

“I AM ME”

Lesson plans

BARNARDOS
CYMRU



Lesson Plan	Activity	Type of Activity	Resources	Groupings
<p>I am ME</p> <p>Aim: To introduce the programme and enable the students to build a respectful learning environment whilst identifying their own strengths and abilities.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> Identified their strengths, abilities and positive traits. Identified a characteristic in which they wish to develop or continue to grow. Started to build a respectful relationship with each other as a group. 	<p>Introduction</p> <p>Group Rules – Explain that in order to work together we will need to establish some rules within the group. Ask the students what they would consider to be important whilst working together through the programme to ensure they respect each other and themselves. Write these down on the flip chart and display at each session for the students to refer to and add to if required.</p>	Classroom Activity	Flip Chart Paper Pens	Whole Class
	Introduce the Workbooks	Workbooks		
	<p>Introduce the activity</p> <p>Activity: Name Anagram</p> <p>Ask the students to identify positive traits using letters of their name.</p> <p>Show example provided (attached) if required. Encourage the students to feedback their anagrams to the group</p>	Workbook Activity	Workbook page 3	Individual
	<p>Introduce the activity</p> <p>Activity: Who am I?</p> <p>Inside the mirror in the Workbooks, ask the students to draw or write their qualities, strengths, abilities and what they like about themselves.</p> <p>Some children may find it hard to find positive factors about themselves. Ask them to ask a friend what they think about them. Remind all students that they should be respectful.</p>	Workbook Activity	Workbook page 4	Individual Pairs (if required)

Activity **Name Anagram (example)**

J joyful

A adventurous

N neat

E enthusiastic

D determined

O outgoing

E encouraging

J joker

O outgoing

H honest

N nice

D determined

O open

E encouraging

Theme 1 My Body

**What Makes Me,
Me.**

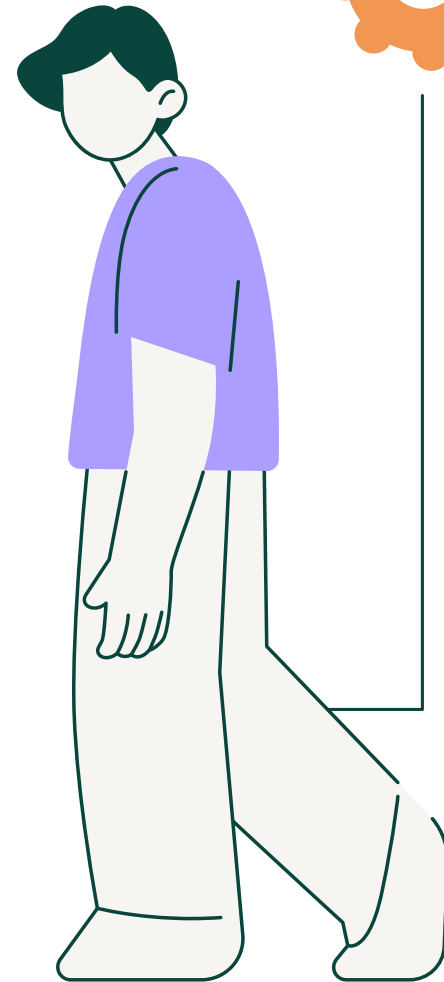
**Rules Around
My Body**



Touch?

Privacy?

I am ME



Theme 1. My Body	Activity	Type of Activity	Resources	Groupings
<p>What Makes me, me?</p> <p>Aim: To explore the different body parts the students have and support them to identify what parts of their bodies are recognised as private whilst learning the correct terminology for these.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> Identified body parts and explored different words used for them. Recognised the body parts which are private and understood the importance of knowing and using the correct terminology. 	<p>Introduction – Introduce the theme</p>			
	<p>Introduce the activity</p> <p>Activity – My Body</p> <ul style="list-style-type: none"> Ask the students to think about the different body parts they have? <p>Ask the class to call out as many parts of the body that they can name and write them on the flip/wipe board.</p>	Classroom Activity	Flip/Wipe Board Pens	Whole Class
	<p>Introduce the activity</p> <p>Activity – Female/Male Body Parts</p> <ul style="list-style-type: none"> Ask the students, in their Workbooks to draw a line from the word to the appropriate body part. Note: Each worksheet has some private parts that relate to the other gender, to help the students identify which parts belong to each gender. 	Workbook Activity	Workbook pages 5&6	Individual
	<p>Introduce the Activity</p> <p>Activity – Private Body Parts</p> <ul style="list-style-type: none"> Ask the students: Should any of these body parts be kept 'private'? Note:use the discussion to explore language that is used for body parts. What is the correct terminology for these words? Using the female and male body parts worksheets from the previous activity. Ask them to highlight the body parts which are private by circling or highlighting the words. 	Classroom Activity Workbook Activity	Hands Up Workbook pages 5&6	Whole Class Individual

Activity **Is it OK or not ok? Scenarios**

Is it **OK/NOT OK** to be naked in the following places?

Changing Rooms

Bedroom

Kitchen

Library

Park

School

On the bus

Shops

At the GP Surgery

Nappy changes
for babies

Youth Club

Would it be **OK/NOT** ok to wear a swimsuit into a School?

Theme 1. My Body	Activity	Type of Activity	Resources	Groupings
<p>Rules: Privacy</p> <p>Aim: To recognise the importance of rules around privacy in a variety of contexts.</p> <p>Objectives By the end of the session, the students will have:</p> <ul style="list-style-type: none"> Identified what is ok and not ok when considering the meaning of privacy in different settings offline and online. 	<p>Introduce the activity</p> <p>Activity – Privacy Online</p> <ul style="list-style-type: none"> Ask the students if the rules around privacy are the same online as offline? <p>Ask for feedback on why they have given the answers they have, and validate as a group.</p>	Classroom	Hands Up	Whole Class
	<p>Introduce the activity</p> <p>Activity – Privacy Online</p> <ul style="list-style-type: none"> In small groups ask the students what rules there are around privacy online. <p>Ask for feedback from the groups on why they have given these answers and validate as a whole group.</p> <p>Write the answers in their Workbooks.</p>	Workbook	Workbook page 8	Small Groups
	<p>Introduce the activity</p> <p>Activity – Am I Worried?</p> <ul style="list-style-type: none"> Read out each of the scenarios and ask the students to stand up if they are worried and remain seated if they are not worried. Do the same for each Scenario read out. Ask the students to feedback their decisions to stand or remain seated. Discuss with the class their thoughts, following each Scenario. 	Classroom Activity	Scenarios	Whole Class

Activity **Am I Worried Scenarios**

Am I Worried?

Scenario 1

You get a friend request from a random player in a game. "Hey you're good! We should play together! Add me?"

Scenario 2

You get a message on your mobile phone from someone you don't recognise. "Hi, this is Corey! Remember me from last summer? Add me!"

Scenario 3

You get a message from someone you don't follow. "Hey! Love your posts, you're SO funny! I'd love to get to know you, Add me!"

Scenario 4

You get a message from someone you don't know on messenger. "I saw you in the hall today, U R CUTE! Can I have your number and we can talk more"

Scenario 5

You receive a message online. "Hey, we have some friends in common and I saw you online. I like you! Add me!"

Theme 1. My Body	Activity	Type of Activity	Resources	Groupings
<p>Rules: Touch</p> <p>Aim: To explore the different kinds of touching and to support the students to recognise what is ok and not ok around touching others and being touched.</p> <p>Objectives By the end of the session, the students will have:</p> <ul style="list-style-type: none"> • Explored the meaning of touch, the different types of touch and the different reasons around touching. • Discussed what is ok and what is not ok when considering their bodies and touch. • Identified what is ok and not ok within different scenarios. 	<p>Revisit the rules around bodies. Highlight the word touch if this is identified. If not, introduce the rule of touch.</p>			
	<p>Introduce the activity</p> <p>Activity – Touch</p> <p>Ask the students the following question:</p> <ul style="list-style-type: none"> • Q1. What does it mean to you when you hear the word touch? <p>Ask the student to consider the following question:</p> <ul style="list-style-type: none"> • Q2. Why would someone want to touch another person? <p>Answers to be written on the Spider Gram within the Workbooks.</p>	Classroom Activity	Hands Up	Whole Class
	<p>Introduce the activity</p> <p>Activity – OK/NOT OK</p> <ul style="list-style-type: none"> • Ask the students, to mark the areas of the body where they would be OK (✓) and NOT OK (X) to be touched. <p>Note: Highlight that there may be differences between each of them in the class, in terms of what they are comfortable with and not comfortable with when being touched.</p>	Workbook Activity	Workbook page 9	Individual
	<p>Introduce the activity</p> <p>Activity – ‘OK’ and ‘Not OK’</p> <ul style="list-style-type: none"> • Give each group a pair of the ‘OK’ and ‘Not OK’ cards. • Read out each scenario and ask the students, in their groups to consider if the behaviour is OK or NOT OK. • Ask the groups to display their answers (cards). • Ask for feedback from each group to explain their decisions. 	Classroom Activity	Touch Scenarios OK/ NOT OK Cards (attached)	Individual

Activity **Touch Scenarios**

Is it **OK/NOT OK**

To be kissed
without
asking?

If you are
asked for a hug?

To be hugged
without asking?

If you are ignored
when you have
already said no
to someone?

To touch
someones
hair?

If someone
holds your
hand?

If you are asked to
touch your private
parts?

OK

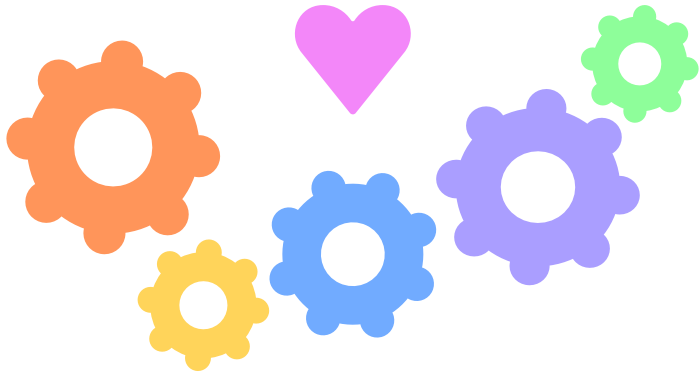
NOT OK

Theme 2

My Development

**My Body
Development**

**My Brain
Development**



Theme 2. My Development	Activity	Type of Activity	Resources	Groupings
<p>Body Development</p> <p>Aim: To identify the stages of development within the Human Life Cycle and explore how bodies change over time physically in appearance and abilities.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Explored the Human Life Cycle. • Identified the correct names and ages within the Cycle. • Understood the differences between each stage of development. 	<p>Introduce the theme</p>			
	<p>Introduce the activity</p> <p>Activities – Human Life Cycle</p> <ul style="list-style-type: none"> • Ask the students to correctly number the pictures in order of human development (1 being the beginning). • Ask the Students how old they believe each human looks (approximate) under each picture. 	Workbook Activity	Workbook page 12	Individual
	<p>Introduce the activity</p> <p>Activity – Physical Differences</p> <ul style="list-style-type: none"> • Ask the students to think of examples of ‘how they are different now, from when they were younger?’ 	Workbook Activity	Workbook page 13	Whole Class
	<p>Introduce the activity</p> <p>Ask the students to consider the following activity in the context of appearance and abilities:</p> <ul style="list-style-type: none"> • Group 1 – How is a baby different to child? • Group 2 – How is a child different to a teenager? • Group 3 – How is a teenager different to an adult? • Group 4 – How is a young adult different from an elderly adult? <p>Ask each group to feedback their responses to the rest of the class and encourage the other groups to include any other factors they can think of.</p>	Classroom Activity	Flip Chart Paper Group 1-4 Cards (attached)	4 Groups

Group 1
Baby vs
Young Child

Group 2
Young Child vs
Teenager

Group 3
Teenager vs
Young Adult

Group 4
Young Adult vs
Older Adult

Theme 2. My Development	Activity	Type of Activity	Resources	Groupings
<p>My Body Changes – Puberty</p> <p>Aim: To explore changes of the body for an Adolescent during Puberty.</p> <p>Objectives</p>	<p>Introduce Puberty</p>			
	<p>Ask the students to consider the following questions:</p> <ul style="list-style-type: none"> • What is an Adolescent? • What age would we consider an adolescent to be? <p>Ask the students to feedback before giving the answers.</p> <p>Between approximately 11 and 18 years of age.</p>	Classroom Activity	Hands Up	Whole Class
	<p>Introduce the activity</p> <p>Activity – Puberty</p> <p>Consider the following questions:</p> <p>Q1. What is Puberty?</p> <p>Ask the students to put their hands up if they have heard of Puberty.</p> <p>Q2. How old would someone be when they go through Puberty? Is this the same for females and males?</p>	Classroom Activity	Workbook page 13	Whole Class
<p>Introduce the activity</p> <p>Activity – Changes during the Puberty</p> <p>Q3. What are the changes for females?</p> <p>Ask the students to label the different changes for females on the body template supplied.</p> <p>Q4. What are the changes for males?</p> <p>Ask the students to label the different changes for males on the body template supplied.</p> <ul style="list-style-type: none"> • Ask the students, to write within the thinking bubble template provided 'What are your worries about Puberty?' 	Worksheet Activity	Body Templates	Individual	
		Worksheet Activity	Thinking Bubble Template	Individual

Activity Puberty. What are my worries?



Activity Puberty. Changes during Puberty

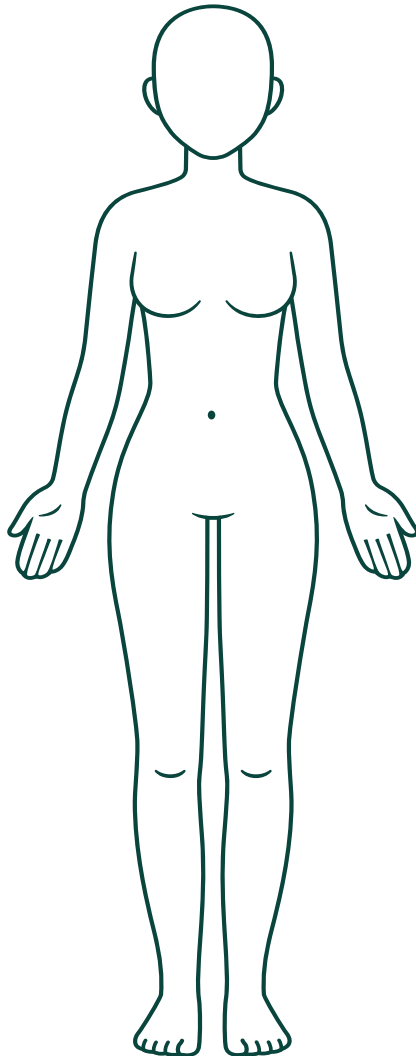
Puberty

Draw arrows to the body parts for each change that happens during puberty.

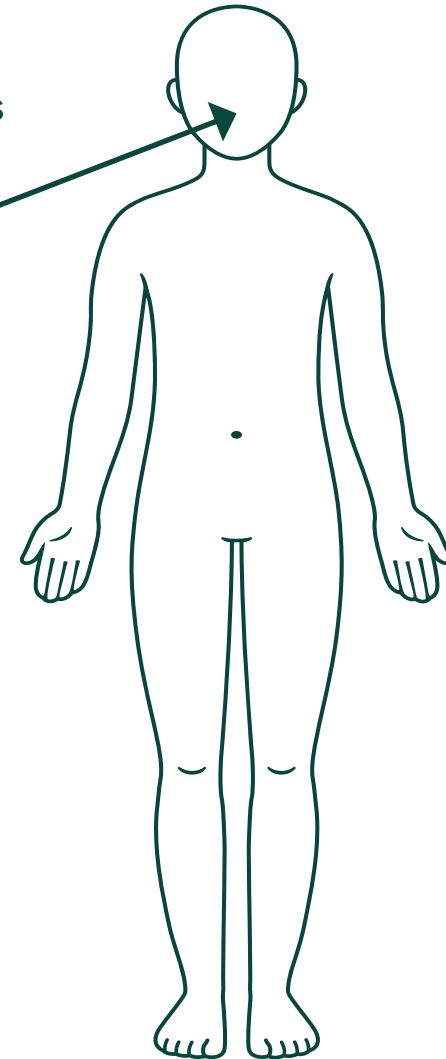
Some are just male, some just female, and some both.

Colour female changes red, male changes green and changes to both blue.

Girl



Boy



Facial hair grows

Voice gets deeper

Breast grows

Gets more muscular

Eggs are released

Public hair grows

Penis gets larger

Sperm are produced

Period starts

Hips widen

Thighs get fatter

Theme 2. My Development	Activity	Type of Activity	Resources	Groupings
<p>My Brain Development</p> <p>Aim: To identify the changes to their brains through development and explore the different parts of the brain.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> • Recognised the different parts of the brain. • Identified the different changes to the brain through their development. 	<p>Introduce the Brain</p> <p>Narrate that the physical body is not the only part of the body that continues to develop from birth onwards.</p>		Workbooks	
	<p>Highlight: Adolescence most specifically is a period of huge brain development.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> • Q1. At what age do you think your brains fully develop? <p>Ask the students to feedback before giving the answers.</p> <p>Gain feedback on why they chose the age before giving out the correct answer; 25</p>	Classroom Activity	Hands Up	
	<p>Introduce the activity</p> <p>Activity – Facts about the Brain</p> <ul style="list-style-type: none"> • Display the brain Picture and explore and explain the different areas of the brain. • Ask the students to match the 3 different parts of the brain by drawing a line from the words to the brain. In their Workbooks. <p>Ask the students to look at the facts in the Workbooks and choose which fact is their favourite. Ask for volunteers to share their favourite and why they chose that fact.</p>	Workbook Activity	Brain Worksheet (attached) Workbook Page 14	Whole Class Individual
		Workbook Activity	Workbook Page 15	Individual

Activity Brain Development 'Brain Worksheet'



Cortex
Reasoning/judging centre
3 – 6 years

Limbic System
Emotional centre
1 – 4 years

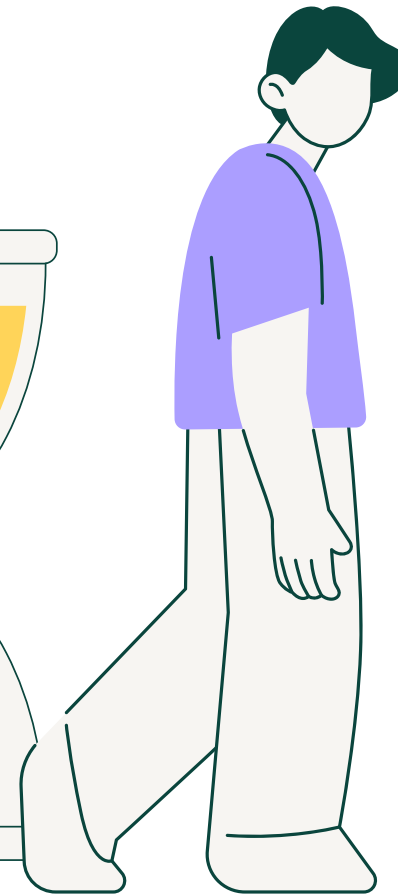
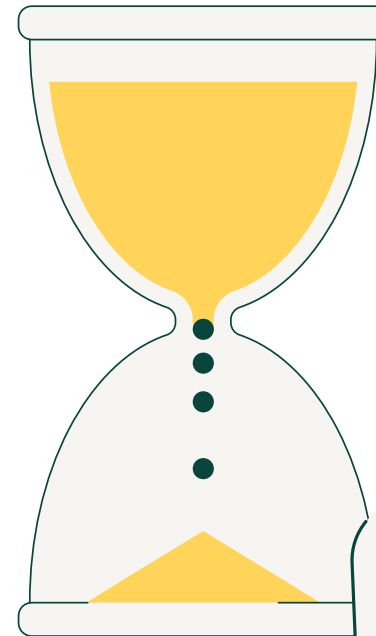
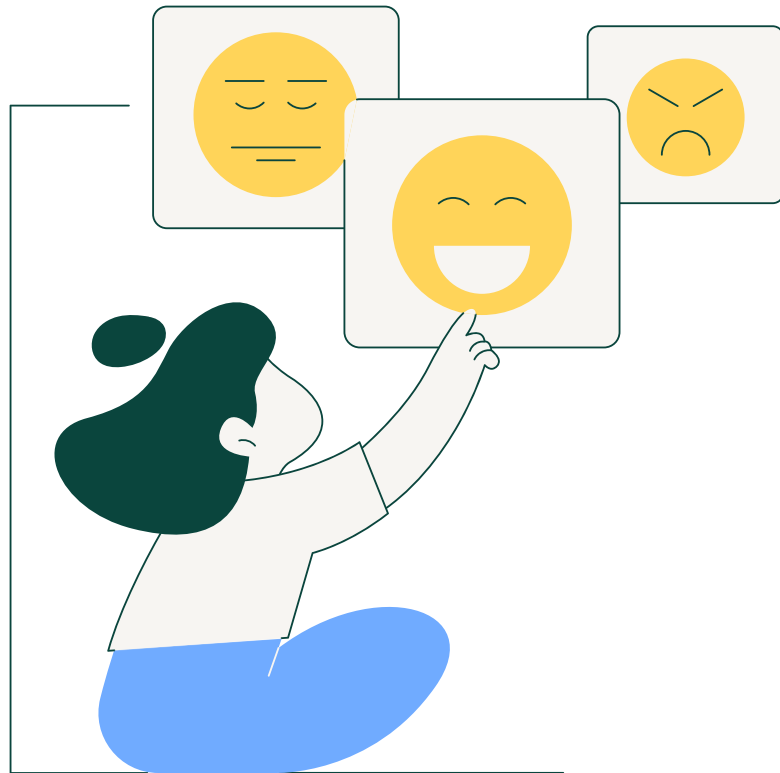
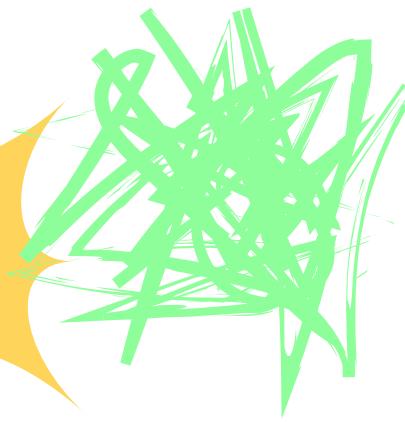
Cerebellum
Motor centre
Birth – 2 years

Brain Stem
Basic survival functions
Pre-birth – 8 months

Theme 2. My Development	Activity	Type of Activity	Resources	Groupings
<p>My Brain Development</p> <p>Aim: To explore the part of the brain that controls our emotions and identify the different responses of the brain and what it does to the body.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> • Explored the part of the brain that controls emotions, the Amygdala. • Identify the different responses of the brain. • Recognise the feelings in the body when the brain triggers the Fight/Flight and Freeze responses. 	<p>Highlight the fact ‘Your brain controls your emotions’. This fact can be found on the fact sheet within a heart in the students Workbooks</p>		Workbooks	
	<p>Ask the students, if they remember: Which part of the brain controls the emotions?</p>	Classroom Activity	Hands Up	
	<p>Introduce the activity</p> <p>Activity – Responses of the Brain Fight/Flight/Freezen</p> <ul style="list-style-type: none"> • Read out what each response ‘Fight’, ‘Flight’ and ‘Freeze’ means and ask the students to write the correct response onto the correct picture diagram on the worksheet. • Ask the students to match the reaction examples given on the worksheet to each response heading by drawing lines to each. • Explain that each of the responses are what they may feel or look in their body or someone else’s body. <p>Highlight: ‘it isn’t always easy to see, and bodies can react different ways, so sometimes these examples can match to more than one of the responses.</p> <p>As a whole class go through the answers, leaving time for discussion and explain that later on in the programme we are going to help them think of strategies to support with these responses.</p>	Workbook Activity	Workbook Page 16	Individual

Theme 3 My Emotions

Thoughts and
Feelings











































Theme 3. My Emotions	Activity	Type of Activity	Resources	Groupings
<p>Thoughts and Feelings</p> <p>Aim: To identify their thoughts and feelings in relation to their bodies and consider how they feel in regard to privacy, touch and their bodies. To support them to understand ways to communicate these feelings appropriately and where to access support.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> • Identified their feelings around privacy and being touched. • Explored ways of communicating their feelings appropriately using different scenarios. • Considered how they can identify how someone else may be feeling about their bodies and being touched. • Discussed support available. 	<p>Introduce the Theme</p> <p>Re-cap the link between the brain and how we think and feel when we don't feel something is ok.</p>		Workbooks	
	<p>Introduce the activity</p> <p>Explain to the students that we are going to be looking at how we think and feel when we are not ok with something and explain that first they need to know the difference between, their thoughts, their feelings, and their actions.</p> <p>Activity – Thoughts, Feelings, Actions</p> <p>Discuss in small groups, then using the words listed in their workbooks place:</p> <ul style="list-style-type: none"> • A cross next to a 'thought' • Tick next to a 'feeling' • A circle around 'action' words 	Workbook Activity	Workbook Page 17	Individual
	<p>Ask the students to think about how they may feel if they were touched, and they were not comfortable with this or if someone isn't respecting their privacy.</p> <p>How would you feel? Ask the students to write their thoughts in their Workbooks.</p>	Reflection	Workbook Page 18	Individual

Theme 3. My Emotions	Activity	Type of Activity	Resources	Groupings
Thoughts and Feelings	<p>Activity – Thoughts, Feelings, Actions</p> <p>Ask the students to think about what happens internally when we are unsure of something and in small groups discuss what happens inside of their bodies when this happens.</p> <p>What may they feel inside?</p> <p>Ask them to draw or write these feelings on the skeleton within their workbook.</p> <p>Ask the students to also consider the external factors that may show that they aren't feeling ok with something.</p> <p>What could be seen?</p> <p>Draw or write these on the outside of the body diagram.</p> <p>Identifying how someone may feel (Online and offline)</p> <p>It can also be difficult to identify someone' feelings if they do not tell you. So, how do you find out? – Ask!</p> <p>Briefly explore the use of verbal communication to show or recognise something that you or someone else is not ok with.</p>	Workbook Activity	Workbook Page 19	Individuals
	<p>Activity – What is Consent?</p> <ul style="list-style-type: none"> • Ask the students if they have heard of Consent and if so, what does consent mean to them? • In small groups ask the students to discuss and come up with what they think consent is? <p>'Giving Permission, Asking for Permission'</p> <p>Each group to feedback to the whole class.</p>	Classroom Activity	Flip Chart Paper	Small Groups

Theme 3. My Emotions	Activity	Type of Activity	Resources	Groupings
Thoughts and Feelings	<p>Introduce Non Verbal Communication</p> <ul style="list-style-type: none"> • Identifying Non-Verbal Communication Explain to the students that another way of identifying how someone is feeling or showing how you feel is via non verbal communication. <p>Ask the students if they know what Non Verbal Communication is. Then ask them for some examples.</p>	Classroom Activity		Whole Class
	<p>Introduce the Activity</p> <p>Activity – Feelings Charades</p> <p>Give each group a set of feelings supplied and ask them to take it in turn to turns to pick and act them out, the remaining group can guess the answer.</p> <p>Ask – Are there any worries you have about bodies, privacy or touch? Ask the students to write any of these worries in their workbooks.</p>	Classroom Activity	Feeling Cards	Small Groups
	<p>Introduce the Activity</p> <p>Activity – Hand Of Support</p> <p>Ask the students to draw around their hand in their workbooks and ask them to write or draw on the palm of their hand, somewhere they could go to get support if they felt unable to communicate their feelings to someone.</p>	Workbook Activity	Workbook Page 2	Individual

Activity **Emotions**

HAPPY  	SURPRISED  	SAD  	SHOCKED  
SCARED  	FEAR  	EXCITED  	DISGUST  
ANGRY  	TRUST  	JOY  	UNCOMFORTABLE  
COMFORTABLE  	LOVED  	UNLOVED  	ASHAMED  
EMBARRASSED  	NERVOUS  	CALM  	GUILTY  

Theme 4 My World

**My
Relationships**

**My
Relationships
Online**

**My
Support**



Theme 4. My World	Activity	Type of Activity	Resources	Groupings
<p>My Relationships</p> <p>Aim: To explore the different relationships the students have in their lives and explore factors that help identify good healthy relationships online and offline.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> Identified the different relationships in their lives. Recognised the differences between the relationships explored. Explored the difference in self and others' behaviours online within relationships and distinguished between healthy and non-healthy factors, online and offline. 	<p>Introduce the Theme</p> <p>Ask the students to reflect on the following questions and write the answers in their Workbooks:</p> <ul style="list-style-type: none"> Q1. What are relationships? Q2. What types of relationships do you have in your lives? 	Reflection Workbook Activity	Workbook Page 20	Individual
	<p>Introduce the activity</p> <p>Activity – Types of Relationships</p> <p>Ask the students to discuss in small groups what types of relationships there are in their lives and write them in their workbooks.</p> <p>Explain the focus will be on the following relationships: Family vs Friendships vs Intimate</p> <ul style="list-style-type: none"> Q3. What are 'Intimate' relationships? Ask the students to define 'intimate' in small groups and feedback to the whole class before moving on. 	Workbook Activity	Workbook 20	Individual
	<p>Activity – Friendship Recipe</p> <p>Ask the students, using the 'Friendship Recipe' in their Workbooks, to think of the qualities and things that make a good friend.</p> <p>Encourage feedback from the class.</p>	Classroom Activity	Flip Chart Paper Pens	Small Groups
		Workbook Activity	Workbook Page 21	Individual

Theme 4. My World	Activity	Type of Activity	Resources	Groupings
My Relationships	<p>Consider asking the following questions:</p> <ul style="list-style-type: none"> • Q4. Would you have the same ingredients in an intimate friendship? • Q5. What would be different? <p>Ask the students to add these into their Workbooks.</p>	Workbook Activity	Workbook Page 21	Individual
	<p>Introduce the activity</p> <p>Activity – Feelings within an Intimate Relationship</p> <p>Ask and briefly discuss the following questions:</p> <ul style="list-style-type: none"> • How would this relationship make you feel? • What do these feelings feel like in your body? <p>Using the body template in their Workbooks, ask the students to write or draw what they think these feelings would look feel like.</p> <p>Ask the students: How can you show someone that you like them appropriately?</p> <p>(This Activity can also be effective as a role play exercise)</p> <p>Ask the Students for feedback from each group.</p>	Workbook Activity Classroom Activity	Workbook Page 22 Flip Chart Paper Pens	Individual Small Groups

Theme 4. My World	Activity	Type of Activity	Resources	Groupings
<p>My Relationships Online</p> <p>Aim: To explore the different relationships the students have in the digital world and explore factors that help identify positive relationships to keep themselves safe online.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> • Recognised the differences between online and offline relationships. • Explored the different behaviours of self and others when communicating online. 	<p>Relationships Online</p> <p>Ask the students to consider the relationships already discussed, in the context of relationships in the digital world.</p> <p>Hands Up if you think online relationships are the same online as those offline, using the following examples:</p> <ul style="list-style-type: none"> • Friendships vs Intimate. • Family vs Friendship <p>Consider discussing the following questions:</p> <ul style="list-style-type: none"> • Do you feel the same or different with relationships online? • Are you different online with people vs offline face to face. • Why do they think you or someone else may be different online? <p>Once all the feedback is discussed, let the students know that, if they aren't sure of someone's behaviour or intentions online and don't know what to do; the easiest response is – no response!</p> <p>Emphasise – that they should always let someone know if they are ever unsure of someone's behaviour, and they can always ignore them or block them.</p>	<p>Classroom Discussions</p>	<p>Workbook Page 23</p>	<p>Whole Class</p>

Theme 4. My World	Activity	Type of Activity	Resources	Groupings
<p>My Support</p> <p>Aim: To explore the worries I have about the changes in my life in the near future and identify what I can do and where I can go to support my emotions.</p> <p>Objectives</p> <p>By the end of the session, the students will have:</p> <ul style="list-style-type: none"> • Explored their worries about the changes in their lives. • Identified what they can do and where they are able to go if they have any worries. 	<p>Introduce the Theme</p> <p>Ask the students to think about their next 'life cycle' turning into a teenager and ask the following questions and write the answers in their Workbooks.</p> <ul style="list-style-type: none"> • What are you looking forward to? • What worries do you have? (puberty/transitioning to Secondary School etc) 	<p>Reflection</p> <p>Workbook Activity</p>	<p>Workbook Page 2</p>	<p>Individual</p>
	<p>Activity – Hand Of Support</p> <p>Ask the students to go back to their hands from Theme 3 and write on the fingers of their hands, names of people whom they are able to talk to if they have any concerns or worries.</p>	<p>Workbook Activity</p>	<p>Workbook Page 24</p>	<p>Individual</p>

References

Girls Talk

Resources to help identify and engage young people at risk of sexual abuse and exploitation | [Barnardo's \(barnardos.org.uk\)](https://www.barnardos.org.uk)

Real Love Rocks R.L.R

Homepage [barnardosrealloverocks.org.uk](https://www.barnardosrealloverocks.org.uk)

