some young people did not feel they could access pastoral support or designated safe space; some reported having such requests denied, whereas others did not feel confident enough to ask teachers, or were disheartened by the long waiting lists. Other young people had more positive experiences, where their teachers had supported them during difficult times, which led to a trusting relationship. Additionally, young people in alternative education provisions were more likely to report having access to a safe space and pastoral support, highlighting the potential to explore this model of support in mainstream education.

# SOCIAL ACTION

After we conducted our research, we analysed the data and took our findings to a group of young people. We call them Changemakers, and asked them how we can help. Our Changemakers came up with multiple social action projects based off our findings.



"I would prefer more communication, more actual teaching not just put on a video on, let the kids watch and take notes"

## PSHE Workbook

We have created a PSHE workbook so that teachers can use this to deliver engaging and interesting PSHE. This includes topics like drugs and alcohol awareness, knife crime, anti social behaviour etc.

## PSHE Delivery Guide

We have developed a PSHE Delivery Guide to support teachers in delivering engaging, fun and informative PSHE, and to help them build and maintain positive and trusting relationships with young people.



"Once you're in it's hard to get out"

"It should be part of their teaching degree. I don't think it should be a side thing, it should be a part of the degree itself"



"Whenever something's happening, we have to listen to their opinion, but then when we want to express ours, they never listen"



## Youth Voice Toolkit

We have created a youth voice toolkit which highlights how professionals can empower young people to feel heard, listened to and appreciated.

## Q-Cards

We have created Q-Cards that are discreetly designed and can be given to young people. The Q-Cards name services where young people can seek help for Drugs and Alcohol, Mental Health, Healthy Relationships and General Support.

"Knives, drugs, like people get in debt over drugs, then they'll be dead."



# TEACHERS GUIDANCE

## SHOWING RESPECT

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Throughout our research, we have found that some students felt as though they were not being respected by some teachers, and therefore, they did not show respect back. This, however, was not the case with all teachers. Many of the young people spoke about certain teachers they trusted, and all of these teachers showed respect to the young people.

It is key that young people feel safe, calm and respected in school to ensure they are trying their best and feeling supported, to ultimately achieve their expected grades.

To show respect, Gerard Egan (1986) suggested keeping things **SOLER**:  
Using this theory when speaking to young people can positively impact student-teacher relationships. This will show the young people that you are actively listening to them, want to speak to them and make them feel comfortable.

**S**quarely face the young people when listening and speaking to them.

**O**pen posture, for example, not having your arms crossed when speaking to the young people. This can make them feel less intimidated and more comfortable while speaking.

**L**ean into the conversation to show you are engaged and interested.

**E**ye contact to show that your attention is on the young person.

**R**elaxation to provide a comfortable environment.

### How else can I show respect?

Giving the young people the chance to explain themselves when they are in the wrong as sometimes they may have a valid reason.

If the young person has been given a consequence, explain it to them so that they understand what they have done wrong. This can help you co-regulate and the young person will not get angry for thinking they are being punished for "no reason".

Provide extra support during tasks if they are struggling to understand; sometimes there may be other reasons why they do not understand.

Don't use power dynamics to make the young people feel belittled and disempowered.

Don't hold grudges and start each day off as a clean slate.

**"I feel like adults and kids should be treated the same"**

**"... just because they are adults and we are kids doesn't mean that they have the right to shout at us but we can't answer back."**



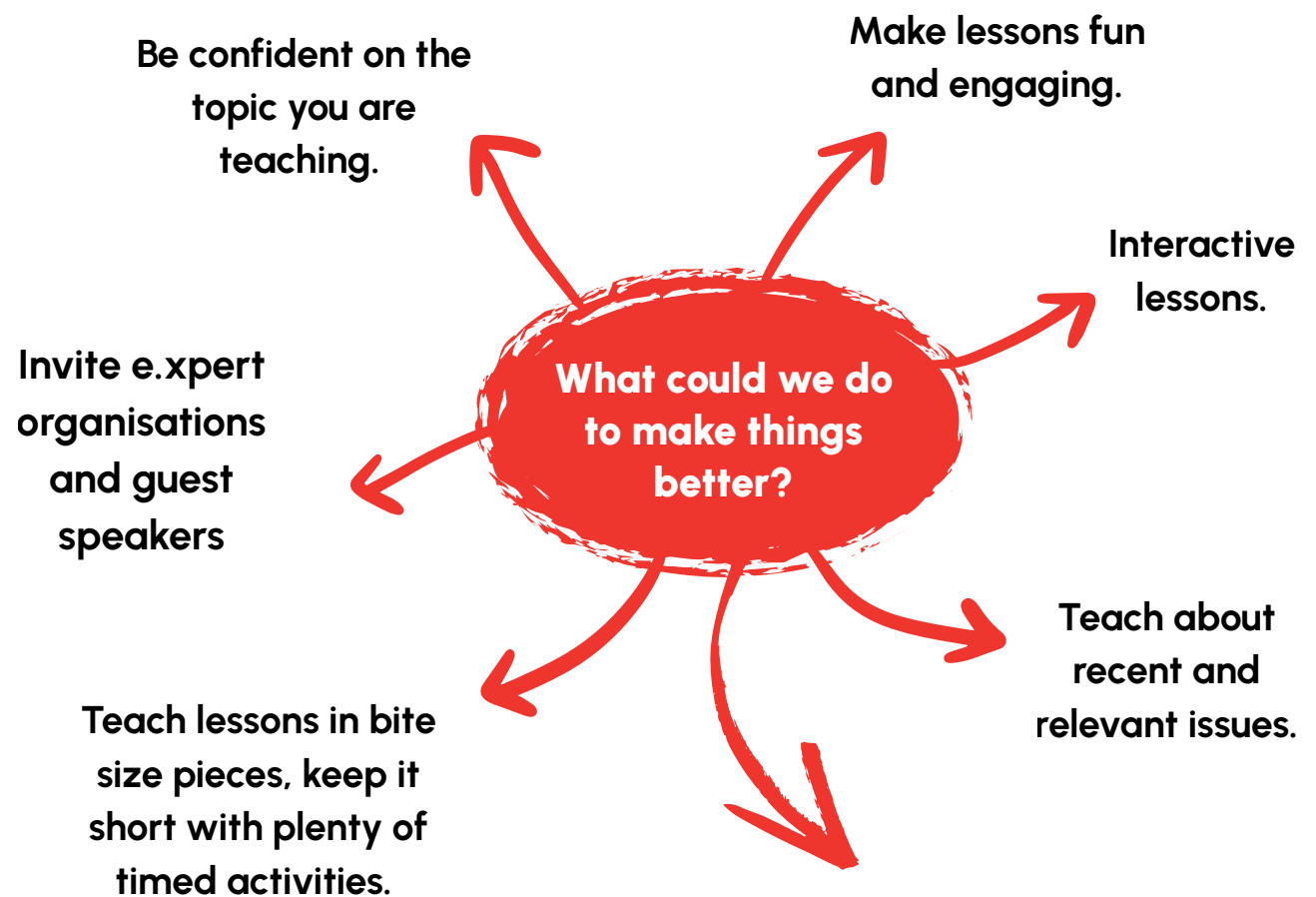
# TEACHERS GUIDANCE

## PSHE

Both phases of our research identified **inconsistency** as a key issue regarding PSHE and student-teacher relationships. Some young people did not find their PSHE lessons engaging or interesting, and some felt their PSHE did not cover current issues and important life skills, such as managing finances and understanding taxes. A group of young people from one school expressed that they have really good PSHE, whereas young people from other schools expressed that it was not engaging or interesting; therefore, the students did not pay attention. This shows that the students' experiences of PSHE are inconsistent across the North East. It is really important that PSHE lessons are taught consistently across schools and that the young people are learning topics they important to them.

"Oh yes. I see the benefits but I feel like it could be more"

"I would prefer more communication, more actual teaching, not just put on a video and let the kids watch it and take notes."



# TEACHERS GUIDANCE

## COMMUNICATION AND LISTENING

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Our research highlighted the inconsistent communication and listening skills of teachers across the North East. Some of the young people we spoke to voiced how some teachers struggle when communicating with young people, presenting as confrontational and aggressive, which escalated rather than diffused behavioural issues. Whereas other teachers responded calmly and empathetically to the young people.

**"Because he's just a chill guy and can take a joke."**

**"She doesn't scream at you or get in your face"**

**"She gives you compliments. She lets you off with being rebellious"**

The young people we spoke to appreciated teachers who showed a sense of humour, were lenient where possible, calm and consistent in their approach to young people, and who acknowledged and validated them.

Likewise, when young people perceived punishments to be excessive or unjust, it damaged their trust in teachers: **"They don't let us have hot food in [Isolation]"**, **"They try and find a reason to exclude you."** It is important to make sure young people understand the consequences of their actions and the disciplinary stages.

### Ways to make your communication skills better

#### Safe Space

Being able to offer a safe and supportive environment for young people would really benefit them. This would allow them to have someone to speak to when they are having a bad day and they know they are not going to be shouted at. This gives the young people a feeling of safety.

#### Build trust

Young people need teachers that they can trust. You can build trust by being consistent, being honest and being understanding.

#### Show respect

Talking to the young person with respect and care even when you are annoyed with their behaviour can reduce the situation from escalating.

#### Open and Honest

The young people can really benefit from a teacher being open and honest with them. If a child is in trouble, explain what they have done wrong. This can help them understand their behaviour and can help them co-regulate their emotions.

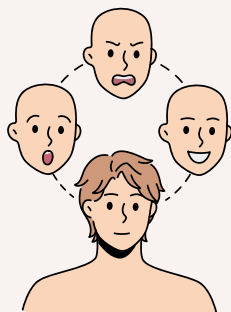
#### Volume and Tone

Keeping your volume and tone soft and low when speaking to a young person shows you are respecting them and listening to them. If a young person's behaviour is heightened and they are shouting, by doing the opposite to what they are doing and speaking quietly and softly to them, calms them down.

# TEACHERS GUIDANCE

## COMMUNICATION AND LISTENING

It is really important to remember that communication is not just how we speak to each other, it is also shown through non-verbal signs.



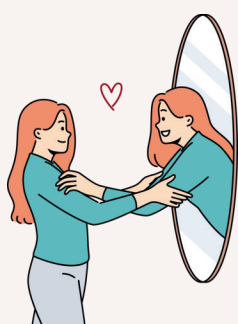
Your facial expressions play a crucial role in communication. People can read your emotion from your facial expression.



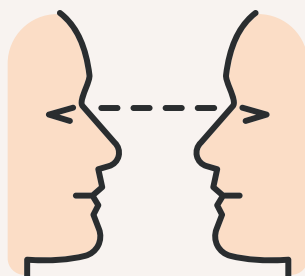
Hand gestures can show that you are really connecting with the conversation and show enthusiasm.



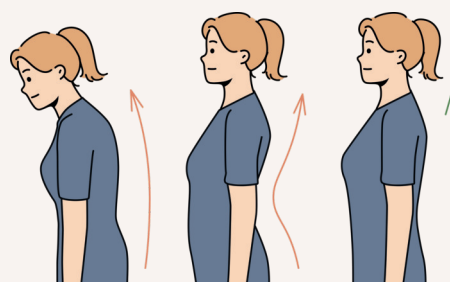
Using different words when speaking to different people. You would not speak to a child the same as you would speak to an adult.



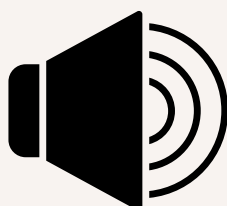
Appearance can show authority by the way you dress. It can also be a conversation starter and show personality.



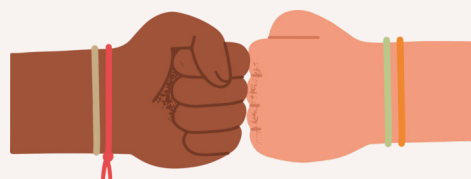
Eye contact shows attentiveness, trust and an emotional connection. Please note that some people struggle with maintaining eye contact due to neurodiversity.



By keeping your body posture relaxed, it shows that you are calm and are ready for the conversation.



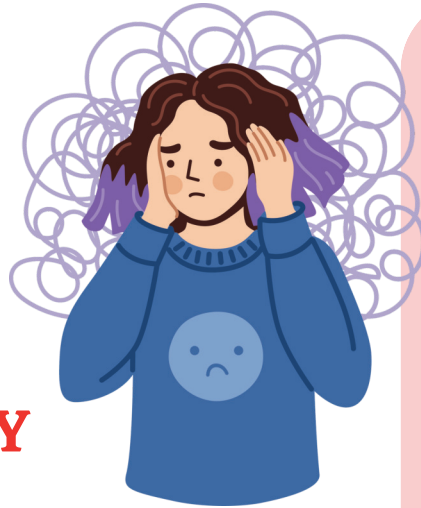
Your tone and volume can change depending on the situation. Keeping your tone and volume low can make the young people feel relaxed and safe.



Some people may like physical touch and being close to someone, whereas someone else may not. Keep an appropriate distance with young people so they don't feel uncomfortable.

# TEACHERS GUIDANCE | MENTAL HEALTH

It is very important that teachers consider the mental well-being of their students because this can cause disruptions to their behaviour, attitude and educational progress. Some young people felt their teachers did not have the training and, therefore, the awareness of when they were struggling with their mental health. Likewise, many young people did not have access to a safe space where they could go if they were having a heightened moment. One of the young people said, *"You know what they should bring back, time-out passes,"* and many of their peers agreed, stating that this would allow them to leave the classroom if they were heightened and return when they are feeling better.



## ANXIETY

### Definition:

Anxiety is what we feel when we are worried, tense or afraid – particularly about things that are about to happen, or which we think could happen in the future. Anxiety is a natural human response when we feel that we are under threat. It can be experienced through our thoughts, feelings and physical sensations.

### WARNING SIGNS

- Young people may sweat a lot - when a young person goes into flight, fight, freeze or fawn mode, the first sign of this may be sweating. They may feel embarrassed of sweating which increases their stress.
- They are irritable - a young person who is struggling with their anxiety may be snappy and easily annoyed.
- Finding it difficult to concentrate - the young person could lose focus very quickly and may start acting out of character due to being unfocused and stressed.
- Shaking - they may tap their leg or their foot if they are anxious. Their voice may sound a bit shaky due to their adrenaline being high.
- They may avoid joining in - if you have a group project, they may sit on the edge and not speak to anyone due to their anxiety.

## HOW TO HELP

Teachers should provide support to young people by allowing them to take time outside of the classroom to regulate their emotions. Another way of helping a young person who is struggling with their anxiety is providing fidget toys to everyone in the class. This could help them regulate their emotions. You could also sit with the person in a less busy environment, such as a designated safe space and ask the young person what has triggered them, what has caused them stress and if there is anything you can do to help them. Depending on the relationship you have with the young person and the severity of the anxiety attack, you could also use a distraction technique, such as the 'Naming Game':

5 things you can see

3 things you can hear

1 thing you can taste

4 things you can touch

2 things you can smell

IF YOU BELIEVE THE YOUNG PERSON IS AT RISK PLEASE FOLLOW YOUR SAFEGUARDING PROCEDURE.

## DEPRESSION

### Definition:

Depression is a low mood that can last a long time or keep returning, affecting your everyday life. Depression can cause a range of other changes to how you feel or behave.



### WARNING SIGNS

- The young person might be continuously sad, irritable or be experiencing mood swings which may effect their work
- The young person might become withdrawn from their peers, take themselves out of social situations and prefer to spend time alone (isolating themselves)
- The young person might seem zoned out and not know their surroundings. This could happen in any setting
- The young person may lack motivation and concentration and may struggle remembering things.
- The young person might lose a lot of weight due to lack of eating or put weight on due to over eating.
- The young person might not have any interest in their hobbies that they previously enjoyed.
- The young person might complain of pains, headaches and cramps without a cause.
- The young person may be very tired due to struggling to fall asleep or excessive sleeping.

## HOW TO HELP

Teachers can provide support to young people by allowing them to take time outside of the classroom to regulate their emotions. You could also sit with the young person in a less busy environment and ask them what has been going on. If the young person has a good relationship with the teacher, asking such questions might give the young person the opportunity to open up.

It is really important that you let the young person know that you care for them and that you are there to listen to them.

If they say something that shocks you, act cool, calm and collected. If you act how you feel, the young person will completely withdraw, and it will make them feel even worse than they already feel. This may also damage the previous relationship that you had with this young person.

### Ideas of things to say to someone with depression:

- "I'm sorry you're feeling like this, and I'm here for you."
- "You're important to me."
- "How are you managing?"
- "What can I do to help you today?"

### Avoid statements like:

- "Cheer up" or "just think positively."
- "You don't seem that sad" or anything that invalidates what they're going through.
- "Other people have it far worse than you."
- "You wouldn't be depressed if you just did some exercise" or anything that blames them for what they're experiencing.
- "You're being selfish," or "you should think about how this affects the rest of us."



## SELF HARM

### Definition

Self-harm is when somebody injures or harms themselves to cope with or express extreme emotional distress

### Coping strategies to suggest:

- Distract yourself by doing things you enjoy
- Holding ice cubes in your hand
- Elastic band on the wrist and twanging it when needed
- Breathing techniques

### WARNING SIGNS

- *Unexplained cuts, bruises and cigarette burns. These are usually found on the arms, wrists, stomach and thighs.*
- *Keeping themselves covered regardless of the weather. They could wear a long sleeve top in the summer to hide their self harm, for example.*
- *Becoming secretive*
- *Coming up with excuses as to how they have injured themselves*
- *Withdrawing from their usual interests and hobbies*
- *Abusing drugs, alcohol and food.*

## HOW TO HELP

Teachers should provide support to students if they recognise the signs that a young person is struggling.

If you spot any of the warning signs named above, you should address this with the young person, using techniques such as lowering your tone, giving the young person eye contact and giving them an appropriate amount of space to help them feel safe. If they feel safe, they are more likely to tell you what is happening and may open up to you about their self-harm.

If they say something that shocks you, act cool, calm and collected. If you act how you feel, the young person will completely withdraw, and it will make them feel even worse than they already do. This may also damage the previous relationship that you had with them.

Address the situation without judgment, let the young person know that you are there for them, and that you are there to help them.

Offer the young person help to find support. Follow your safeguarding policy and contact the relevant people who could help them.

### Ideas of things to say to someone struggling with self harm:

- "I'm sorry you're feeling like this, and I'm here for you."
- "You're important to me."
- "How are you managing?"
- "What can I do to help you today?"

### Avoid statements like:

- "Just think positively."
- "You don't seem that sad", or anything that invalidates what they're going through.
- "Other people have it far worse than you."
- "You are doing it for attention"
- "You're being selfish," or "you should think about how this affects the rest of us."

## SUICIDAL THOUGHTS

**Definition:** Suicide is when someone intentionally carries out the act of ending their own life.

### WARNING SIGNS

- *The young person may suddenly begin speaking about death and suicide. This may become an obsession and they may begin seeking out violence. The young people could say "I wish I wasn't born" or "I'd be better off dead".*
- *The young person may have no hope for the future. They may stop all work in schools as they believe they won't need to do it for much longer.*
- *The young person may engage in self-destructive behaviour and may get involved with drugs and alcohol.*
- *The young person may hate themselves and feel a sense of worthlessness, guilt and shame.*
- *The young person could be researching ways to kill themselves and making a plan of how they are wanting to do it.*
- *The young person could give away their prized possessions to their peers*
- *The young person may be saying goodbye, instead of their usual "see you tomorrow"*
- *They may get a sudden sense of calm and happiness. This often shows that they have made a plan on attempting suicide and are ready to complete this.*

## HOW TO HELP

Teachers should provide support to their students if they recognise the signs that a young person is struggling.

It is very important to encourage the young person to talk about their feelings. You must remain calm during this and do not show your panic. If the young person opens up about their feelings you must ask them "do you have a plan to complete suicide" or "do you have a plan on how you want to harm yourself and to what extent".

If they say something that shocks you, act cool, calm and collected. If you act how you feel the young person will completely withdraw and it will make them feel even worse than they already do. This may also damage the previous relationship that you had with them.

Offer the young person help to find support. Follow your safeguarding policy and contact the relevant people that could help them.

#### **Ideas of things to say to someone thinking of completing suicide:**

"I'm sorry you're feeling like this, and I'm here for you."  
"You're important to me."  
"How are you managing?"  
"What can I do to help you today?"

#### **Avoid statements like:**

"You're very dramatic to feel like this"  
"You don't seem that sad", or anything that invalidates what they're going through.  
"Other people have it far worse than you."  
"You're being selfish," or "you should think about how this affects the rest of us."

**IF YOU BELIEVE THE YOUNG PERSON IS AT RISK PLEASE FOLLOW YOUR SAFEGUARDING PROCEDURE.**

# INTRODUCTION TO SESSION PLANS

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## Why we created the lesson plans:

We created these lesson plans due to our findings from our research. In the research, we found that the young people weren't consistently finding the PSHE lessons in school beneficial or engaging.

We also found that the lessons being taught in some schools did not consistently cover current issues faced by young people or important life skills that would be beneficial to them in today's world.

We were in communication with various schools across the North East of England, and a group of young people from one school explained to us that they had really good PSHE lessons and that they were enjoyable, whereas young people from other schools in the same area explained to us that the lessons were not engaging or interesting.

Our research showed us that the student experiences of PSHE are inconsistent, and some schools provide better lessons than others across the North East. It is important that PSHE lessons are taught consistently and that the young people are learning things they want to learn.

With the information we have found out from the young people, we have co-produced exciting PSHE lessons that are for young people by young people.

The young people we spoke to identified the need for teachers to be confident and knowledgeable on the topic they are teaching. We know teachers have limited time, so we designed a PSHE framework on the topics that young people said were important to them.

Below are the PSHE frameworks we designed - we want you to use our templates to design and develop your own youth-focused PSHE sessions.

If you can scan the QR code on the sheet, it will direct you to everything you need to develop your own youth-led PSHE curriculum.



# ANTI-SOCIAL BEHAVIOUR

**General session outline to help you design your own:**

1. *Introduction*
2. *Examples of Anti-Social behaviour*
3. *Is this Anti-Social behaviour?*
4. *Anti-Social behaviour*
5. *Anti-Social Behaviour orders*
6. *Questions*
7. *Scenarios*



## **Activity 1: Introduction**

- Read out the plan of the lesson so the students have an understanding of what they will be learning about in today's lesson.
- Resources needed: The slides provided

## **Activity 2: Examples of Anti-Social behaviour**

- Ask the students in pairs to make a list of as many anti-social behaviours they can think of to get them to complete this in their exercise books.
- take feedback as a class.
- Resources needed: The slides provided, answers on the speaker's notes.

## **Activity 3: Is this Anti-Social behaviour?**

- Using the slides go through the pictures and as a class have a discussion if the students think it is anti-social behaviour or it isn't make them say why they think this.
- Resources needed: The slides provided.

## **Activity 4: Anti-Social behaviour**

- Discuss the information on the slides and ask the students to take notes if they think it's necessary.
- Ask the students to answer the question in the bubbles in their exercise books and take class feedback.
- Resources needed: The slides provided

## **Activity 5: Anti-Social behaviour orders**

- Read out the information on the slide and ask the students to take notes of the information which would be beneficial to them.
- Ask the students questions about what they think of the orders of Anti-Social behaviour.
- Resources needed: The slides Provided

## **Activity 6: Questions**

- Ask the students to answer the questions this can be by themselves or in pairs, take discussion after the questions.
- Resources needed: The slides provided

## **Activity 7: Scenarios**

- Hand the students Scenario 1 and get them to read and answer the questions on the sheet.
- Once scenario 1 has been complete, hand the students Scenario 2 and ask them to carry out the same thing as Scenario 1.
- Resources needed: The slides provided and the Scenario hand outs

# BULLYING

**General session outline to help you design your own:**

1. *Learning Objectives*
2. *Real Talk: What is Bullying?*
3. *Types and triggers*
4. *Case studies: What would you do?*
5. *Video and Group Debrief*
6. *Reflection and action*



## **Activity 1: Learning Objectives**

- Using the slides provided, read out the learning objectives so the students have an understanding of the topics that are going to be covered in today's lesson.
- Resources needed: The slides provided

## **Activity 2: Real talk: What is bullying?**

- Have a discussion with the question on the board and get the students' opinions. This can be done by handing them a whiteboard and getting them to write their opinion on it.
- Using the following slide, show them the official definition of bullying and what they think of it.
- Resources needed: The slides and mini whiteboards

## **Activity 3: Types and Triggers**

- Hand the students activity 1: Types and triggers and allow them to complete the match up.
- Take a class discussion with the following questions:
  - "Why do people bully others?"
  - "What makes someone vulnerable to being targeted?"
- Resources needed: The slides provided and the activity hand out

## **Activity 4: Case studies: What would you do?**

- Hand the students activity 4: Case studies: What would you do? And in small groups get them to read the scenario and answer the questions below.
- Take class discussion if time after activity.
- Resources needed: The slides provided and the activity hand out

## **Activity 5: Video and Group debrief**

- Show the students the video that is on the slides and answer the questions under the video in the speaker's notes.
- Resources needed: The slides provided

## **Activity 6: Reflection and Action**

- Using the slides as a class, answer the questions on the board and have a class discussion.
- Once the questions have been answered, ask the students to complete the sentence on this slide, make sure they answer this as this will be their exit ticket for the lesson.
- Resources needed: The slides provided



# NITROUS OXIDE

**General session outline to help you design your own:**

1. *Introduction*
2. *What is Nitrous Oxide?*
3. *Effects of Nitrous Oxide*
4. *Media report*
5. *The risk*
6. *Legislation: The Law*
7. *Reporting and support*



## **Activity 1: Introduction**

- Introduce what you will be doing in today's lesson, introduce what this session is going to be about.
- Ask the students what they already know on nitrous oxide and have a discussion after.
- Resources needed: The slides provided

## **Activity 2: What is Nitrous Oxide?**

- Explain what Nitrous Oxide is (this is on the slides provided)
- Using the slides below ask the students what other names nitrous oxide has, this will help make the students aware of the different names of Nitrous Oxide.
- Resources needed: The slides provided

## **Activity 3: Effects of Nitrous Oxide?**

- Explain the effects of using Nitrous Oxide and explain to students how dangerous it is.
- Explain the main symptoms and early symptoms of using Nitrous Oxide
- Resources needed: The slides provided.

## **Activity 4: Media Reporting**

- Play the video on the slide, ask the young people to identify the issues of social media, peer pressure and knowledge around NOS
- Resources needed: The slides provided

## **Activity 5: The Risk**

- Split an A3 piece of paper into three columns:
  1. Column 1: Impact on health
  2. Column 2: Impact on Relationships
  3. Column 3: Impact on the environment
- On post-it notes get them to add to the column following the question (can you come up with some risks to using nitrous oxide?)
- Resources needed: The slides Provided, A3 paper and post it notes

## **Activity 6: Legislation: The law**

- Discuss the slides on legislation and inform the students of the difference in legislation.
- Make the students aware of the legislation around nitrous oxide.
- Resources needed: The slides provided

## **Activity 7: Scenarios**

- Inform the students on ways they can get support in and out of school and inform them of ways that they can report any nitrous oxide issues.
- Resources needed: The slides provided and the Scenario hand outs

# DRUGS AND ALCOHOL | KS3

**General session outline to help you design your own:**

1. *Introduction and Ground Rules*
2. *What do you think caffeine is?*
3. *Where is caffeine found?*
4. *Effects of caffeine*
5. *What is nicotine and the law?*
6. *Effects of nicotine*
7. *What is alcohol and the law?*
8. *Where is alcohol found?*
9. *Effects of alcohol*
10. *Test your Knowledge*
11. *Signposting*



## **Activity 1: Introduction and Ground rules**

- Read out the learning objectives on the slides so the students have an understanding of what they will be learning about in today's lesson.
- Have the young people think of their ground rules. Examples you may include: Respect everyone, be non judgemental, do not speak over each other.
- Resources needed: The slides provided

## **Activity 2: What do you think caffeine is?**

- Have the young people think about what they think caffeine is, write their answers down on a post it note and stick it to the flip chart.
- Go through everyone's answers and explain if they are correct or not. A definition of what caffeine is, is found in the speaker's notes on that slide.
- Resources needed: The slides provided, flip chart and post it notes

## **Activity 3: Where is caffeine found?**

- Using the slides, explain to the young people where caffeine is found. Ask the young people if they are surprised by any of these.
- Resources needed: The slides provided.

## **Activity 4: Effects of caffeine**

- Get the young people to think about the effects of caffeine and to feedback what they think.
- Go through the effects of caffeine with the students on slide 9.
- Play the video for the young people on the speaker notes on the slides
- Resources needed: The slides provided

## **Activity 5: What is nicotine and the law?**

- Read out the information on the slide and ask the students to take notes of the information which would be beneficial to them
- Resources needed: The slides Provided

# DRUGS AND ALCOHOL | KS3

CONT.

## **Activity 6: Where is nicotine found?**

- Ask the young people to raise their hands and list different places where nicotine is found.
- Go through slide 14 and tell the young people if they were correct or incorrect in their answers.
- Resources needed: The slides provided

## **Activity 7: Effects of nicotine**

- Hand the young people the true or false quiz. Give them 3 minutes to fill it out.
- Ask the young people to swap their answers with someone else for them to mark it, go through the answers with them is there any they are surprised about?
- Go through the effects on slide 16
- Resources needed: The slides provided and true or false quiz

## **Activity 8: What is alcohol and the law?**

- Explain to the young people what alcohol is and explain to the young people the law around alcohol.
- Answer any questions they might have.
- Resources needed: The slides 18-19

## **Activity 9: Where is alcohol found?**

- Go through the different forms of alcohol.
- Resources needed: The slide 20

## **Activity 10: Effects of alcohol.**

- Ask the young people to work in pairs and write down what they think the effects of alcohol are.
- Go through slide 22 and explain all the effects
- Resources needed: The slides 21-22 paper and pens

## **Activity 11: Test your knowledge of alcohol**

- Hand out the true or false quiz.
- Give the young people 5 minutes to answer the questions, go through the answers with them
- Resources needed: The slides 23, quiz, pens

## **Activity 12: Signposting**

- Explain to the young people if they feel they need help with any of the things spoken about, they can speak to a safe person.
- Leave this slide on as they are walking out of session so they can make note if needed
- Resources needed: The slides 24

## General session outline to help you design your own:

1. *Introduction and Ground Rules*
2. *Cannabis: What is it and the different names that it gets called.*
3. *Cannabis: What does it look like?*
4. *Cannabis: THC v CBD*
5. *Cannabis: Side Effects*
6. *Spice: What it is and the different names that it gets called?*
7. *Spice: What does it look like?*
8. *Spice: Laced and vapes.*
9. *Spice: Side effects*
10. *Opioids: What are they and examples?*
11. *Opioids: Different names used and what do they look like?*
12. *Opioids: Side Effects*
13. *Cocaine: What is it, different names used and what does it look like?*
14. *Cocaine: Cocaine vs Crack cocaine*
15. *Cocaine: Side Effects*
16. *Poster activity*



### Activity 1: Introduction and Ground Rules

- Read out the learning objectives on slides so the students have an understanding of what they will be learning about in today's lesson.
- Have the young people think of their ground rules. Examples may include: Respect everyone, be non judgemental, do not speak over each other.
- Resources needed: The slides Provided (slides 2-3)

### Activity 2: Cannabis: What is it and the different names that it gets called.

- Read the slides out to the students so they have an understanding of what cannabis is.
- Have young people think about the different names of cannabis and write their answers on their whiteboards and get them to hold up the board with answers.
- Go through everyone's answers and take discussion.
- Resources needed: The slides provided (4-7), mini whiteboards or post it notes

### Activity 3: Cannabis: What does it look like?

- Explain what cannabis looks like and that it can be found in many forms.
- Ask the students if they are surprised by any of these.
- Resources needed: The slides Provided (slide 8)

### Activity 4: Cannabis THC vs CBD

- Using the slides explain what the difference between THC and CBD ensure they understand the difference between the two.
- Resources needed: The slides provided (slide 9)

### Activity 5: Cannabis side effects

- Using the slides go through the difference side effects of cannabis.
- Play the video on the slides and allow the students to watch the video before continuing on with the slides.
- Resources needed: The slides provided (slide 10) and the video on the slides comment section

# DRUGS AND ALCOHOL | KS4

CONT.

## **Activity 6: Spice: What it is and the different names it gets called.**

- Using the slides explain to the students what spice is and ask the students to use mini whiteboards to write down the different names of what they know of.
- Taking the answers of the whiteboards and discuss.
- Resources needed: The slides provided (slides 11-14) and mini whiteboard

## **Activity 7: Spice: What does it look like?**

- Using the slides explain what spice looks like and what different types of spice can look like.
- Resources needed: The slides provided. (slide 15)

## **Activity 8: Spice: Laced and Vapes**

- Reading out the slides to the students to inform them that spice can be found in vapes. Inform them that illegal vapes that get bought can sometimes be in the vapes.
- Resources needed: The slides provided (slides 16-17)

## **Activity 9: Spice Side Effects**

- Explain to the students the importance of side effects of using spice.
- Explain how dangerous some of them can be
- Resources needed: The slides Provided (slide 18)

## **Activity 10: Opioids: What are they and examples**

- Using the slides explain to the students what opioids are.
- Ask students if they know any examples of opioids.
- Resources needed: The slides provided (slides 19-22)

## **Activity 11: Opioids: Different names used and what they look like.**

- Show the list on the slide of the different names of opioids.
- Ask the students if they know what some opioids look like, once discussed go on the following slide for different types.
- Resources needed: The slides provided (slides 23-25)

## **Activity 12: Opioid: Side Effects**

- Discuss the side effects of opioids to the students and project the dangers some of these can have on the human body.
- Resources needed: The slides provided (slides 27-30)

## **Activity 13: Cocaine: What it is, different names used and what it looks like.**

- Using slides 28-40 discuss with the students what's on the slides, making sure they understand cocaine
- Resources needed: The slides provided (slides 17-40)

## **Activity 14: Cocaine vs Crack Cocaine**

- Explain the difference between crack cocaine and cocaine to the students, making sure they have a clear understanding of the difference between the two.

## **Activity 15: Cocaine: Side effects**

- Discuss the different side effects of using cocaine and explain to the students that some of the side effects can be very dangerous.



# UNDERSTANDING CONSENT | KS3

**General session outline to help you design your own:**

1. *Learning Objectives*
2. *Everyday Consent*
3. *Consent is...*
4. *Scenario sorting*
5. *Consent pledge or reflection*



## **Activity 1: Learning Objectives**

- Go through the learning objectives with the student so they know what today's lesson is going to be about.
- Resources needed: the slides provided

## **Activity 2: Everyday consent**

- Hand the students *activity 2: everyday consent* hand out and ask them to complete the question on the the hand out.
- Complete feedback with the class.
- Resources needed: the slides provided, activity handout provided

## **Activity 3: Consent is...**

- Put on the short video for the students and let them watch the video.
- Once the video has finished, discuss what consent looks like and sounds like.
- Introduce the idea that silence and consent must be clear.
- Resources needed: slides provided, activity handout provided

## **Activity 4: Scenario sorting**

- Ask the students to work in small groups or pairs to decide if consent is given.
- Is consent given?
- Is the behaviour respectful or not?
- The scenarios are on the next slide, they are to work off whiteboards
- Share answers and explore how to respond if someone says no.
- Resources needed: the slides provided, mini whiteboards.

## **Activity 5: Reflection**

- Ask students to complete the sentences on the slides as this will be their exit ticket for the lesson.
- Once they have been completed ask the students if they are comfortable to share their answers.
- Resources needed: the slides provided.

# UNDERSTANDING CONSENT | KS4

**General session outline to help you design your own:**

1. *Learning objectives*
2. *True or false quiz*
3. *The FRIES Model*
4. *Consent in context*
5. *Consent checklist and reflection*



## **Activity 1: Learning objectives**

- Go through the learning objectives with the student so they know what today's lesson is going to be about
- Resources needed: the slides provided

## **Activity 2: True or False quiz**

- Hand the students *activity 2: true or false quiz* and get them to answer the questions independently.
- move onto the next slide and allow the students to mark their quizzes, once marked ask them to stick in their books.
- Resources needed: the slides provided, the activity hand out, glue sticks and scissors.

## **Activity 3: The FRIES model**

- Introduce the FRIES acronym to the students so they have an understanding of consent.
- Break the students into groups of 5, each creating a poster on one letter of FRIES
- Once done share with the class
- Resources needed: the slides provided, poster materials

## **Activity 4: Consent in context**

- Provide the students with activity 4: consent in context hand out and in pairs the students answer the questions that are on the hand out and on the slides.
- Encourage respectful discussion about boundaries and pressure.
- Resources needed: the slides provided, the activity hand out provided

## **Activity 5: Consent checklist and reflection**

- On the slides there is a checklist of consent for students to take notes. Ask the students to answer the question of the slide as this is their exit ticket for the lesson.
- Resources needed: the slides provided

# HEALTHY RELATIONSHIPS | KS3

**General session outline to help you design your own:**

1. *Learning objectives*
2. *Relationship word cloud*
3. *Sorting healthy vs unhealthy*
4. *Building blocks of healthy relationships*
5. *Reflection*



## **Activity 1: Learning objectives**

- Go through the learning objectives with the student so they know that today's lesson is going to be about.
- Resources needed: the slides provided

## **Activity 2: Relationship Word Cloud**

- Hand the students *activity 2: relationship word cloud* and ask them to answer the question using either words or drawings.
- Discuss a few of the most common responses and begin to build a class definition of a healthy relationship.
- Move onto the next slide with the true definition and ask the students to take key notes and write this in their exercise books.
- Resources needed: the slides provided, the hand out provided, scissors and glue sticks

## **Activity 3: Sorting healthy vs unhealthy**

- Provide small groups with *activity 3: sorting healthy vs unhealthy* and ask them to stick the scenarios to the boxes that they think is correct.
- So they should stick them under the headings of healthy, unhealthy or unclear
- Discuss with the class why they choose those categories? How could unclear situations be handled?
- Resources needed: the slides provided, the activity handout provided, scissors and glue sticks

## **Activity 4: Building blocks of healthy relationships**

- In small groups ask the students to create a 'Recipe for a healthy relationship'
- Information for this is in the slide.
- Once the poster has been completed, ask the students to complete a brief presentation about their poster.
- Resources needed: The slides provided, paper and creative tools for poster

## **Activity 5: Reflection**

- Ask the students to complete the questions on the slide; this will be their exit ticket for today's lesson.
- These can be completed in their exercise books
- Optional: share answers if students feel comfortable

# HEALTHY RELATIONSHIPS | KS4

**General session outline to help you design your own:**

1. *Learning objectives*
2. *Agree/disagree*
3. *Sorting scenarios on the relationship spectrum*
4. *Power and consent*
5. *Where to get help?*



## **Activity 1: Learning objectives**

- Go through the learning objectives with the student so they know that today's lesson is going to be about.
- Resources needed: the slides provided

## **Activity 2: Agree/disagree**

- Project the statements on the board and hand the students whiteboards and pens to see if they agree or disagree with the statement.
- Briefly unpack the thinking behind their position.
- Resources needed: the slides provided, mini whiteboards and pens

## **Activity 3: Sorting scenarios on the relationship spectrum**

- Introduce the spectrum: healthy - unhealthy - abusive
- Provide the students with activity 3: sorting scenarios on the relationship spectrum and in small groups or pairs to get the students to complete the task.
- Get them to put the statements under the heading they think is correct and justify their reasonings.
- Resources needed: the slides provided, the activity handout provided, scissors and glue sticks

## **Activity 4: Power and consent**

- Introduce the idea of power dynamics (age, emotional maturity and social status)
- Ask they to take notes of the slides.
- Move onto the next slides and explain the FRIES method to remember consent.
- Ask the students to take notes of the slides to make sure they remember the meaning of consent. Resources needed: the slides provided

## **Activity 5: Where to get help?**

- Students list trusted adults or organisations they could turn to if they or a friend were in an unhealthy relationship.
- Share key national helplines or websites
- Resources needed: the slides provides

# LIFE SKILLS - FINANCE

**General session outline to help you design your own:**

1. *Introduction*
2. *Understanding a pay slip*
3. *Understanding where taxes go*
4. *Understanding taxes and national insurance*
5. *The benefits of budgeting*
6. *How to budget*



## **Activity 1: Introduction**

- Read out the notes on the slide so the students have an understanding of what today's lesson is going to be about.
- Take this as an opportunity to ask the students questions on what they already know about today's lesson
- Resources needed: the slides provided

## **Activity 2: Understanding a Pay slip**

- Hand the students activity 1: pay slip hand out and ask them to follow the labels.
- Ask them to complete the hand out and add notes under each title of the payslip (the notes are on slides 4-5)
- Once complete, ask the students to stick the hand out in their exercise books
- Resources needed: the slides provided, the hand out provided, scissors and glue sticks

## **Activity 3: Understanding where taxes go**

- Explain to the students where taxes go and what taxes are spent on.
- Ask the students to take note of the different way taxes are spent.
- Ask the students questions about their opinion of taxes if they think taxes are good or they are bad.
- Resources needed: the slides provided, exercise books

## **Activity 4: Understanding taxes and national insurance**

- Explain the difference between taxes and national insurance, ensure the students understand the difference between the both.
- Ask the students to take notes of the difference between tax and national insurance.
- Resources needed: The slides provided

## **Activity 5: The benefits of budgeting**

- Explain to the students what the benefits of budgeting are and how beneficial it can be to them.
- Ask the students what they already know about budgeting and if any of them already budget.
- Ask the students to take notes of the slides
- Resources needed: The slides provided

## **Activity 6: How to Budget**

- Put the video that is on the slide and let the students watch how they can budget.
- Resources needed: The slides provided



# KNIFE CRIME

**General session outline to help you design your own:**

1. *Introduction question*
2. *Zombie knives*
3. *Case study*
4. *Question of sentencing*
5. *Quiz*
6. *Sentencing for carrying a knife*
7. *Banned knives in the UK*



## **Activity 1: Introduction Quiz**

- Ask the students individually or in pairs to answer the question on the slide
- Take feedback as a class , so you have an understanding of what the children already know about knife crime
- Resources needed: the slides provided

## **Activity 2: Zombies Knives**

- Inform the students about the dangers of zombie knives or any knives that can cause serious damage
- Read the slides and ask the students to take notes of the slides if they feel it will be beneficial for them to know
- Resources needed: the slides provided

## **Activity 3: Case study**

- Read through the case study to the students
- Make sure the students are having the understanding of how dangerous knife crime can be and that it can cause serious injury to people
- Resources needed: the slides provided

## **Activity 4: question on sentencing**

- Hand out activity one question on sentencing and ask the students to answer the question to what they think , reminding them that there is no right or wrong answer
- Once the question has been answered , take feedback as a class
- Ask the students to stick the worksheet in their exercise books
- Resources needed: The slides provided, activity one print of provided , glue sticks and scissors

# KNIFE CRIME

CONT.

## Activity 5: Quiz

- Hand out activity 2 quiz print off and ask the students too complete the quiz based on what they have just heard throughout the lesson
- Once everyone has completed their quiz ask them to swap with the person next to them to mark their work
- Ask the students to stick their worksheets in the exercise books
- Resources needed: the slides provided , print off provided and glue sticks and scissors

## Activity 6: Sentencing of carrying a knife

- Read out the slides and let the students understand the different lengths of sentencing that carrying a knife has
- Let the students know what they are free to take notes if they would like about the sentencing
- Recourses needed: the slides provided.

## Activity 7: Banned knives in the UK

- Read through the slides and make the students aware of any knives they already didn't know were banned
- Resources needed : slides provided



# MENTAL HEALTH | KS3

**General session outline to help you design your own:**

1. *Learning objectives*
2. *Feeling check in*
3. *What is mental health?*
4. *Recognising feelings*
5. *Kindness pledge*



## **Activity 1: Learning objectives**

- Go through the learning objectives with the student so they know that today's lesson is going to be about.
- Resources needed: the slides provided

## **Activity 2: Feeling check in**

- Hand the students *activity 2: feeling check in* and ask them to write or draw how they are feeling.
- Share a few (voluntary)
- Briefly explain that feelings are normal and important to notice
- Resources needed: the slides provided,

## **Activity 3: What is mental health?**

- Using the slides explain to the students what mental health is and explain the key aspects
- Ask the students to take notes of the slides, mainly the key aspects.
- Put it on the following slide and play the video to the student's and allow them to watch it.
- once the video has finished, discuss what the video says about looking after your mental health.
- Resources needed: the slides provided and the video provided

## **Activity 4: Recognising feelings**

- Provide the students with activity 4: recognising feelings and ask them to complete the hand out.
- Once the hand out has been completed, discuss why it's important to find healthy ways to manage feelings
- Resources needed: The slides provided, the activity hand out

## **Activity 5: Kindness pledge**

- Ask the students to complete the task on the board, make sure they complete it as this is their exit ticket for the lesson.
- Share examples of trusted adults or friends they can talk to if they are upset.
- Resources needed: the slides provided.

# MENTAL HEALTH | KS4

**General session outline to help you design your own:**

1. *Learning objectives*
2. *Mind Map*
3. *Understanding Mental Health*
4. *Recognising signs*
5. *Reflection*



## **Activity 1: Learning objectives**

- Go through the learning objectives with the student so they know that today's lesson is going to be about.
- Resources needed: the slides provided

## **Activity 2: Mind Map**

- Hand the students post-it notes and ask them to answer the question on the board, they should do this on the post-it notes you gave them.
- This can be answered via word or drawings.
- Build a class mind map on the board, highlighting positive and negative associations.
- Resources needed: the slides provided, post-it notes and a board

## **Activity 3: Understanding Mental Health**

- Define mental health and emotional, psychological and social well being.
- Discuss common issues: anxiety, depression, stress and how mental health furcates.
- Ask the students to take notes beneficial to them on both slides.
- Resources needed: the slides provided

## **Activity 4: Recognising Signs**

- Hand the students activity 4: recognising signs and in small groups or pairs ask them to complete the activity.
- Each students should have their own activity handed out.
- Once the activity has been completed, share and compile a list of practical self-care tips.
- Resources needed: The slides provided the activity hand out

## **Activity 5: Reflection**

- Ask the students to reflect the questions of the board.
- Then ask the students to answer the question in their books as this is their exit ticket from the lesson.
- Once answered, ask the students to share their answers if they feel comfortable.
- Resources needed: The slides provided

# STEREOTYPES INTERVENTION

**General session outline to help you design your own:**

1. *Introduction Quiz*
2. *What is meant by the term discrimination?*
3. *What do you think a stereotype is ?*
4. *The Equality act*
5. *Gender Stereotypes*
6. *Scenario*



## **Activity 1: Introduction quiz**

- Hand the students the introduction quiz print off and ask them to complete the quiz
- Go through the answers and ask the students to swap with the person next to them to mark their quiz
- Go through the answers and ask the students to swap with the person next to them to mark their quiz
- Resources needed: the slides provided , print off provided , glue sticks and scissors

## **Activity 2: what is meant by discrimination?**

- Read out the slides to the students and ask them to take notes from the slide
- Ask the students to write a scenario of what they think discrimination could be like
- Resources needed: the slides provided,

## **Activity 3: what do you think a stereotype is ?**

- In a spider diagram format , ask the students to answer the question on the slide
- Take feedback from the class before moving onto the next slide.
- With the following slide read out the notes to the students and get them to add to their spider diagrams
- Resources needed: the slides provided

## **Activity 4: The equality act 2010**

- Explain what the equality act is to the students and ask them if they knew of any of the characteristics before the lesson , if they have asked where they have heard it before
- Ask the students to take notes of the equality act to make sure they have an understanding of the act
- Resources needed: The slides provided

## **Activity 5: Gender Stereotypes**

- Hand the students the gender stereotypes print off and ask them to answer the question relating to the words below
- Once the activity has been completed take class feedback to see if any of the answers differ to one another
- Recourses needed : slides provided , print off , glue sticks and scissors

## **Activity 6 : Scenarios**

- Hand the students the scenario print off and in pairs or individually get them to answer the question relating to the scenario
- Once the students have finished : take feedback as a class
- Recourses needed: the slides , print off , glue sticks and scissors

# THEFT SESSION | KS3

**General session outline to help you design your own:**

1. *Learning Objectives*
2. *What would you do?*
3. *What is theft?*
4. *Why do people steal?*
5. *Consequences of stealing*
6. *Reflection*



## **Activity 1: Learning Objectives**

- Go through the learning objectives with the students so they know what today's lesson is going to be about
- Resources needed: The slides provided

## **Activity 2: What would you do?**

- Present the question on the slides on the board and ask the students to write an answer to the question in their books.
- Once the students had answered the question, open up a short discussion: How would this situation make you feel? Why might someone do that?
- Resources needed: The slides provided,

## **Activity 3: What is theft?**

- Using the slides define the meaning of theft and the types of theft. Make sure the students have an understanding of both concepts.
- Ask the students to take notes that will be beneficial to them.
- Once you have worked through the two slides hand the students activity 3: what is theft? and ask them to complete the quiz.
- Once they have completed the quiz put the answers on the board so they can mark their answers (answers on the slides).
- Resources needed: the slides provided

## **Activity 4: Why do people steal?**

- Hand the students activity 4: why do people steal? and ask them to read the case study and answer the questions below the case study.
- Once completed, take feedback as a class.
- Resources needed: The slides provided and the activity hand out

## **Activity 5: Consequences of stealing**

- Explain the consequences of stealing to the students, explain to them that the consequences on the board are for people their age.
- Make them understand that consequences can differ the older you are.
- Resources needed: The slides provided

## **Activity 6: Reflection**

- Ask the students to write a response to the statement that is on the next slide, make sure the students write a response as this is their exit ticket for the lesson.
- Resources needed: The slides provided



# THEFT SESSION | KS4

**General session outline to help you design your own:**

1. *Learning Objectives*
2. *Debate line*
3. *What is theft?*
4. *Case studies*
5. *Consequences of theft*
6. *Reflections*



## **Activity 1: Learning Objectives**

- Using the slides provided read through the learning objectives so that the students have an understanding of what today's lesson is going to be about.
- Resources needed: The slides provided

## **Activity 2: Debate line**

- Ask the students to write whether they agree or disagree with the statement.
- Invite the students to explain their view to explore legal v moral reasoning.
- Resources needed: The slides provided, mini whiteboards and pens

## **Activity 3: What is theft?**

- Explain the meaning of theft through legal definition and key terms, ask the students to write the definition.
- Resources needed: The slides provided

## **Activity 4: Case studies**

- Give the students activity 4: case studies and ask them to complete the task.
- Once done, have class feedback and discussion
- Resources needed: The slides provided and activity hand out

## **Activity 5: Consequences of theft**

- Explain that theft has varying consequences depending on age, make sure they understand the consequences can differ the older you are.
- Ask them to make notes from the slides
- Resources needed : The slides provided

## **Activity 6 : Refection**

- Ask the students to complete the task off the board as this is their exit ticket for the lesson.
- Ask if they would like to share their answers if they care comfortable.
- recourses needed: The slides provided

# TRUSTED ADULTS | KS3

**General session outline to help you design your own:**

1. *Learning Objectives*
2. *Who do you talk to?*
3. *What is a trusted adult?*
4. *Scenario: Who would you tell?*
5. *My trusted adult map*
6. *Reflection*



## **Activity 1: Learning Objectives**

- Using the slides go through the learning objectives so the students will have an understanding of what today's lesson will be about.
- Resources needed: The slides provided

## **Activity 2: Who do you talk to?**

- Ask the students to work in small groups or pairs and ask them to answer the question "If someone was worrying you or made you uncomfortable, who would you talk to?"
- Gather answers on the board - expect a mix of peers, family and adults.
- Discussion prompt: What makes someone trustworthy? (answers might include: listened, doesn't judge, keeps things private, helps you feel safe)
- Resources needed: The slides provided, big whiteboard for discussion

## **Activity 3: What is a trusted adult?**

- Define a trusted adult: someone over 18 who is responsible, supportive and helps keep you safe.
- Examples: Parent, carer, teacher, school nurse, sports coach, youth worker.
- Using the following slide go through trusted adult characteristics
- Resources needed: the slides provided

## **Activity 4: Scenario: Who would you tell?**

- Give each group the activity 1: Scenario, Who would you tell? and get them to read the scenarios and answer the different questions below.
- Groups present their thoughts to the class
- Resources needed: The slides provided and the activity hand out

## **Activity 5: My trusted adult map**

- Hand the students activity 2: my trusted adult map and ask them to complete the worksheet.
- Encourage both writing and drawing for differentiation
- Resources needed: The slides provided, the activity hand out

## **Activity 6 : Reflection**

- As a group take a class discussion to answer the questions on the board.
- Teacher note: Reinforce the message: If one adult doesn't help, keep telling other until someone does.
- Resources needed: The slides provided

# TRUSTED ADULTS | KS4

## General session outline to help you design your own:

1. *Learning Objectives*
2. *Who do you trust?*
3. *Understanding trusted adults*
4. *Support networking mapping*
5. *Scenario: Trust in Practice*
6. *Reflection*



### Activity 1: Learning Objectives

- Using the slides go through the learning objectives for the students to have an understanding of today's lesson.
- Resources needed: the slides provided

### Activity 2: Who do you trust?

- Prompt on board: "Trust is earned, not given. Who do you trust and why?"
- Take a silent reflection for 2-3 minutes
- Class feedback: List trust traits on the board (e.g. listens, respected, confidentiality, consistent, no judgement.)
- Resources needed: The slides provided,

### Activity 3: Understanding Trusted Adults

- Define trusted adults in safeguarding terms. Why they matter in protecting mental health, preventing harm and providing support.
- Emphasise that trusted adults are not just authority figures - they must have earned trust.
- Examples: teachers, mentors, social workers, older siblings (18+), youth workers, councillors, doctors, family friends
- Resources needed: The slides provided

### Activity 4: Support networking mapping

- Each student creates a support web on A3 paper:
- Centre - "Me"
- Branches - "Home, school, online, community"
- List any trusted adults in each area and why they are trusted.
- Discussion prompt: Are there any gaps? What can you do if you don't have someone in the area.
- Resources needed: The slides provided, A3 paper

### Activity 5: Scenario: Trust in practice

- Hand the students activity 1: Scenario: Trust in practice and ask them to read the scenarios and answer the questions below.
- Plenary discussion: Highlight barriers (shame, fear of not being believed, adult breaking confidentiality.)
- Resources needed: The slides provided, the activity hand out

### Activity 6 : Reflection

- Ask the students to answer the start of the sentences that are on the board.
- Make sure they are completed as this is their exit ticket for the lesson.
- Resources needed: The slides provided

## General session outline to help you design your own:

1. *Learning Objectives*
2. *Vaping fact or myth*
3. *What is vaping and why is it risky?*
4. *Scenarios*
5. *Influences and choices*
6. *Personal reflection*



### Activity 1: Learning Objectives

- Using the slides provided explain the learning objectives to the students, this can be so the students know what today's lesson will include
- Resources needed: The slides provided

### Activity 2: Vaping fact or myth

- Hand the students a mini whiteboard each and ask them to write fact or myth to the statements that are on the slides.
- Once the students have written their answers on the board, take discussion on why they choose what they did before the answers appear on the board.
- Once discussion has been made put the answers on the board (the following slide)
- Resources needed: The slides provided, mini whiteboards

### Activity 3: What is vaping and why is it risky?

- Using slides 5-6 explain to the students what vaping is and the effects of using a vape.
- Ensure the students have an understanding of dangers of vaping, you can ask them to take notes of the slides if you wish to do so.
- Resources needed: The slides provided

### Activity 4: Scenarios

- Hand the students activity 1: vaping scenarios and ask them to complete the worksheet in small groups or pairs.
- Ask them to read the scenarios and ask them to answer the questions related to the scenario.
- Resources needed: The slides provided, the activity hand out

### Activity 5: Influences and choices

- Using the slides ask the students to look at the photos on the board. Ask the students the following questions below and take feedback.
  1. What message is being sent?
  2. How might this affect a young person's decision?
- Encourage students to report to spot manipulation and think critically about online content.
- Resources needed: The slides provided

### Activity 6 : Personal Reflection

- Ask the students to complete the sentences on the board, make sure they complete theses as this is their exit ticket for today's lesson.
- If students are comfortable, ask them for feedback.
- Resources needed: The slides provided

## General session outline to help you design your own:

1. *Learning Objectives*
2. *Silent statements*
3. *The reality of vaping*
4. *Decision making*
5. *Personal Reflection*



### Activity 1: Learning Objectives

- Using the slides provided explain the learning objectives to the students, this can be so the students know what today's lesson will include.
- Resources needed: The slides provided

### Activity 2: Silent Statement

- Hand the students mini whiteboards and pens.
- On the slides there is a list of statements, with these statements ask the students if they agree or disagree with the statement on the board.
- Make sure you inform the students that their answers are their opinion. There are no correct answers.
- Resources needed: The slides provided, mini whiteboards

### Activity 3: Reality of vaping

- Using slides provided, read the slides out to the students so they have a deeper understanding of what vaping is like.
- This covers the effects of vaping, chemicals in vapes, UK law and the rise in vaping among young people.
- Optional: ask the students to take notes so they can take the information further.
- Resources needed: The slides provided

### Activity 4: Decision making

- Ask the students to split into small groups and hand out activity 1: Decision making.
- Once the hand out is out, ask the students to read the scenarios and ask them to answer the questions relating to the scenarios.
- Once complete, take class discussion
- Resources needed: The slides provided, the activity hand out

### Activity 5: Personal Reflection

- Ask the students to complete the sentences on the board, make sure they complete this as this will be their exit ticket for the lesson.
- If comfortable ask the students for feedback
- Resources needed: The slides provided

# CALL TO ACTION

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We hope that you found it useful having our resources to help you develop your own session plan. By using our ideas and turning them into your own lesson, ensures that young people are engaging in fun, interactive and informative informal education. Young people are actively wanting to learn in a fun and engaging way, and we hope that this has allowed the young people's voices, that took part in our research, to be heard far and wide with this guidance.

If you have read through this PSHE guidance workbook, have used the session plans and have developed your own lessons with our guidance, we ask that you scan the QR code below to fill in a short survey about your experience with our PSHE guidance.



If you have any further questions or would like to speak to us more surrounding this PSHE guidance workbook or our research please contact us: [laurak@youthfocusne.org.uk](mailto:laurak@youthfocusne.org.uk)

thank  
★ you ★



# THANK YOU!

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On behalf of the North East, Peer Action Collective Team, we want to say a heartfelt thank you to the funders of PAC: Youth Endowment Fund, the #iwill Fund (a joint investment between the National Lottery Community Fund and the Department for Culture, Media and Sport) and the Co-op Group. Your generous support has not only empowered us to tackle serious youth violence in our communities but has also had a lasting impact on our personal and professional development. Thanks to this opportunity, we've been able to amplify the voices of young people, lead peer research and co-produce solutions to issues that directly affect our peers. This project has given us the platform to be apart of the solution, creating safe spaces for difficult conversations, increasing region. Beyond the positive changes we've help create in our communities, being part of the Peer Action Collective has shaped our own futures too. It had given us valuable experience in the youth engagement, research, leadership and project delivery - skills that are now forming the foundation of our careers in youth work. We've gained confidence, developed professionally and discovered a passion for working with young people to make a difference. Without your continued investment in youth-led action, none of this would have been possible. We are truly grateful for you belief in the power of young people, your commitment to supporting our growth and your vision of a safe, fairer future. Thank you for making this journey possible.











"Before PAC, I didn't really see myself doing anything like this but now i feel way more confident speaking up and leading stuff, It's actually made me think about youth work as a proper career."

"I joined PAC to make a positive change in the local community, to help young people thrive."

"PAC has gave the young people a voice that would never been heard without PAC."



"Being part of PAC has given me tremendous and found memories that I will never forget. What I have loved most about PAC was that I was able to engage with young people and develop positive relationships with them through our research and social action."





"PAC has made my confidence grow and has given me opportunities I would never have thought of having."

"Working on PAC gave me a chance to do something good. Talking about serious youth violence, hearing people's stories helping to make changes has made me want to do more of this in the future."



"Being part of PAC has helped me grow so much. I've learned how to listen to people's experiences, work in a team and make real change happen. It's honestly been one of the best things I've done."





