

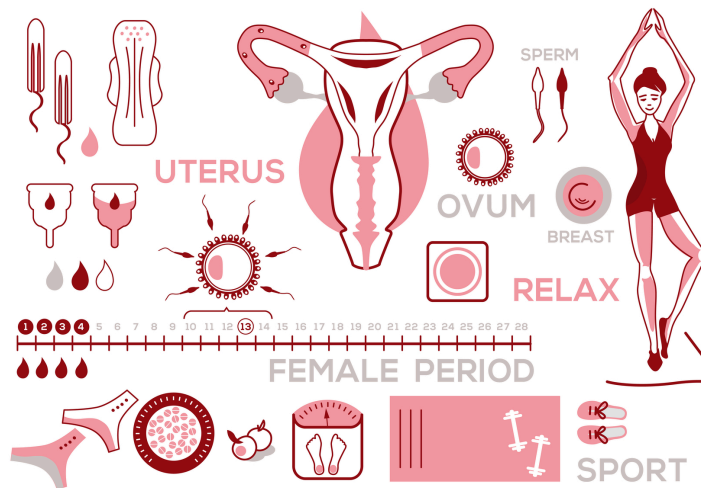
Year 8 – Staying Safe



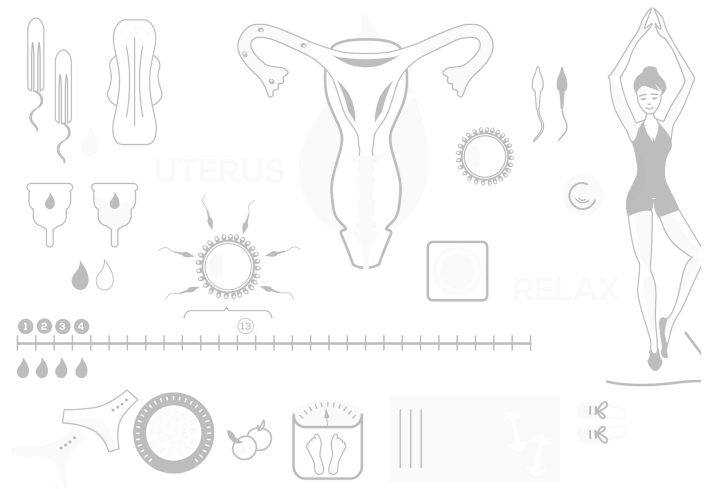
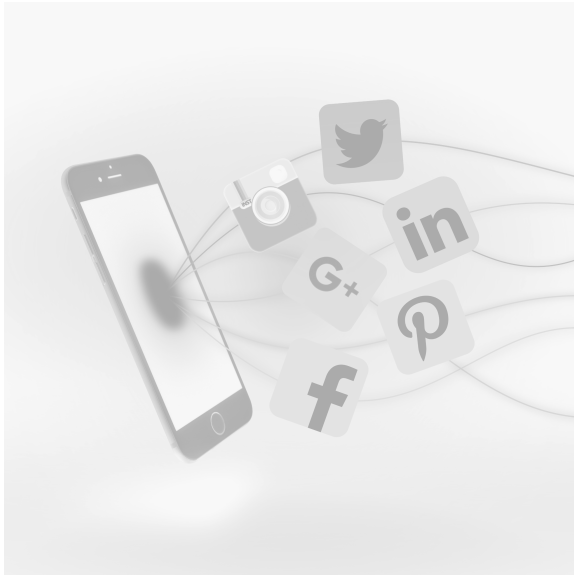
Name _____

Lesson 1 – Overview

During your mentoring sessions and PSE day in Year 8, you will be concentrating on a number of issues that are linked to Relationships and Sexuality Education. See if you can work out what they are.



What do you know about these issues already?



Ground Rules

Teaching and learning about the following issues will be challenging and emotive for some pupils and teachers. During these mentoring sessions there could be discussions about a number of issues that might affect you personally either now or in the future. Bearing in mind we will be talking about these topics, what difficulties do you think that we might face each other as a class. In your pairs come up with a list of other problems that might occur. We will then use these lists to generate a class discussion regarding what rules you need to have in place so that everyone feels comfortable.

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Lesson 2 – Love Has No Labels

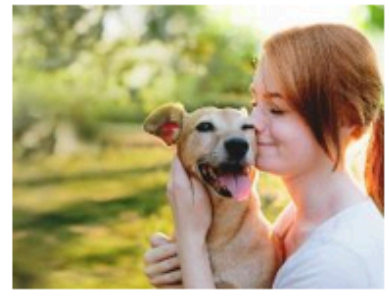


[Love Has No Labels | Diversity & Inclusion | Ad Council - YouTube](#)

What is the main message of this video?

Answer:

What different types of love can you see?



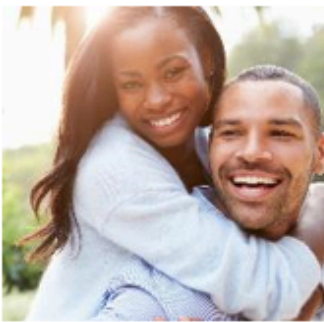
Answer:

How many differences can you
see?



Answer:

How many similarities can you
see?



Answer:



What does the
word love mean to
you?

Answer:

Lesson 3 – Changing Families

Living in families has always been important for human society and family life can take various forms. In many cultures the **extended family** is common, mother and father plus other members of the wider family such as aunts, uncles, cousins all living nearby.

In Britain it is more common for a **nuclear family**, mother, father and children in one household. Increasingly however due to divorce or non-marriage or by choice more people now are in a **single parent family** or a step family (this is often called a **reconstituted family**).

These days, changes to the legal status of same-sex couples and a wider tolerance of homosexuality, have made **same sex families** become more acceptable.

Sometimes through no fault of their own, some adults cannot have children of their own so when children legally join them, they are known as an **adoptive family**.



Main changes to family life	Why attitudes have changed

What about other parts of the world?

Country	Legal Age for Marriage	Same Sex Marriage Y/N	Divorce available
UK			
USA			
Saudi Arabia			
Australia			
Canada			
France			
Sweden			
Russia			
Afghanistan			
India			
Italy			
New Zealand			
Iran			
Brazil			
Turkey			

Lesson 4 & 5 – Human Rights

Make a list of the rights of a human being.



Which ones did you have?

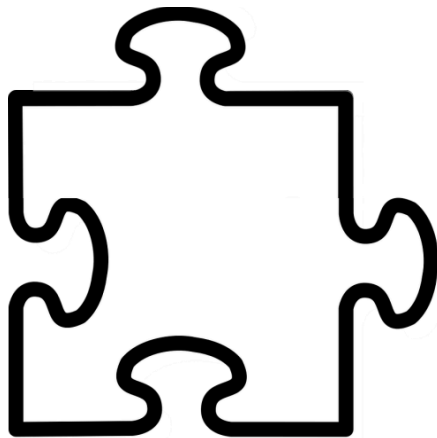
Human Right 1 We are all born free and equal	Human Right 2 Don't discriminate	Human Right 3 The right to life	Human Right 4 The right not to be a slave	Human Right 5 No one should be <u>tortured</u>
Human Right 6 You have rights no matter where you go	Human Right 7 We are all equal before the law	Human Right 8 Your human rights are protected by law	Human Right 9 No unfair imprisonment	Human Right 10 The right to a trial
Human Right 11 We're always innocent till proven guilty	Human Right 12 The right to privacy	Human Right 13 The right to move	Human Right 14 The right to seek a safe place to live	Human Right 15 The right to a nationality
Human Right 16 The right to marriage and family	Human Right 17 The right to own things	Human Right 18 Freedom of thought	Human Right 19 Freedom of expression	Human Right 20 The right to public assembly
Human Right 21 The right to democracy	Human Right 22 The right to social security	Human Right 23 Workers rights	Human Right 24 The right to play	Human Right 25 Food and shelter for all

Activity

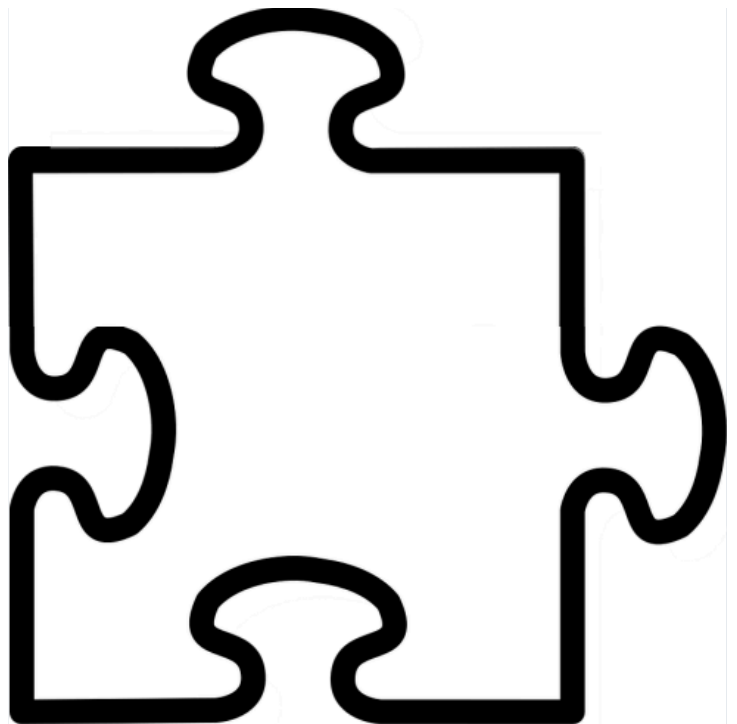
1. Pick a Human Right from the previous page and research how it is protected around the world and how sometimes it is abused.
2. Using your research, create a jigsaw piece about the importance of this Human Right so it can form part of a jigsaw blanket of protection for citizens of the world. You will find this jigsaw piece in appendix 1.
3. Cut your jigsaw piece out and add it to the blanket of Human Rights protection.

Plan

In this piece, write the Human Right you have chosen.



Why did you choose this Human Right?



Extension Task –

Write a paragraph to explain why you believe it is important that citizens, governments and international organisations protect Human Rights across the world.

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Lesson 6 – Forced Marriages

Think about it!



How would you feel if you were not allowed to do things
you enjoyed doing?

What would it be like to start a new life somewhere else
all by yourself with a new family?

How would you manage to communicate if you didn't
know the language or area?

How would you feel if you decided not to go, and your
family disowned you? Where would you go?



What do you already know?

For each of the statements below decide whether you agree or disagree and write it in the table below.

**Forced marriages only happen
in Asian families**

**Forced marriages don't happen
in the UK**

**Forced marriages and arranged
marriages are the same**

**There's no law against forced
marriage**

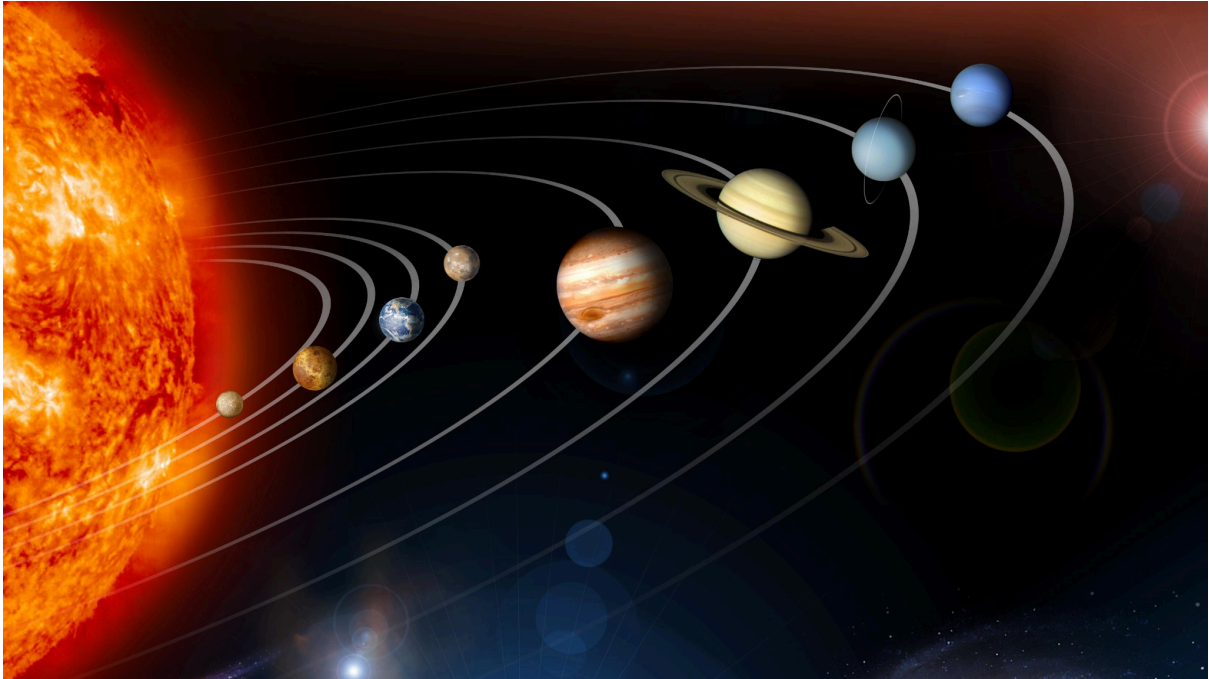
Agree	Disagree

Now watch the following video:

[Child Marriage in India: Teenage Girls Forced to Marry – YouTube](#)

Lesson 7 – Taking Care Of Me

Task 1 – Personal Universes



Task

You will be given an A3 piece of paper. You are tasked with creating your own personal universe. You have to be one planet in the solar system and all the other planets orbiting around them are the people important to you in your life. The size of the planet and the distance from your planet should denote how important and close they are to you. For example, someone who had a big impact but who is no longer in touch might appear as a large distant planet, whereas an annoying sibling might appear as a close small planet!

Task 2 – Comfort, Stretch & Panic



The Comfort Zone includes everyday activities – doing familiar things, going to the same places and mixing with the same people. When most of your activities are in this zone life is, of course, 'comfortable' but you do not learn very much or develop yourself. Here you may feel relaxed, comfortable, bored, unchallenged, content.

The Stretch Zone is the area of novelty, exploration and adventure. Here are the things that are out of the ordinary, either things you haven't done for a long time or those that you have never done before. This zone is not really a comfortable place but it is a stimulating one. It is where we stretch and challenge ourselves mentally, emotionally or physically. Here you may feel excited, switched on, scared, nervous, uncomfortable, your heart might be racing and you may feel twitchy or fidgety.

The Panic Zone is the area of things-to-be-avoided, either because they are unacceptable to you or because they are currently a 'stretch' too far. This doesn't mean they will always be a 'stretch' too far. In this zone someone may feel fearful, panicky, hot, red in the face, pumped up, scared, excited, full of adrenaline.

Comfort, Stretch & Panic in Relationships



Lesson 8 – Boundaries



What is a boundary?

Think of a relationship and create a visual map of your relationship boundaries with that person.

Use the following prompts:

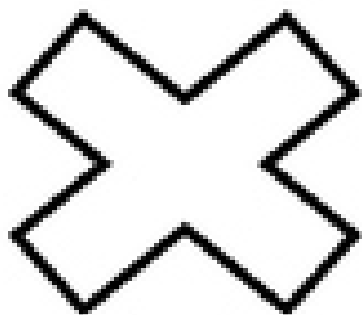
Privacy: Can you look at each other's phones? Diaries? Bedside drawers? Can you be in the same room when one of you is on the loo/in the bath? What about talking about your relationship or your sex life with other people?

Contact: How much contact do you want to have throughout the day? How many texts/phone calls is too much? Do you want physical contact?

Fidelity: What does it mean to be unfaithful in this relationship? Can you be friends with others? Can you chat online to others? Can you be in group chats that exclude the other person?

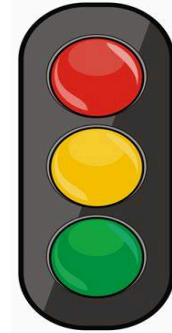
'Banter': Do you want to have banter in your relationship? At what point for you does gentle teasing become personal attacks? Are there any areas where nobody can comment?

Boundary crossing: Do you communicate your boundaries to the other person? Or are they assumed and unspoken? Does the other person have similar or different boundaries? What do you do when they clash? How would you feel if someone crossed one of your boundaries? How would you respond?



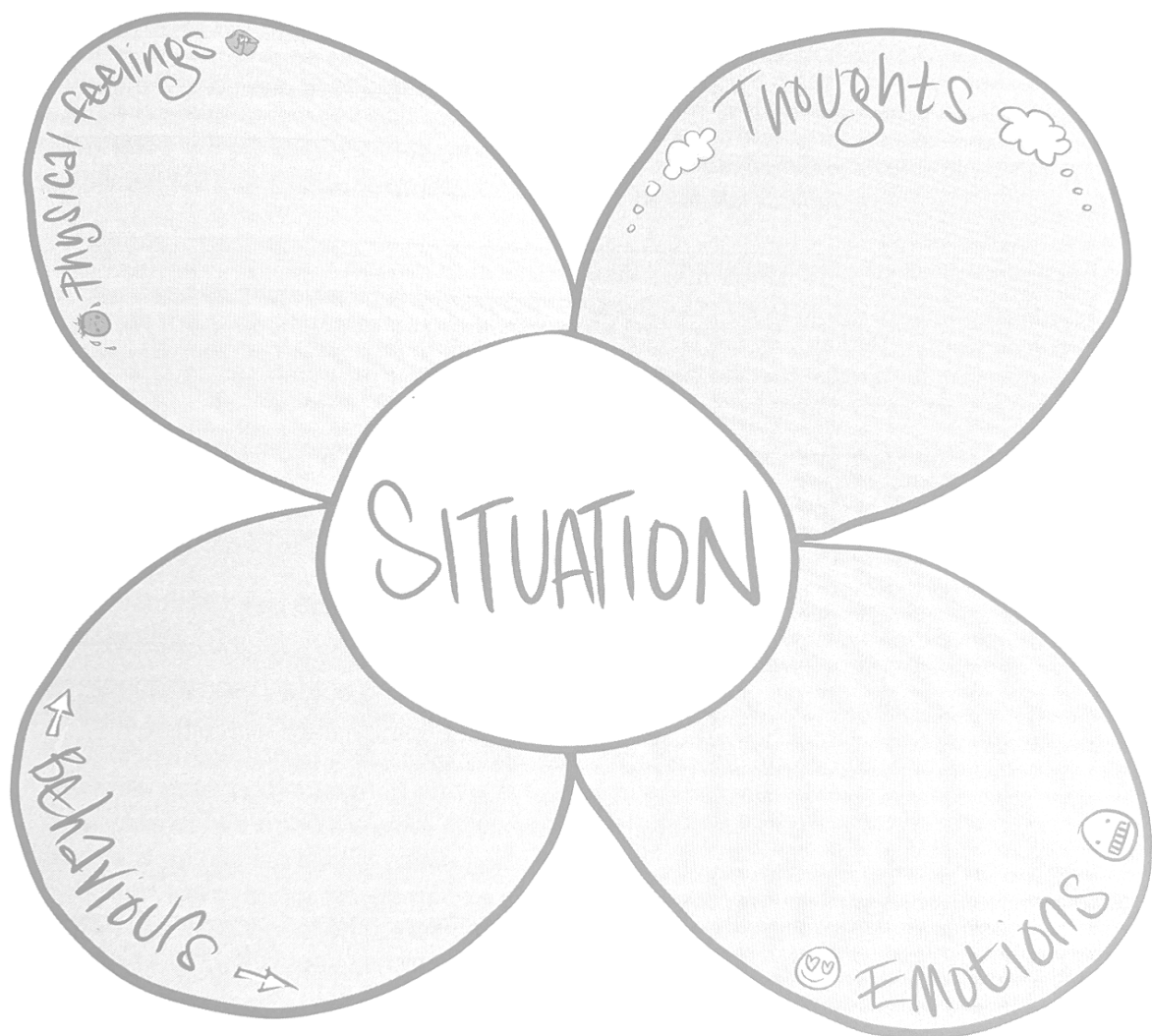
Lesson 9 – Lean on Me

After completing the paired task, use a red, amber and green traffic light system to discuss the signs and indicators of positive and of abusive relationships.



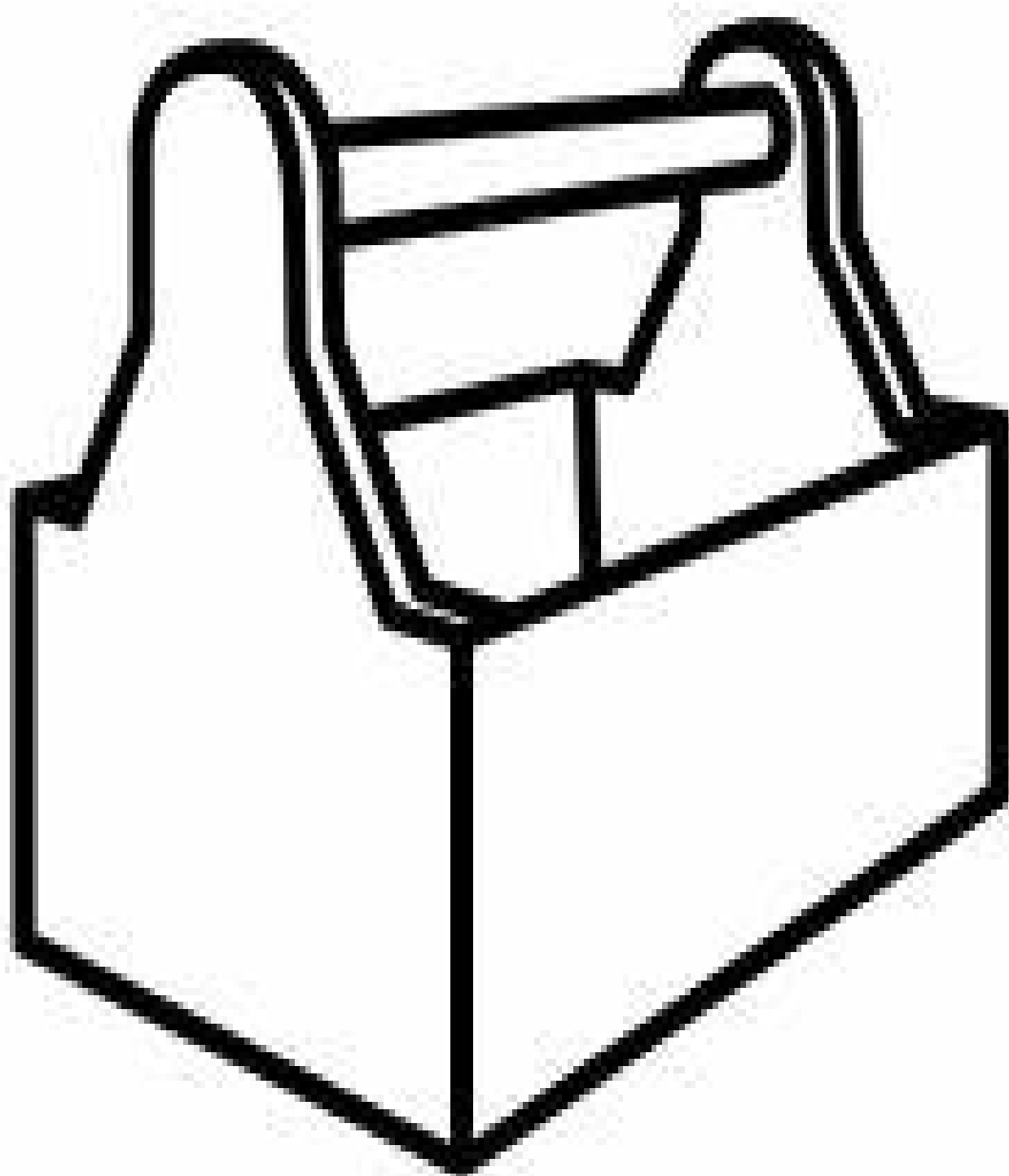
Situation	Red	Amber	Green
Saying 'I love you' within the first few weeks of a relationship			
Messaging every night for hours			
Keeping in contact throughout the day			
Never stopping talking about a partner			
Seeing friends less			
One person pays for everything			
A big age gap			
A relationship with no arguments			
Sending nudes to each other			
Showing nudes of a partner to friends			
Buying lots of gifts for the other person			
Making plans for kids, marriage, moving in together			
Having enjoyable sex			
Making comments about how you look			
Always wanting to check in with the other person			
Being able to be yourself			
Encouraging you to travel independently and not always rely on your parents			
Being physically violent			
Not letting you pay for anything			

Sharing social media passwords with partner			
Friends with an ex on Facebook			
Checking partner's phone without permission			
Relationship status says single on Facebook (even though they are not!)			
Meeting up in the park every night for a few hours			
Playing games together on Xbox most nights			
Using text to check where partner is and that they are safe			



Lesson 10 – Wellbeing Toolkits





Lesson 11–Staying Safe Online

CAUGHT IN THE WEB

Complete tasks 1, 2 and 3 before watching the video.

1. What types of social media/networks are you a member of?

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2. Have you ever checked your privacy settings and are you aware of who can see what when they visit your profile/chat to you?

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3. Have you ever agreed to meet someone in real life after meeting them online?
Why/why not?

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4. Now, as you watch the video's note down key concerns/safety issues that you see presented in the stories that unfold. Make your notes below:

[illegible]

Lesson 12 – Kayleigh's Love Story

Kayleigh's Love Story is a warning to young people, both girls and boys, about the dangers of speaking to people they don't know online. The film highlights just how quick and easy it can be for children to be groomed online without them or those around them knowing it is happening. Its purpose is to protect children now and in the future and to stop another family losing a child in this way.

Kayleigh Haywood was a normal 15 year old girl, with supportive and caring parents and good friends. She lived in Measham, a village about 30 minutes away from school in Leicestershire. She began speaking to Luke Harlow, a man she had never met, through Facebook on 31st October 2015.

Over the next 13 days they exchanged 2,643 messages. That is over 200 a day. This is a normal amount in a grooming relationship. Harlow told Kayleigh all the things many teenage girls want to hear: she's beautiful, he cares for her and she is special.

Harlow was also sending the same messages to two other girls, but it was Kayleigh who eventually agreed to meet him on Friday 13th November 2015 and spend the night at his flat. Kayleigh lied to her family and her friends and went to meet him.

He gave her alcohol and persuaded her to stay another day. He sexually assaulted her. At around 3am on Sunday 15th November, after being held against her will by Harlow and his next door neighbour Stephen Beadman, Kayleigh tried to escape. She ran, despite being topless and barefoot. Beadman caught her, pinned her to the ground, raped her and murdered her.

[Kayleigh's Love Story – Full Version – YouTube](#)

All of these messages were sent by Luke Harlow to Kayleigh Haywood during the two weeks before they met in real life. The spelling mistakes are real mistakes he made.

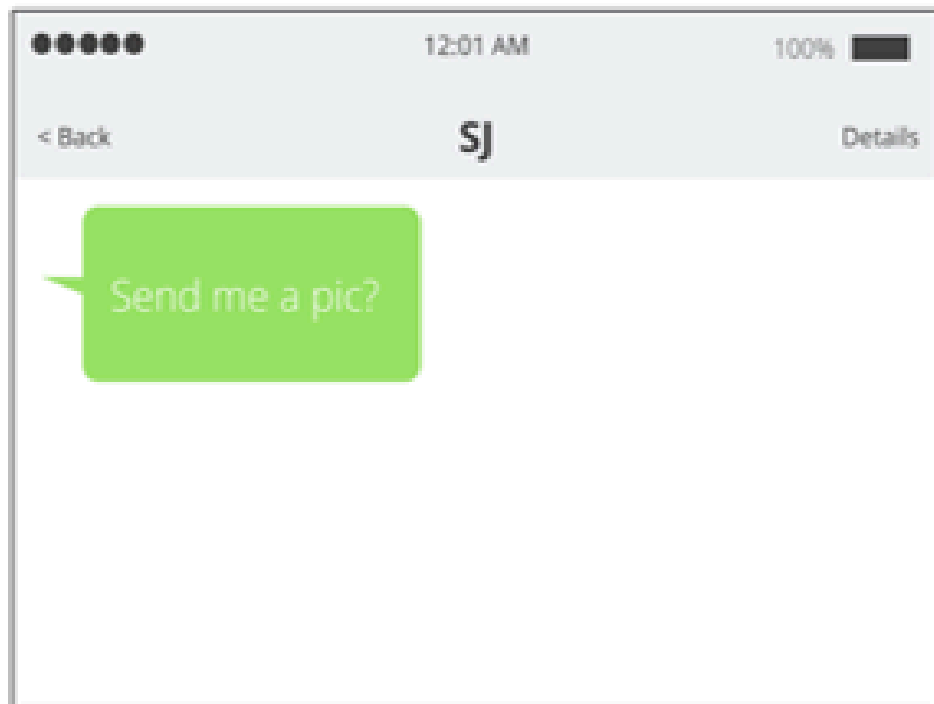


Made her feel special & loved	Feel like she was treated like an adult	Tricked her into lying to her family	He is not as nice as he seems

Areas for discussion

- Does this only happen to girls? Could it happen to a boy?
- Watch Kayleigh's body language: do you think she was convinced she was doing the right thing by meeting Harlow?
- Do the words Kayleigh says match what you see on the screen?
- Is it easy for someone to lie when they are online?
- Did Harlow lie to Kayleigh?
- Why did Kayleigh go to meet Harlow?
- Was Kayleigh really as special to Harlow as he said she was? How do you know?
- Why do you think Kayleigh lied to her family when she was going to meet Harlow?
- What would you do if an online friend asked you to meet?
- If you were going to meet someone online (stress this is not a good idea):
 - o Where would you meet?
 - o Would you go alone?
 - o Who would you tell?
- Which social media sites and apps do you use? Do you know how to change your privacy settings on all of them?

Lessons 13-15 - Send Me A Pic



Write as many ideas as you can think of in response to these questions:

1) What does this quote make you think?

2) When might someone say this?

3) What might happen next?

“I find it easier to be myself online”

“I can use emojis to communicate how I’m feeling”

“I find it easier to flirt online”

“I can always see what everyone’s doing”

“I can talk to people
who I wouldn't
ordinarily meet”

The Law

It is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18.

This law was created to **protect** young people.

The police work under clear guidance that young people should not be criminalised for sending nude images of **themselves**.

However, it's always wrong to share nude images of another young person without their consent and in cases like this, there is the possibility that the police may get involved.

Send Me A Pic 2

Healthy & Unhealthy Relationships

HEALTHY RELATIONSHIPS



UNHEALTHY RELATIONSHIPS



Advice

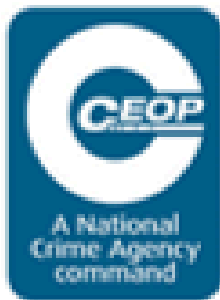
After watching the Youtube clips, what advice would you give someone who is thinking about sending an image of themselves to another person.



	Strongly agree	Agree	Neither	Disagree	Strongly disagree
"Looking at a nude with mates can be funny"					
"My mates comment on nudes that are being shared around because they think they shouldn't have been sent in the first place"					
"It's worse for a girl than a boy if they have their nude images shared around"					
"It's nasty for people to share other people's nude pictures"					
"There's no point going to an adult for help if nudes are being shared around"					

Discussion – Why are nude images of young people sometimes shared within friendship groups, schools or even more widely?

Remember – The Law (page 34)



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childline

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Lesson 17&18 – Eisteddfod Entry

Create an internet safety poster that explains and warns of the dangers of online use. This can be done digitally. Once completed please email to hilary.hooper-williams@macs.uk.net

Remember to include your name, form and house colour.

12 ONLINE SAFETY TIPS
EVERY CHILD NEEDS TO LEARN

A stranger online is still a stranger

Too much of anything can be bad, use the internet wisely.

Don't lie on social media	Don't believe everything you see online	Do not share personal information	Use the internet and social media for good and to learn.
Remember anything you share stays online forever.	Likes and followers aren't really that important	Don't click all links	Cyberbullying is wrong.
Do not keep secrets from your parents.	Do not be rude online		

8 tips to stay safe online

- 1 Be nice to people online.
- 2 Take care with what you share.
- 3 Keep personal information private.
- 4 Check your privacy settings.
- 5 Know how to report posts.
- 6 Keep your passwords safe.
- 7 Never meet anyone in person you've only met online.
- 8 If you see anything online that you don't like or you find upsetting, tell someone you trust.

TOP TEN TIPS TO STAY SAFE ONLINE

- 1 Don't share your personal information
- 2 Only talk to people that you know
- 3 Don't meet up with anyone you have only met online
- 4 Only accept friend requests from people you know personally
- 5 Always think carefully about what you post
- 6 Make use of the privacy settings on all of your social media accounts
- 7 Remember that not everyone online is who they say they are
- 8 Report inappropriate content immediately
- 9 Only share images that you'd be comfortable with your friends and family seeing
- 10 Never share your passwords

stay safe online

Remember the 5 SMART rules when using the internet and mobile phones.

S **SAFE**: Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

M **MEET**: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A **ACCEPTING**: Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R **RELIABLE**: Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.

T **TELL**: Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Find out more at Childnet's website ...