

# PSHE - Physical Health and Mental Wellbeing - Lesson 1

LI: To look at different things that may influence our behaviour and how we can make safe choices.

Does anyone know what does the word 'influence' means?

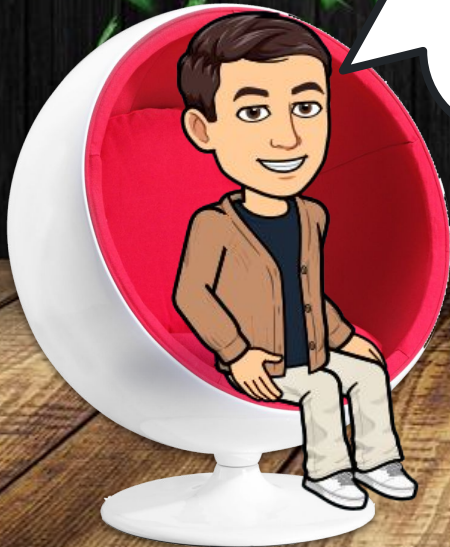
**Activity:** Read the story, 'What Influences My Behaviour?' and discuss the questions at the end.



**Discuss:** When a little boy saw an advert on TV for a remote control car, he wanted one – had he been influenced?

What about a little girl who sees older girls that she thinks look cool in short skirts and high heels and wants to be like them – has she been influenced?

What about when your Mum or Dad tell you that eating sweets all day is bad for your teeth – are they influencing you?



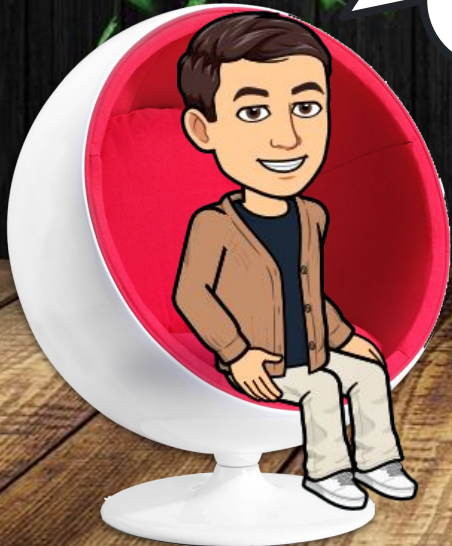
# PSHE - Physical Health and Mental Wellbeing - Lesson 1

LI: To look at different things that may influence our behaviour and how we can make safe choices.



**Activity:** As a class write down all of the things that may influence your behaviour e.g. adverts; parents and older children.

**Challenge:** Draw yourself in the central box and then around the outside, write the things or people that influence you.



**Discussion:** What might happen if people allows themselves to be influenced and follow unsafe unwritten rules? (make an unsafe choice).

What might happen if a person decides not to follow the unwritten rules?

Whatever choices people make, who is responsible for the behaviour?

# PSHE - Physical Health and Mental Wellbeing - Lesson 2

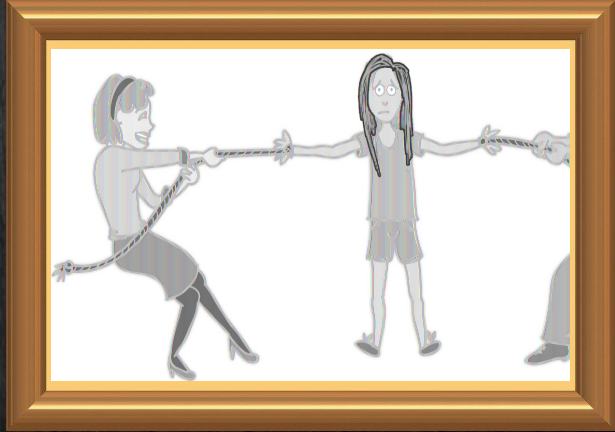
LI: To look at the importance of speaking your mind and why it is sometimes difficult to do so.



**Activity 1: Tug Of War** - There may be times when you have to choose between your conscience telling you to do the right thing and a group telling you to do the wrong thing.

*Would you speak out or walk away?*

**Activity 2 - Role Play.** In groups of 3 or 4, produce some role-play examples of times when it might not be a good idea to speak out as sometimes it is more important to be mindful of other people's feelings e.g. if someone gets their haircut and you don't like it – should you tell them? If not, why not?



Can you think of any other scenarios when it would be best for a person not to say what they are thinking? How do people know when to speak out and when not to? What will tell them?

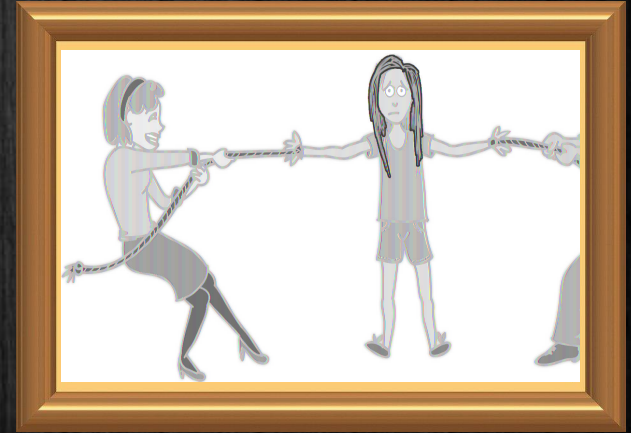
# PSHE - Physical Health and Mental Wellbeing - Lesson 2

LI: To look at the importance of speaking your mind and why it is sometimes difficult to do so.



**Activity 3:** Write about situations where you may need to say what they are thinking.

Complete this activity in your e-journals.



**Summary:** *To stay safe and to keep other people safe we sometimes need to speak out. This is difficult because some people won't like it. We know that in order to feel safe and good about ourselves as well as potentially being safe, we need to follow our conscience at all times. It will let us know the right thing to do.*

# PSHE - Physical Health and Mental Wellbeing - Lesson 3

LI: To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.



**Look at the picture of the baby:**

Does the baby decide anything for him/herself?

Does it choose its clothes?

Does it choose its food?

Does it decide when to go to bed?




**Look at the picture and think of the toddler:**

What about this child. Do they decide anything for herself?

As children grow older, they make more and more decisions for themselves. They grow into their responsibilities and then, when they are adults, they need to be able to make decisions for themselves, but not necessarily by themselves.

# PSHE - Physical Health and Mental Wellbeing - Lesson 3

LI: To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that affect our own safety and that of others.



Adults/children have a right to feel safe all the time and can also talk with someone about anything, even if it feels awful or small.

**What decisions are made for you? What decisions do you make? Record your ideas in a class mind map.**

**Discussion:** Can you think of any situations when children might put themselves at risk? What might happen and what would be the safe action to take? Who could we get help from?

- Alone in a lonely place.
- Getting into a car with someone they don't know.
- Going somewhere without telling someone on their network/helping hand.
- Talking to someone you don't know through social media and telling them your name and address.
- Answering the doorbell if you are in on your own.
- Crossing the road.

**Activity 4: Complete in your e-journals (Making Decisions)**

# PSHE - Physical Health and Mental Wellbeing - Lesson 4

LI: To look at bullying from a variety of perspectives including the bully, the victim and the bystander.

Read the story 'Bullying' and then discuss the questions at the end of the story.

All of us are capable of bullying so we need to be aware of our own behaviour as well as that of others.

## Discussion:

Look at the different 'Points Of View'. In four groups, spend 5 minutes sharing ideas about the category you have been given. Share with the class each POV.



**Activity: What does a bully look like? Complete it on the activity sheet.**

**What could people who bully look like?**

**Answer – like anyone, because anyone is capable of bullying behaviour.**

*Someone who needs to use bullying behaviour has problems of their own and is hurting others to feel in control. They may be being bullied themselves at home or elsewhere. They may feel under pressure to succeed at all costs. They may just feel really bad about themselves. This isn't an excuse, but they do need help in understanding what they are doing and how to stop.*



**Activity:** Split yourself into groups of 3 or 4. Discuss: 'Why might someone be bullied?' Write your answers on one whiteboard. Collate your answers as a class.

**Note:** Although people who bully can pick on people for a whole range of reasons, anyone can be bullied. Research has mentioned that almost half of primary school children say they have been bullied at some time, and even people who are your friends can bully you.



In the same groups, write down some of the effects of bullying on the victim. These may include: not sleeping, feeling sick, self harm, running away etc. Share your answers with the class.

**Activity:** Design an Anti-Bullying Poster - What are some things you can include on your poster?