

Year 9 LfL Lessons - overview

1 Introduction to Learning for Life

- Reflect on what learned in previous years. Watch short film about empathy that builds on definitions used in y7 and 8
- If technology allows, students do RSE survey (if not, they will do it at an appropriate time in the next few lessons) to discover what issues they think are important. If the results suggest something we are not already covering, we will respond with an appropriate lesson at the end of the unit
- Students are given a list of the topics covered this year – check for understanding and brief discussion
- Group discussion of current news stories and why keeping up with current affairs is important

2 Health – Healthy Body, Healthy Mind

- Quiz: *How Healthy Are You?*
- DIET – in groups, students consider what they ate last night and ‘rate each other’s plate’ for healthiness against a model. Students consider the importance of a healthy diet for physical and mental wellbeing. Tips for a healthy diet are shared
- SLEEP – Students fill in short questionnaire about the amount of sleep they get. Discussion of effects of lack of sleep, and benefits of the right amount. Tips for a good night’s sleep are shared and recorded
- EXERCISE – Students record amount of moderate and vigorous exercise they get, and compare with NHS guidelines. They then sort a list of benefits of regular exercise into three categories (social, emotional and physical)
- Students then decide on their three most important healthy lifestyle tips and make a personal pledge about how they will live a healthier lifestyle

3 Health – Time Online

- Students start by answering questions about the amount of time they spend online
- Students read a short article about smartphone addiction and answer two questions, and watch a short film about a group of girls who try to ‘detox’ from their phones. They record the benefits the girls find
- They then watch a short BBC film about a group of children who spend time gaming online, and list the positive and negatives effects
- They read a short article about violence in video games and answer a series of questions
- Finally, they write a response in role as an Agony Aunt to a young person concerned about the amount of time a friend is online

4 Health – Porn awareness

- Students are given a series of statements about the availability of online pornography and try to ascribe percentages to each
- Brief discussion about why pornography has become more widely available in the last twenty years
- Watch a clip from BBC teach (KS4 RSE) about how people can get a distorted view of sexuality through watching pornography
- Students are then given an envelope of viewpoints about pornography, and in pairs decide whether they agree or disagree with them. This leads into a class discussion
- Students watch another BBC Teach clip emphasising that pornography is not real life, and then fill in a table about some of the risks of accessing pornography

5 Relationships – Risky Online Behaviour

- Students start with a multiple choice quiz about teenagers and internet use
- Watch three clips about sending risky or nude pictures online (from BBC Teach, Childnet and Welsh Police)
- Read the legal angle on nude pictures
- Teacher uses script and images on slides to tell the story of a girl pressured into sending a nude picture, while students fill in a table about what each character in the story could have done differently

- Finish with a quiz about what is legal, illegal, or legal but risky

6 Relationships – Consent

- Students write down the definition of consent and then use it in a sentence. They then answer TRUE or FALSE to five statements about the law around consent
- In pairs, students are given an envelope of simple scenarios relating to consent, and put them in three traffic light piles as to whether consent has been properly given (GREEN), not given at all (RED), or more information is needed (AMBER). Class discussion based on answers
- Go through the five rules of consent, and students draw around their hand and write down the five rules
- Finish with clip about consent and tea!

7 Relationships – Coercive Control

- Key words and definitions: control, coercive, behaviour, subtle
- Discuss what controlling behaviour in a relationship might look like, then watch short BBC clip where teenagers describe what coercive behaviour is. Students then write down at least three examples of coercive behaviour
- Students are shown series of simple scenarios and asked to either agree or disagree that these display coercive behaviour
- Students stick a longer scenario in their books and highlight signs of coercive behaviour. Discuss and consider what someone could do if they were worried about themselves or a friend in this situation
- Watch 5 minute BBC clip about a coercive relationship and answer questions about it

8 Who are we? – Gender and Diversity

- Students organise a list of terms into two columns – gender and sexuality. They then choose from two, which is the definition of gender and which of sexuality. Brief discussion of the difference between the two
- Students watch a ten minute film about gender identity, filling in words in a cloze exercise as they watch
- Together, the class read an edited article by transgender journalist Shon Faye about her experiences growing up and discuss changes since the 1980s
- To finish, students write a three question quiz for their classmates about what they have learned today

9 Who are we? – Modern Masculinity

- Students are given a series of statements about the role of men and boys, and tick one of two columns according to whether or not they think society expects this behaviour. Brief discussion of statements
- Common misconceptions around issues of masculinity and feminism are addressed, before students are introduced to the Man Box. They stick an image of a box in their books, and watch a clip from the Men’s Project. They fill the Man Box with the behaviours and expectations mentioned
- Students then watch Jackson Katz (Tough Guise) talk about societal expectations of ‘manliness’
- Discussion of consequences of stereotypically ‘manly’ behaviour for both girls and boys, the watch clip of Roman Kemp talking about the dangers of men bottling up their emotions
- To finish, in a new colour, students add to their Man Box a new set of beliefs about how men and boys could behave

10 & 11 Who are we? – Black Lives Matter

- **Part 1:** Students identify what is going on in an image of a black protester sitting in a ‘white’s only’ seat in Virginia in 1960
- Read about, and watch a clip about, the history of the Civil Rights Movement, and link to current BLM movement
- Read a history of the N-word, and clarify why it is so offensive. Watch a clip of black people discussing what it feels like to be called that word
- Brief history of George Floyd and Breonna Taylor, leading to discussion of the phrase ‘black lives matter’

- Students explain the layers of meaning in statements seen on placards during the BLM protests of 2020, before completing a worksheet on what they have learned this lesson
- **Part 2:** students watch a clip explaining what 'taking a knee' is and write their own definitions
- They are then shown some statistics involving black members of society and asked to find links and explain how one might lead to another. They then apply this idea of systemic racism to a real life scenario
- A funny James Corden clip helps explain the term 'white privilege' and class discuss how the term makes them feel
- They watch a clip about 'decolonising the curriculum' and again, discuss their thoughts on this
- Finally, students reflect on what they have learned about all these terms linked to the BLM movement