

# Relationships - Year 8



## Theme Assembly

**THEME:** Relationships

**ASSEMBLY TITLE:** Angel of Peckham - Camila Batmanghelidjh

**INTENDED OUTCOMES:**

For students to consider the work of Camila Batmanghelidjh, founder of Kids company  
For students to consider the importance of a sense of family and the importance of relationships in our lives.

**RESOURCES:**

Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people  
Brian Radcliffe - Optimus Education 2008 Pages 3-6

**ASSEMBLY PRESENTATION:** The assembly describes the work of Camila Batmanghelidgh in supporting children who are suffering with mental health or emotional difficulties due to their experiences of neglect or abuse. For many of these children their parents are unable to fulfil a parental role.

The assembly invites students to think about the effects of this on a child or young person and develops empathy to consider the emotional, social and physical issues that may arise. It goes on to reflect on what children, young people and what we all need in our lives in terms of relationships and the importance of significant people.

**REFLECTION:** How can we build trust and support for those around us and closest to us?

How are we supported and cared for?

How could we help others?

# The angel of Peckham

## Camila Batmanghelidjh



### Key Stage 4 and 5

**SEAL Key Aspect:** Empathy

#### Summary:

In this assembly students are encouraged to consider the work of Camila Batmanghelidjh, the founder of the charity Kids Company.

#### Resources:

- Reader.

**Taken by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Given to:** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Engagement

### Reader

Camila Batmanghelidjh is a very clever lady. She has a first class honours degree in theatre and dramatic arts from Warwick University, a masters degree in the philosophy of counselling and psychotherapy, a qualification in art therapy from Goldsmiths College and is a trained psychotherapist.

*(Pause)*

She is also severely dyslexic. This means that since childhood she's had difficulty with reading and writing. Her qualifications have been gained largely by using a tape recorder rather than pen and paper.

Camila won the Social Entrepreneur of the Year award in 2005 and Woman of the Year Award in 2006. She's been called the Angel of Peckham.

*(Pause)*

So what has been this woman's achievement?

## Reflection

### Leader

Kids Company was founded by Camila in 1996. It has staff working in 33 inner-city schools in London, a drop-in centre in Lambeth and a post-14 educational institute in Bermondsey. Kids Company works with children who are suffering from mental health or emotional difficulties due to their experiences of neglect or sexual, physical or emotional abuse. For most of these children their parents are no longer able to fulfil a parental role in their lives. For some, the roles have been reversed.

### Reader

What effect does such an experience have on kids?

### Leader

There are two likely effects:

- First, a child can demonstrate disruptive behaviour at school, affecting the learning of other students in their class. This can lead either to exclusion from school or absenteeism.

## The angel of Peckham

- Second, and in a sense more concerning, a child can shut down his or her ability to feel. They become emotionally cold and find it very difficult to make relationships. If they do feel an emotion it's either anger or frustration. They've been robbed of their childhood. These are the kind of kids most adults avoid.

### Reader

Isn't it a popular view to say that, since it's the parents' fault, then the parents should be held to account? If they won't take responsibility then they should be punished.

### Leader

Camila would not agree with that view. Since these parents cannot cope with the role of parenting it's not relevant to try to force them. What these children need is another kind of parent, and that's what the staff at Kids Company try to provide.

### Reader

How can an organisation be a parent?

### Leader

Camila starts not with the organisation but with the child. She knows herself what it means to be robbed of your childhood. She was born into a wealthy family in Tehran, the capital of what is now Iran. She was sent to public school in England, but the Iranian revolution took place while she was here and her parents were arrested. Her family's property was seized and everything she identified as home was destroyed. Her sister committed suicide because of fear that their father would be executed. Camila has never been able to return home.

The children she works with in Kids Company above all need to connect with adults who can give them the experience of being parented. This

first of all means affording them some respect, protecting and honouring their right to a childhood. She believes it's not possible to expect them to act responsibly when they haven't been given moral and emotional role models, when they haven't had someone to look up to. At Kids Company Camila hopes that children can cross a bridge and build relationships of empathy and attachment with adults they can trust.

## Response

### Reader

What is empathy?

### Leader

Empathy is a very special skill. It means first of all recognising that other people are going through experiences similar to those you're going through. That's a two-way process. On the one hand you can draw inspiration from the way they're tackling it. On the other hand you can stand alongside them and show that they're not alone. Sometimes all that is needed is to know you're not on your own. Second, empathy means using your imagination to walk in someone else's shoes, trying to feel what they're feeling and understand what they're going through.

Camila works through empathy with the children in Kids Company. She doesn't try to judge them or their families. She tries to make available a bridge so they can come to her and be parented.

You are too young to parent one another. You haven't the experience, yet. When you do plan to have a child, remember that you'll be the most important person in that child's life, hopefully together with your partner. You are the ones who create the space for them to be a child and learn from your example. I hope it's a good one.

## The angel of Peckham

What can you do for one another now? Try this – when someone is in a mood, has a strop, becomes aggressive, withdraws from the group (you know the kind of behaviours I'm talking about), don't judge them or reject them. Instead, try to walk in their shoes, imagine what they're going through, build a bridge for them to come to you. Probably, what they need more than anything is time and space with someone they can trust.

### Meditation/prayer

Think about the words of this response.  
Make it your own prayer if you wish.

*May I be a calm space, where there is no judgement or rejection.*

*May I be a builder not a destroyer of bridges.*

*May I be a friend.*

*May I walk in other people's shoes.*

*Amen*

### Leading questions

1. Should parents always be responsible for the behaviour of their children?
2. At what age does a child become an adult?
3. What is childhood for?
4. Can we regain a lost childhood?

### Something to do

The government proposes the introduction of parenting classes.

Draw up a syllabus of the key skills a parent needs to learn.

# Relationships

Thought for the week

People around  
us are mirrors  
to ourselves . . .  
what do we see  
in them?



# Relationships

Thought for the week

Opposites  
attract . . .  
or do they?



# Relationships

Thought for the week

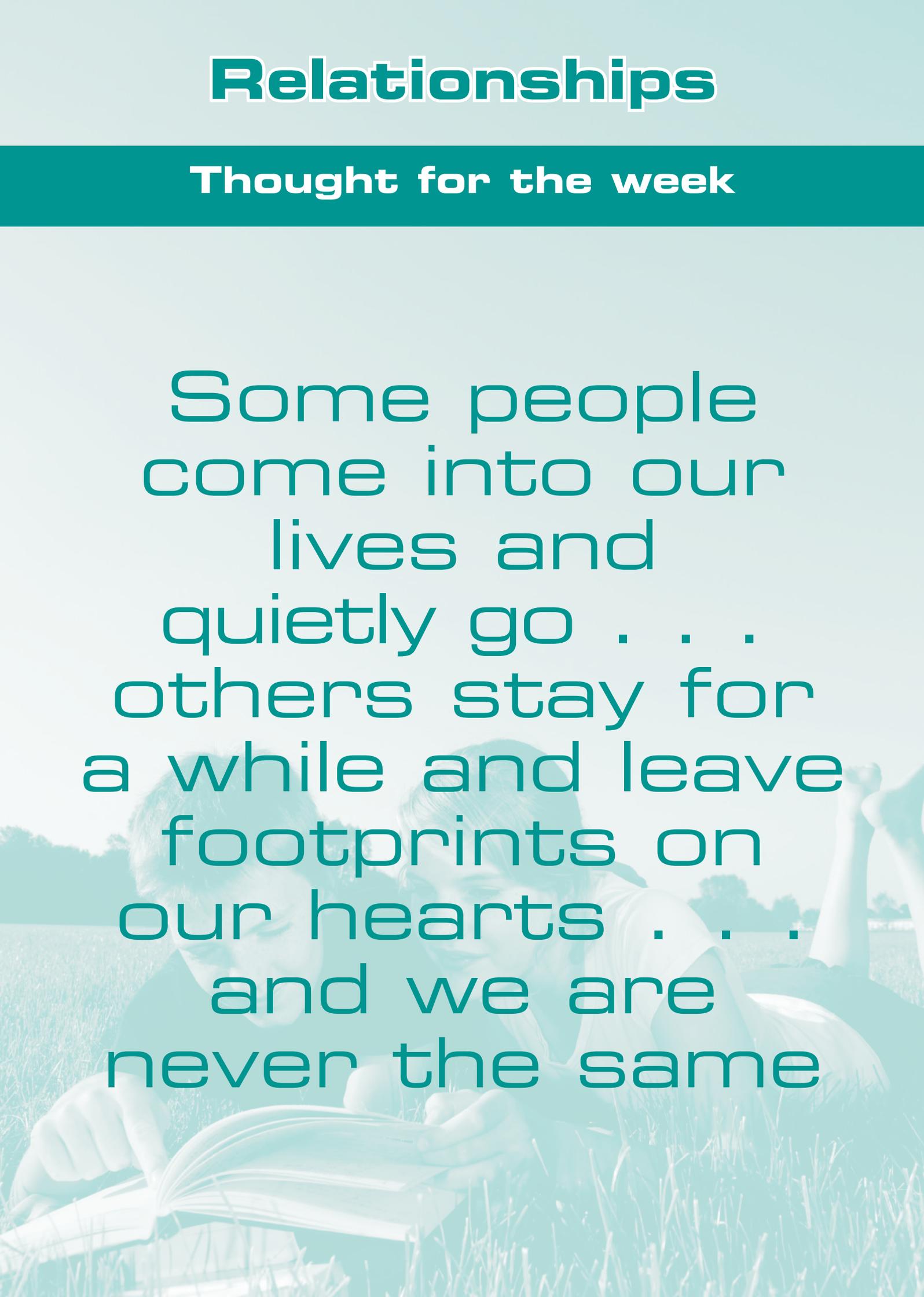
Am I me . . . or  
what other  
people want  
me to be?



# Relationships

## Thought for the week

Some people  
come into our  
lives and  
quietly go . . .  
others stay for  
a while and leave  
footprints on  
our hearts . . .  
and we are  
never the same



# Relationships

Thought for the week

Working  
together builds  
relationships



# Relationships

Thought for the week

It's not the  
winning, it's the  
taking part that  
counts . . .  
or is it?



## Kaleidoscope - Related Aspects - Relationships Year 8 - Spring Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.1.c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</p> <p>P1.4.a Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.</p> <p>P1.4.c Understanding that relationships can cause strong feelings and emotions.</p> <p>P2.1.f develop self-awareness by reflecting critically on their behaviour and its impact on others.</p>	<p>E 2.3.e use approaches to working with others, problem-solving and action planning .</p>	<p><b>Make a Positive Contribution</b> Develop self-confidence and successfully deal with significant life changes and challenges.</p> <p><b>Stay Safe</b> Have security, stability and are cared for.</p> <p><b>Be healthy</b> Physically healthy. Sexually healthy. Healthy Lifestyles Mentally and Emotionally Healthy</p> <p><b>Enjoy and Achieve</b> Achieve personal and social development and enjoy recreation</p> <p><b>Make a Positive Contribution</b> Develop positive relationships and choose not to bully and discriminate.</p>	<p><b>4. EHWB</b> 2. provides clear leadership to create and manage a positive environment which enhances emotional health and wellbeing in school - including the management of the behaviour and rewards policies. 3. has clear, planned curriculum opportunities for CYP to understand and explore feelings using appropriate learning and teaching styles. 4. Has a confidential support system in place for CYP and staff to access advice.</p>	<p>Self awareness Empathy Managing feelings</p>	<p>12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</p> <p>14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</p> <p>15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me and for other people.</p> <p>16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.</p> <p>18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.</p>	<p>I know what my triggers are for feeling rage. I know some ways to manage these feelings of rage. I can anticipate when I will feel jealous. I can express feelings of jealousy. I know some ways to manage my feelings of jealousy. I can identify when a sad mood is persistent and unhelpful. When this is the case I can tell people how I feel and know some ways to manage these feelings. I can evaluate the risks associated with impulsive behaviour and can make a wise choice about the risks I take. I know why relaxation strategies can be helpful to me. I have a range of strategies for managing my moods. I have a basic understanding of the link between health and emotions.</p>	<p>Article 5 - Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 34 - The government should protect children from sexual abuse.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P2.3.a use social skills to build and maintain a range of positive relationships.</p> <p>P2.3.c use the social skills of communication, negotiation, assertiveness and collaboration.</p> <p>P3.i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.</p> <p>P3.j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.</p>			<p><b>1. PSHE</b></p> <p>1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance.</p> <p>7. involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education services.</p>	<p>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p> <p>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>32.I understand that people can feel all the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.</p> <p>33.I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.</p>	<p>I am skilled at changing negative thoughts into positive ones.</p> <p>I can regulate my 'body state' through a variety of techniques, e.g. relaxation.</p> <p>I can recognise the signals my body gives about my emotional state.</p> <p>I can elicit the support of my school and class to meet my long-term goal.</p> <p>I can support others in meeting their goal.</p> <p>I am aware of the feelings I might have at different stages of change.</p> <p>I can delay short-term gratification and I understand how this delay may be beneficial for me in the longer term.</p> <p>I understand the different ways that people attribute what happens to them, and how I can use attributions to help me meet my goals.</p> <p>I can identify those areas within a complex series of events that I have some control over.</p>		

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P3.k the nature and importance of marriage and of stable relationships for family life and bringing up children.</p> <p>P3.l the roles and responsibilities of parents, carers and children in families .</p> <p>P3.d sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities</p>					<p>38. I can recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.</p> <p>39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships.</p> <p>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</p> <p>42. I can make, sustain and break relationships without hurting others.</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p>	<p>I can take responsibility for those areas.</p> <p>I can have different types of friends and manage the interactions of my friendships.</p> <p>I know how to cope when my close friends are involved with other people and deal with feelings of jealousy.</p> <p>I can balance the needs of the people who are important to me.</p> <p>I can manage a situation where my friends and family are together.</p> <p>I can moderate and deal with intense relationships and know the feelings that are experienced by me and others.</p> <p>I know some of the things that can go wrong in a relationship, and how to avoid them.</p> <p>I can assess risks and consider the issues before making decisions about my relationships.</p> <p>I am aware of the changes in my rights and responsibilities as I get older.</p>	

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P3.i the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement</p> <p>P3.j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</p> <p>P3.k the nature and importance of marriage and of stable relationships for family life and bringing up children</p> <p>P3.l the roles and responsibilities of parents, carers and children in families.</p>					<p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> <p>49. I have strategies for repairing damaged relationships.</p> <p>50. I can be assertive when appropriate.</p>	<p>I can try to improve the dynamic of a group to ensure that it is effective.</p> <p>I can convene a team that works effectively and independently to reach a goal.</p> <p>I can support my team to recognise and learn from our failures and mistakes.</p> <p>I have some ideas about what to do if the way some people are acting is not helping the group to work well together.</p> <p>I can take on different roles in a group to ensure that it works well, including leadership.</p> <p>I understand why there is sometimes conflict between different groups.</p> <p>I know how I might help resolve a conflict between my group and another group.</p> <p>I can stand up for my own beliefs even if they are different from those of the rest of my group.</p> <p>I can negotiate for myself and for others.</p> <p>I can evaluate the strategies that I know to resolve conflict in terms of how effective and appropriate they are, both in the long and short term.</p> <p>I can choose different ways to resolve a conflict.</p>	

# Overview of Lessons

Theme: Relationships

Year: 8

Lesson Title	Intended Learning Outcomes
1. Reality TV: It Could be You.	<ul style="list-style-type: none"> <li>I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them (SEAL 33)</li> <li>I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. (P1.4a) (SEAL 32)</li> </ul>
2. Reality TV: Episode One - The Attraction	<ul style="list-style-type: none"> <li>I understand that relationships can cause strong feelings and emotions.(P1.4c)</li> <li>I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them (SEAL 33)</li> <li>I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways (P1.4a) (SEAL 32)</li> </ul>
3. Reality TV: Episode Two - Pressures	<ul style="list-style-type: none"> <li>I can use the social skills of communication, negotiation, assertiveness and collaboration (P2.3a, P2.3c), (SEAL 39, 50)</li> <li>I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them. (SEAL 33)</li> <li>I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. (P1.4a) (SEAL 32)</li> </ul>
4. Reality TV: Episode Three - Loss	<ul style="list-style-type: none"> <li>I understand the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss/ bereavement (P3.i)</li> <li>I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them. (SEAL 33)</li> <li>I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. (SEAL 32)</li> </ul>
5. Reality TV: The Final Countdown	<ul style="list-style-type: none"> <li>I can work and learn well in groups taking on different roles, cooperating with others to achieve a joint outcome.(SEAL 43)</li> <li>I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised. (P 1.4a)</li> </ul>
6. Reality TV: In it to Win it	<ul style="list-style-type: none"> <li>I can work and learn well in groups taking on different roles, cooperating with others' to achieve a joint outcome. (SEAL 43)</li> <li>I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised. (P1.4a)</li> </ul>
<p><b>End of Theme Product/ Project Outcome:</b> TV Reality programme soundbite for three episodes</p>	

**THEME:** Relationships - Reality TV: It could be you

### LEARNING INTENTION/'I'

I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.

I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.

**Creative thinkers**

Generate ideas and explore possibilities

### VOCABULARY

Character, issues, events, experiences, loss, attraction, relationship, script, contract, episode, TV executive, portfolio, rival companies, reality TV programme.

### RESOURCES

- Build a character prompt sheet
- Programme plan handout

### TEACHING/LEARNING ACTIVITIES

#### Engagement

Establish a group contract, charter/ground rules to ensure that the group works in a supportive, secure and respectful way. This needs to be referred back to for each session to ensure ongoing expectations.

Using flipchart or the board draw two stick people and use a student to scribe for each stick person.

Teacher asks a series of questions from the 'Build a character prompt sheet and class suggest ideas to build two characters. (Core activity: students will build their own characters and these will form the base of their own scripts.)

(Note to teacher: Use own judgement on amount of questions to use to gain a general picture, the students will later plan their own character in more detail.)

Teacher then summarises each character drawing out key points.

#### Core Activity

Explain to the class that they will be working in small groups. Each group is a rival script writing company who are bidding for a reality TV programme contract. Each group are to be given a portfolio (folder) for their company's ideas and planning. Their first task is to build two of their own characters who are to become the two main people in a three episode reality TV programme. Explain to the students that during these three episodes certain experiences will happen to the characters.

Episode one - they will be attracted to each other and start a relationship

Episode two - they will experience an issue that will place pressure on their relationship

Episode three - one of the characters will experience the loss of someone special.

In groups the students use the build a character prompt sheet to create two characters making sure that the characteristics they give them will allow them to experience the elements of the three episodes as above.

Each group share a summary of one of their characters with the rest of their class.

Using the programme plan groups then think through the various episodes and record ideas. What happens to the characters in each episode? How do they respond? How do they feel? Do other characters need to be introduced in some episodes? Students will end up with an outline plan for each episode.

Portfolios are then collected in and stored safely to ensure each company's ideas are secure and kept confidential from their rivals!

#### Plenary

Explain to the groups that over the next few lessons their script company is going to be writing the story for each episode and deciding which section of each episode will be chosen to show and highlight to the TV executives when they bid against their rivals to win the contract. This means that in lesson six each group will present a two minute highlight from each of the three episodes. This presentation can include reading an overview of the story, a role play of an excerpt of the script, an interview with a key character, hot seating of key characters, a film clip etc.

If time each group names its company.

**KEY QUESTIONS**

Who are the characters?  
How do they respond to events and issues in their lives?  
Who am I and how do I respond to events and issues in my own life?  
Can I empathise with the characters?

**AFL**

Opportunities for personal reflection arising from group discussion.

**DIFFERENTIATION**

By outcome, through discussion and group work

**CROSS CURRICULAR OPPORTUNITIES**

Literacy  
Drama  
ICT  
Media

**NOTES**

By using script writing for imaginary characters, the issues being considered (peer/family pressure, loss etc) are distanced from students themselves whilst still giving them the opportunity to explore their own responses to these issues.

## Build a Character - prompt sheet

What is the age of the person? (Between 13 -18yrs)

What is the gender?

What is their ethnicity?

What is their name?

What are features of their appearance? - (no more than 6)

What is their family/home situation?

Where do they live? (area, house, flat, caravan?)

What are their interests outside of school?

What are their interests/like/dislikes in school?

Who are their friends/friendship groups?

What is their ambition or an ambition?

Who would they aspire to look like?

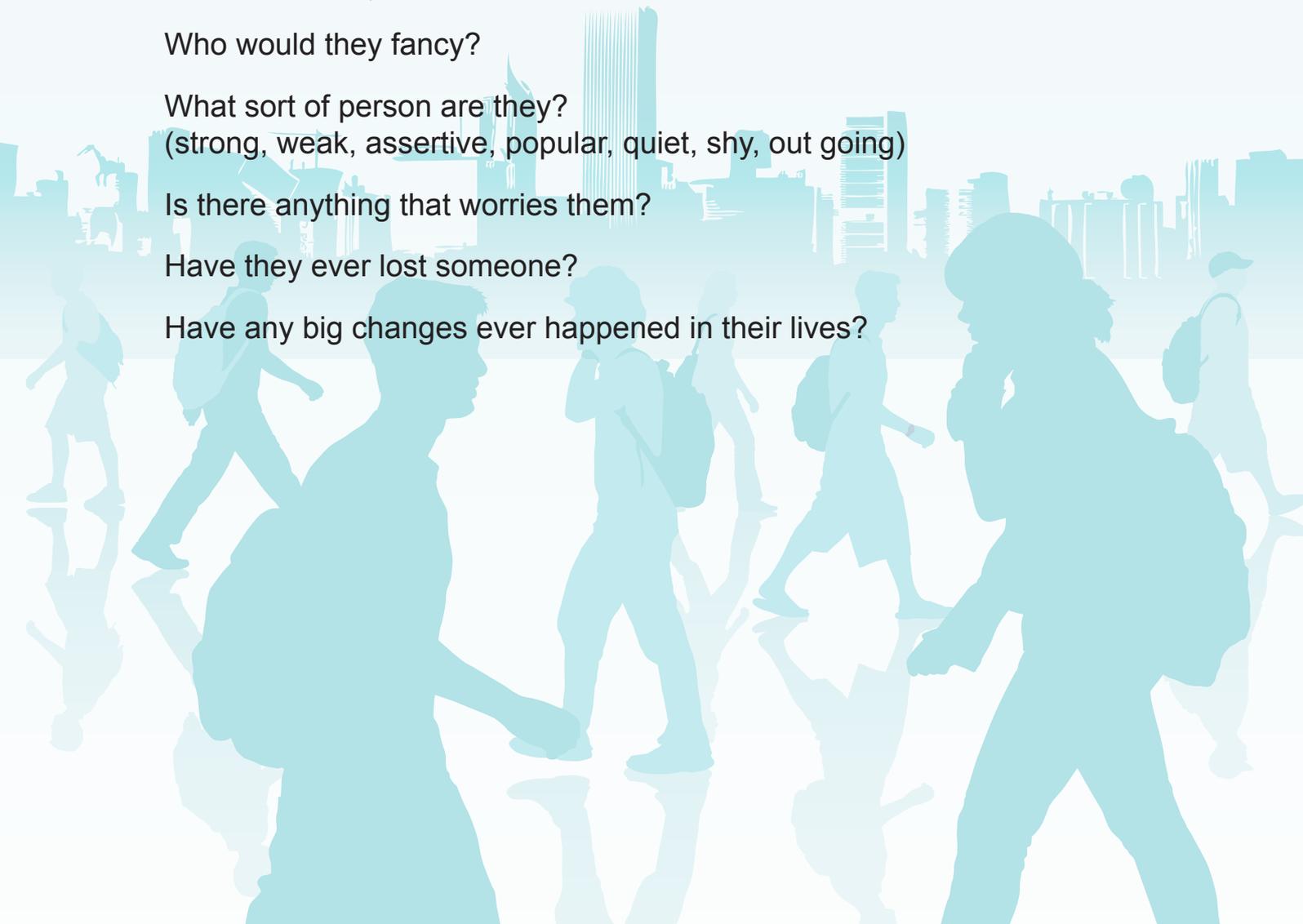
Who would they fancy?

What sort of person are they?  
(strong, weak, assertive, popular, quiet, shy, out going)

Is there anything that worries them?

Have they ever lost someone?

Have any big changes ever happened in their lives?



# Programme Plan

## Episode One

The Attraction

## Episode Two

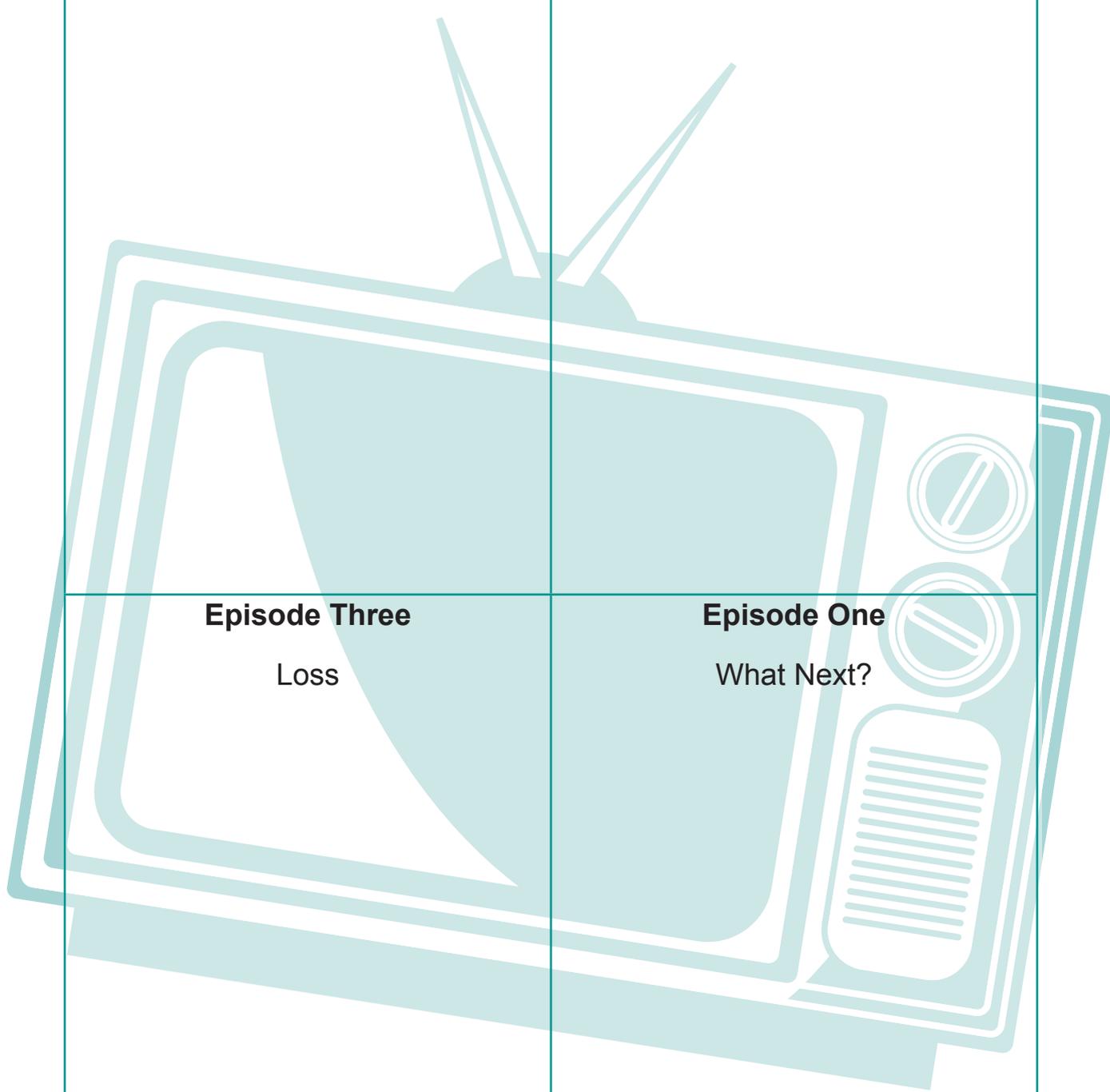
Pressures

## Episode Three

Loss

## Episode One

What Next?



**THEME:** Relationships - Reality TV: Episode One - The Attraction

**LEARNING INTENTION/'I'**

I understand that relationships can cause strong feelings and emotions.  
 I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.  
 I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.



**VOCABULARY**

Character, issues, events, experiences, loss, attraction, relationship, script, contract, episode, TV executive, portfolio, rival companies, reality TV programme, soundbite, fears, worries, hopes, rejection, embarrassment, excitement.

**RESOURCES**

- Power point - couples

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

The teacher presents pictures of celebrities who are in celebrity couple relationship (to include same sex relationships) Eg. Brad Pitt and Angelina Jolie, Elton John and David Furnish, Prince William and Kate Middleton

Students discuss what makes these couples attracted to each other? Feedback as a class listing a range of features of attraction (not all physical appearance).

**Core Activity**

The script writing company groups form and secure their own portfolio. In their groups they review their programme plans from the previous lesson and focus on the story line of episode one: The attraction.

This episode needs to include a scenario of how and when the characters meet, what attracts them to each other, how do they get together and how do they cope with the feelings of initial attraction, asking someone out, their fears, worries, embarrassments, excitement.

By the end of the lesson the groups need to have produced an overview of episode one (either in narrative form, a story board) and have selected the two minute sound bite from this episode that they will then present to the TV executives in lesson six. See lesson one plenary section for sound bite ideas.

**Plenary**

Each group to share one thing positive about how their group has worked together as a team and one area for development for the next lesson.

**KEY QUESTIONS**

- Who are the characters?
- How do they respond to attraction and relationships in their lives?
- Who am I and how do I respond to attraction and relationships in my own life?
- Can I empathise with the characters?

**AFL**

Group reflection on collaborative learning.

**DIFFERENTIATION**

By outcome, through discussion and group work.  
 Use of ICT to record ideas.  
 Group selection.

**CROSS CURRICULAR OPPORTUNITIES**

- Literacy
- Drama
- ICT
- Media

**NOTES**

By using script writing for imaginary characters, the issues being considered (attraction, fear of rejection, embarrassment etc) are distanced from students themselves whilst still giving them the opportunity to explore their own responses to these issues.

## Celebrity Couples



**THEME:** Relationships - Reality TV: Episode Two - Pressures

**LEARNING INTENTION/'I'**

I can use the social skills of communication, negotiation, assertiveness and collaboration.  
 I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.  
 I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.



**VOCABULARY**

Pressures, approval, jealousy, rivalry, diversity.

**RESOURCES**

- Power point - picture

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Present a picture of Prince William and Kate and discuss what might be the pressures that they are under in their relationship? What are the pressures on him and on her and are their specific people putting pressures on them. What are the expectations that other people have about them and the sort of relationship they should have?

Show pictures of young people and discuss the potential pressures that may be on them in terms of the relationships they may choose to have. (Draw out issues of parental approval, peer approval, peer jealousies, gender, age, ethnic diversities).

What impact might these pressures have on young people? What might the consequences be for them, their relationship and their relationships with other people.

**Core Activity**

The script writing company groups form and secure their own portfolio. In their groups they review their programme plans from the previous lesson and focus on the story line of episode two: Pressures.

This episode needs to include a scenario in which one of the characters experiences pressure from somebody outside of the relationship eg parent, friend who disapproves, or is concerned about the relationship.

The groups need to consider what is the impact of this pressure on each character and on their relationship? How do they cope, feel, handle the pressure and what are the consequences?

By the end of the lesson the groups need to have produced an overview of episode two (either in narrative form, a story board) and have selected the two minute sound bite from this episode that they will then present to the TV executives in lesson six. See lesson one plenary section for sound bite ideas. Portfolios are then collected in for safe keeping and protection from rival companies.

**Plenary**

In pairs share the sentence stem: I have experienced pressure in my life when..... and I handled it by.....

Alternatively used a distanced circle round eg. Young people experience pressure in their lives when.....

Class offers coping strategies to handle pressures.

**KEY QUESTIONS**

- Who are the characters?
- How do they respond to pressures in their lives?
- Who am I and how do I respond to pressures in my own life?
- Do I know how to cope with the pressures in my life?
- Do I know where I go for help?
- Can I empathise with the characters?

**AFL**

In learning partners/pairs reflect on own experiences of handling pressures.

**DIFFERENTIATION**

By outcome, through discussion and group work.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

ICT

Media

**NOTES**

By using script writing for imaginary characters, the issues being considered (peer /family pressure, etc.) are distanced from students themselves whilst still giving them the opportunity to explore their own responses to these issues.

# Under Pressure?



**THEME:** Relationships - Reality TV: Episode Three - Loss

### LEARNING INTENTION/'I'

I understand the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss/ bereavement.

I can see the world from other people's points of view, taking into account their intentions, preferences and beliefs and can feel with and for them.

I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.



**Self-managers**  
Manage their emotions and build and maintain relationships

### VOCABULARY

Loss, bereavement, separation, divorce, death, shock, denial, anger, bargaining, depression, testing, acceptance.

### RESOURCES

- Pictures - Prince William and Kate Middleton, picture of Charles and Diana's wedding, picture of them that shows them as separated, picture of Diana's funeral with William and Harry as boys, picture of Kate separate from William (possibly with newspaper heading 'William splits from Kate') [www.rd4u.org.uk](http://www.rd4u.org.uk) - Youth involvement project website - linked to Cruse bereavement care
- Loss cycle power point

### TEACHING/LEARNING ACTIVITIES

#### Engagement

Share the picture of Prince William from the power point. Ask students if they know about any major loss/change that has happened in Prince Williams' life. (Divorce of his parents, death of his mother, split in his relationship with Kate). Share the other pictures which depict the losses he has experienced.

How did these losses affect William, how did he handle them?

Brainstorm sorts of losses that young people may experience and discuss how this might impact on them eg. Their feelings, their thoughts and their behaviours, health.

Is loss painful? How do young people cope with this pain?

#### Core Activity

Share with the students the loss cycle power point and highlight the natural process and range of emotions people go through as a response to loss. Emphasise that everyone experiences loss and responds to it in their own unique way.

Allow students the chance to talk to a partner and share thoughts or to individually write down their thoughts and feelings and reflect for themselves. Ensure students know where they can get help if need be and be sensitive to individuals responses, experiences and emotions.

The script writing company groups then form and secure their own portfolio again. In their groups they review their programme plans from the previous lesson and focus on the story line of episode three: Loss.

This episode needs to include a scenario in which one of the characters experiences the loss of somebody special ( through moving away, separation or divorce, bereavement).

The groups need to consider what is the impact of this loss on each character and on their relationship? How do they cope, feel, handle the range of emotions and what are the consequences? (Refer to loss cycle).

By the end of the lesson the groups need to have produced an overview of episode three (either in narrative form, a story board) and have selected the two minute sound bite from this episode that they will then present to the TV executives in lesson six. See lesson one plenary section for sound bite ideas. Portfolios are then collected for safe keeping and protection from rival companies.

**Plenary**

In order to bring closure to the sensitive work on loss and to lighten the atmosphere please end the lesson with an appropriate fun and relaxed group activity such as 'body part balance' as follows:

Ensure that there is enough space for this activity with chairs and tables pushed back.

Ask students to quickly get into threes and to make a shape that only has four body parts on the ground (eg. hand, foot, bottom, knee)

Then ask them to get into fours with three body parts on the floor

Then fives with seven body parts on the floor

Draw out the key skills that they need to use and develop for this activity - team skills, cooperation, listening, reasoning, coordination, balance.

**KEY QUESTIONS**

Who are the characters?

How do they respond to loss in their lives?

Who am I and how do I respond to loss in my own life?

Do I know how to cope with loss in my life?

Do I know where I go for help?

Can I empathise with the characters?

**AFL**

Self reflection.

Awareness raising through group discussion.

**DIFFERENTIATION**

By outcome, through discussion and group work.

Group selection.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

ICT

Media

RE

**NOTES**

# Relationships



- It's Official: Charles and Diana Split



William and Kate split?



# Loss Cycle

[www.rd4u.org.uk](http://www.rd4u.org.uk)

## What is bereavement?

Bereavement simply means losing someone through death. It could be one of your parents, grandparents, brothers or sisters, friends, boyfriend or girlfriend – anyone who is important to you.

## What might I feel?

The feelings that we have after someone close has died can be called grief. Everyone experiences grief differently – there is no 'right' way to feel. Feelings can include shock, numbness, despair, intense sadness, guilt, depression, relief, fear, anger. It can sometimes feel as if we're thrown from one feeling to another.

It's not unusual to feel numb, which means feeling like you have no feelings at all.

**My dad died a week ago ...I'm just in a dream hoping my dad will come home but knowing he won't.**

**I feel so lost and confused, it's like all the world came crashing down. I didn't think I would ever stop crying. Now I just feel so hurt and upset.**

**Why did she have to die? I needed her. It's just not fair. Death no longer makes me sad, it makes me angry.**

**Shock stage:** Initial paralysis at hearing the bad news.  
**Denial stage:** Trying to avoid the inevitable.  
**Anger stage:** Frustrated outpouring of bottled-up emotion.  
**Bargaining stage:** Seeking in vain for a way out.  
**Depression stage:** Final realization of the inevitable.  
**Testing stage:** Seeking realistic solutions.  
**Acceptance stage:** Finally finding the way forward.

**"NORMAL" FUNCTIONING**

**Shock and Denial**

- Avoidance
- Confusion
- Fear
- Numbness
- Blame

**Anger**

- Frustration
- Anxiety
- Irritation
- Embarrassment
- Shame

**Depression and Detachment**

- Overwhelmed
- Blobs
- Lack of energy
- Helplessness

**Dialogue and Bargaining**

- Reaching out to others
- Desire to tell one's story
- Struggle to find meaning for what has happened

**Acceptance**

- Exploring options
- A new plan in place

**RETURN TO MEANINGFUL LIFE**

- Empowerment
- Security
- Self-esteem
- Meaning

## What do bereaved children need?

Those who have worked with bereaved children over many years have identified the following key needs to be met.

- Information and Education
- Opportunities to express feelings
- Communication
- Opportunities to remember
- Meeting others

Grief is a normal and natural response to loss.

*'A child can live through anything provided they are told the truth and allowed to share the natural feelings people have when they are suffering'*  
**Eda La Shan.**

However, every child's bereavement journey will be unique.

- changes in sleep patterns
- changes in eating patterns
- loss of interest in normal enjoyable activities
- inability to concentrate
- fatigue or loss of energy
- feelings of guilt, helplessness or worthlessness
- difficulty remembering things
- thoughts of death or suicide
- difficulty making decisions

## Where to get help

[www.cruse.org.uk](http://www.cruse.org.uk)

[www.rd4u.org.uk](http://www.rd4u.org.uk)

**THEME:** Relationships - Reality TV: The Final Countdown

**LEARNING INTENTION/'I'**

I can work and learn well in groups taking on different roles, cooperating with others' to achieve a joint outcome.

I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.



**VOCABULARY**

Presentation, narrative, script, episode, contract, TV reality programme.

**RESOURCES**

- Charades scenario cards
- Students portfolios

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Charades activity - students come up to the front in pairs (volunteers). They are given a scenario and have to mime the phrase for the rest of the class to guess.

Scenario phrases eg:

I have lost my purse, could you lend me £5?

What time is the next bus into town?

Will you marry me?

Sorry, I forgot to put any deodorant on today.

Excuse me! There is a queue here!

**Core Activity**

Each group reviews their overall programme plan and especially thinks about the resolution of their story. (The 'what next' box of their plan).

Then each group reviews the two minute sound bites from each of the three episodes and works out how to present each sound bite to the TV executives for the following lesson. Each sound bite could be offered as role play, dialogue, interviews, hot seating, reading the narrative etc. and each piece must show how the characters are feeling as well as what is happening in the scenario. They will need to think about how each sound bite is presented, who presents which piece and how the pieces are joined together so that the TV executives get a feel for the whole story.

The aim is to persuade the TV executives that their script writing company should win the contract for the Reality TV show.

By the end of the lesson the groups need to be clear about what their presentation entails for the following week. They should be encouraged to rehearse this before next lesson.

**Plenary**

This plenary session is a chance to ask questions and clarify the expectations of next week's lesson.

**KEY QUESTIONS**

- How will we present our script?
- How can we ensure that the characters feelings, experiences and reactions are demonstrated?
- Is the whole story clear to the audience?
- How can we ensure our presentation is good enough to win the contract?
- How do the characters and these events affect my own interpretation and experience of life?

**AFL**

Group reflection on attainment of success criteria.

**DIFFERENTIATION**

By outcome, through discussion and group work.  
Group selection.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy

Drama

ICT

Media

RE

**NOTES**

The whole of the following lesson will be dedicated to groups presenting their bids for the contract. Thought needs to be given to where this might happen, the layout of the room and composition of the TV executive board. This could be made up of older students, senior leadership team, governors, visitors from business, parents etc.

All groups will be involved in peer evaluation and required to reflect on each others presentations.

Students may need support in rehearsing their presentations before next lesson.

## Charades Scenario Cards

**I have lost my purse,  
could you lend me £5?**



**What time is the next bus  
into town?**



**Will you marry me?**



**Sorry, I forgot to put any  
deodorant on today.**



**Excuse me!  
There is a queue here!**



**I'd like a cappuccino and a  
chocolate muffin please.**



**THEME:** Relationships - Reality TV: In It to Win It

**LEARNING INTENTION/'I'**

I can work and learn well in groups taking on different roles, cooperating with others' to achieve a joint outcome.

I understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.



**VOCABULARY**

Presentation, narrative, script, episode, contract, TV reality programme.

**RESOURCES**

- Presentation props (group responsibility)
- Peer assessment sheets
- TV executive assessment sheet

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

The teacher sets the scene, welcoming the TV executives, introducing the proceedings and the groups.

**Core Activity**

Each group gives their presentation of the overview of their story with the three focused sound bites.

Each group then feeds back their collective group comments to one other group about their presentation and the key messages that were portrayed. This peer assessment works as a carousel so that each group receives feedback from one other group and gives feedback.

After receiving their feedback, each group has a chance to respond, to thank, agree, question or offer further explanation.

Then each group sends one representative to sit in front of the executive board (like on 'The Apprentice'). The chief executive gives feedback to each representative highlighting positives.

The chief executive then points to the representative of the winning group that the board has selected and says: "You're hired!"

**Plenary**

This is to be an overall reflection of the whole unit of work for each individual.

Identify three key learning points about relationships, pressure and loss.

Identify the skills of group work and collaboration that you developed.

What did you enjoy most about this unit of work?

What would have enabled you to learn more in this unit?

Teacher to collect in the responses to inform future planning.

**KEY QUESTIONS**

- Which presentation was best and why?
- How were the messages portrayed?
- How well did the narratives show the emotions and reactions of the characters?
- Could I empathise with the characters in each groups presentation?
- Has my ability to empathise improved? How?

**AFL**

- Group reflection and feedback on attainment of success criteria.
- Self reflection on what has been learnt.

**DIFFERENTIATION**

By outcome, through discussion and group work.

Group selection.

**CROSS CURRICULAR OPPORTUNITIES**

- Literacy
- Drama
- ICT
- Media

**NOTES**

Praise and celebrate collaborative work and resulting presentations.

# Reality TV Presentation TV Executive Comment Sheet

Team Name . . . . .

Heading	Comment	Score out of 10
How well did episode one explain attraction?		
How well did episode two explain pressure?		
How well did episode three explain loss?		
Quality of overall storyline		
Quality of overall presentation		
How well did the team work together?		
<b>Total Mark</b>		

# Reality TV Presentation Peer Assessor Comment Sheet

Team Name . . . . .

Peer Assessor . . . . .

Heading	Comment	Score out of 10
How well did episode one explain attraction?		
How well did episode two explain pressure?		
How well did episode three explain loss?		
Quality of overall storyline		
Quality of overall presentation		
How well did the team work together?		
<b>Total Mark</b>		

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**Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students**



## Relationships Resources

Organisation	Contact Details	Resource
<b>A Chance 2 talk</b>	<a href="http://www.achance2talk.com">www.achance2talk.com</a>	Childline website covering Bullying; Neglect; Alcohol; Family relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy.
<b>Anti-bullying Alliance</b>	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>	A coalition of 50 expert organisations seeking to get children, young people and adults working together to develop strategies that help both those being bullied and the bullies themselves.
<b>Anti-Bullying Network</b>	<a href="http://www.antibullying.net">www.antibullying.net</a>	Scottish Charity Publish information sheets for young people, parents and school staff as well as providing information and links to relevant organisations on their website.
<b>British Institute of Learning Disabilities</b>	<a href="http://www.bild.org.uk">www.bild.org.uk</a>	Working to improve the lives of those with learning disabilities. Publisher of books and journals for professionals and adults and children with a learning disability achieve a better quality of life.
<b>Bullying Online</b>	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>	Provides an email advice service for children and young people, as well as online help and information for schools and pupils.
<b>Childhood Bereavement Network</b>	<a href="http://www.childhoodbereavementnetwork.org.uk">www.childhoodbereavementnetwork.org.uk</a>	Teaching resources and support.
<b>Creating a co-operative classroom - activities</b>	<a href="http://www.unicef.org.uk">www.unicef.org.uk</a>	Activities for 9 to 13 year olds to build a co-operative classroom through conflict resolution and problem solving.
<b>DEED- Development Education in Dorset</b>	<a href="http://www.deed.org.uk">www.deed.org.uk</a> 01202 739422	Resource centre, inset training, workshops in schools- aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change.
<b>Divorce Aid</b>	<a href="http://www.divorceaid.co.uk/child/teenagers">www.divorceaid.co.uk/child/teenagers</a>	Site all about divorce includes a section for teenagers. It discusses emotions and has details of helplines, online advice, useful sites and books.
<b>Equality and Human Rights Commission</b>	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>	Teaching resources and support.

Organisation	Contact Details	Resource
<b>Incentive Plus</b>	<a href="http://www.incentiveplus.co.uk">www.incentiveplus.co.uk</a>	Large supplier of resources for the promotion of social and emotional competence and positive behaviour in children
<b>It's not your fault</b>	<a href="http://www.itsnotyourfault.org">www.itsnotyourfault.org</a>	Action for Children site for children, young people and parents going through a family break-up.
<b>Kidscape</b>	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying including cyber bullying.
<b>Listening Ear</b>	01202 720910 07763101440 <a href="mailto:listeningear@fsmail.net">listeningear@fsmail.net</a> Kings Park Annexe, Station Approach, Boscombe BH1 4NB	Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders.
<b>Oxfam</b>	<a href="http://www.oxfam.org.uk">www.oxfam.org.uk</a>	PHSE resources including lesson plans on discrimination.
<b>Race Equality Council</b>	Pan Dorset: <a href="http://www.dorsetrec.org.uk">www.dorsetrec.org.uk</a> 01202 553003	Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.
<b>Relate</b>	<a href="http://www.relate.org.uk">www.relate.org.uk</a>	Relationship education supporting couple and family relationships.
<b>Save the Children</b>	<a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>	Education Unit promotes global child rights education in schools and youth groups. Teaching resources.
<b>STANCE: resource for challenging homophobic bullying in schools</b>	<a href="http://www.stance.org.uk">www.stance.org.uk</a>	STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance.
<b>Think U Know Child Exploitation and Online Protection (CEOP) Centre</b>	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives safety information on IT sites, mobiles and new technology- areas for young people and teachers
<b>Unity in Vision</b>	<a href="http://www.unity-in-vision.org.uk">www.unity-in-vision.org.uk</a>	Based in Boscombe a group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.
<b>Young Carers</b>	<a href="http://www.youngcarers.net">www.youngcarers.net</a> <a href="http://www.youngcarers.com">www.youngcarers.com</a>	The Princess Royal Trust for Carers Children's Society