

THIRD/FOURTH LEVELS - SAFE CHOICES

HWB 3/4-46a I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.

HWB 3/4-46b I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

HWB 3/4-46c I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.

Intended Learning:

Learners should:

- have opportunities to develop their own attitudes, beliefs and values (morals)
- develop an awareness of how their own attitudes, beliefs and values (morals) can effect their relationships and sexual behaviour
- understand that the media and their peers can influence their decision making
- be able to identify the influence of popular culture, the media and peer pressure on their actions
- be able to identify and apply appropriate strategies when making decisions about relationships and sexual behaviour, in difficult or challenging circumstances

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- discuss their own attitudes, beliefs and values (morals)
- measure the scope of their attitudes, beliefs and values in a variety of situations
- critically analyse the media and popular culture in relation to the portrayal of young people
- evaluate the effectiveness and appropriateness of their decisions about relationships and sexual behaviour in difficult and challenging circumstances

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – think, pair, share exercises exploring attitudes and beliefs, the media, culture and peer pressure
- **ICT** – multi-media presentation on how the media portray men and women to teenagers, including magazines, tv, music videos and computer games.
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – identify commonly used (slang) vocabulary to describe the physical and sexual appearances of men and women
- **Partner Links** – eg CLD and specialist partners
- **Role Play** – create a safe ending to a risky scenario
- **Independent** – critical response in relation to the portrayal of young people in the media

Resources:

- Websex DVD
- CEOPS
- Dove Self Esteem Pack
- SHARE
- A-Z of Love and Sex
- Fatherhood Pack
- Keeping Myself Safe
- Love Bites
- DVD: Fabricating Beauty
- Pleasure Vs Profit – Growing up in Pornified Scotland
- Boys R Us
- Girls Allowed

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY discuss various images of men and women in the media

MAKE multi-media presentation

WRITE a critical response in relation to the portrayal of young people in the media

DO use Photoshop to alter images

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|-------------------|-------------------|
| • peer pressure | • pornographic |
| • morality | • explicit |
| • values | • influence |
| • beliefs | • persuasive |
| • social media | • sexting |
| • manipulation | • homosexual |
| • homophobic | • bisexual |
| • heterosexual | • popular culture |
| • transgender | • sexist |
| • safety networks | • racist |
| • sexualisation | |

COMMENTS

SENIOR PHASE - SAFE CHOICES

Intended Learning:

Learners should:

- be able to explain definitions of attitudes, beliefs, values and morals
- understand that decisions are influenced by their attitudes, beliefs, values and morals
- learn to develop the confidence to uphold their attitudes, beliefs, values and morals when making decisions
- understand the impact of the media on the decisions that young people make
- be aware that sexual imagery is used in advertising and this may impact upon how young people feel about themselves
- investigate the media in relation to the portrayal of young people
- develop confidence in applying resilience strategies to the influence of popular culture, the media and peer pressure

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- discuss and debate the value of a variety of attitudes, beliefs, values and morals
- examine, explore and evaluate what influences their attitudes, beliefs, values and morals
- justify and uphold their attitudes, beliefs, values and morals when making decisions with confidence
- analyse a variety of media and deduce the possible impact on the decisions that young people make
- identify and evaluate how examples of sexual imagery are used in advertising and propose how this may impact upon how young people feel about themselves
- conduct an investigation into the media in relation to the portrayal of young people and draw valid conclusions
- confidently make use of resilience strategies to the influence of popular culture, the media and peer pressure

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – expert groups facilitate investigation into the media portrayal of young people and present findings
- **ICT** – mixed media presentation making commentary on sexual imagery in advertising
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – discussions around attitudes, beliefs, values and morals
- **Partner Links** – eg Police
- **Role Play** – explore resilience strategies
- **Independent** – write responses to a variety of dilemmas

Resources:

- Websex
- CEOPS
- Dove Self Esteem Pack
- SHARE
- A-Z of Love and Sex
- Fatherhood Pack
- Keeping Myself Safe
- YouTube Clip - Fabricating Beauty
- Pleasure Vs Profit – Growing up in Pornified Scotland
- Boys R Us
- Girls Allowed

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY discuss various images of men and women in the media

MAKE a danger continuum

WRITE a critical response in relation to the portrayal of young people in the media

DO use Photoshop to alter images

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|-------------------|---------------------|
| • homophobic | • gay pride |
| • gay | • human rights |
| • tolerant | • LGBT |
| • intolerant | • sexualisation |
| • diversity | • stereotyping |
| • respect | • objectification |
| • sexist | • exploitation |
| • cultural | • spin |
| • morality | • exaggeration |
| • values | • pop culture |
| • chauvinist | • prejudice |
| • feminist | • sexually explicit |
| • prejudiced | • provocative |
| • discrimination | • degrading |
| • safety networks | |

COMMENTS

SAFE CHOICES

Safe Choices	Possible links with other Curricular Areas
<p>HWB 0-45b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</p>	<p>LIT 3-02a When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p>
<p>HWB 3-46a / 4-46a I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.</p>	<p>RME 4-09b I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.</p>
<p>HWB 3-46b / 4-46b I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.</p>	<p>LIT 3-08a To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</p> <p>SOC 4-17b I can evaluate the role of the media in a democracy, assess its importance in informing and influencing citizens, and explain decisions made by those in power.</p> <p>HWB 2-39a / HWB 3-39a I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p>
<p>HWB 3-46c / 4-46b I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.</p>	<p>SOC 3-17b I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.</p> <p>HWB 0-16a / 4-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p>

RESOURCES

Resources to support Safe Choices Education

TITLE	SUPPLIER/LINK	COST	LEVEL
Keeping Myself Safe: Personal Safety for Y.P. 10-14	Learning Curve Education	Yes	Third
Safe Not Scared	www.anguschildprotectioncommittee.org.uk/safenotscared.cfm	No	Third / Fourth
HIV Always Hear	www.hivalwayshear.org/resources/curriculum-for-excellence	No	Third / Fourth
In Safe Hands Resource Pack	Available with training through Moira Anderson Foundation www.moiraanderson.org	Yes	Third / Fourth
Only a Kiss	Prince's Trust, 18 Park Square East, London NW1 4LH Tel: 0207 543 1200	Yes	Third / Fourth
Dove Self Esteem Teaching Pack	www.dove.co.uk/en/	No	Third / Fourth
MTV – This is Abuse	www.mtv.co.uk/thisisabuse	No	Third / Fourth
Love Bites	http://ecwpress.com/sites/default/files/download_the_love_bite_teacher_resource_guide.pdf	No / Donation	Third / Fourth
Websex: What's the harm? (DVD)	Classroom Video	Yes	Third / Fourth/ Senior
Secondary Respect Pack	The Zero Tolerance Charitable Trust, Edinburgh	Yes	Third / Fourth/Senior
Hepatitis C – Teaching Guidance and Educational Support Materials	http://www.healthscotland.com/uploads/documents/15488-hep_C_mainstream_schools_web.pdf	No	Fourth
Love or Lies? (DVD)	www.eyesopen.org.uk Eyes Open Creative CIC	Yes	Fourth /Senior

Resources to support Safe Choices Education

TITLE	SUPPLIER/LINK	COST	LEVEL
Fabricating Beauty (You Tube Clip)	http://www.youtube.com/watch?v=UToGBorgDqo	No	Senior
Friday Night Shirt	Red Rose Chain	Yes	Senior
Stay Safe Project (worksheets)	www.moiranderson.org/	No	Senior

RESOURCES Available for loan from Public Health

NHS Tayside Health Promotion Library contains a specialised collection of materials to support the population of Tayside in Health Improvement. There is no charge to use the service. Up to four resources can be borrowed at one time. Leaflets and posters are yours to keep. A maximum of 20 of most leaflet titles and 5 of most posters can be ordered with no limit on the number of titles per order. Please allow one week for us to process your order. Dundee clients collect orders from Kings Cross. For Angus and Perth & Kinross we can deliver your order to a selection of NHS premises.

It is necessary to register to use our service. **Register at: www.tayhp.com** then order what you require

Telephone: **01382 424097** or **01382 424040**. Email: **Tay-UHB.libraryservices@nhs.net**

Resources to support Safe Choices Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Risk-Taking: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6105	Third/Fourth
Active Learning: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6106	Third/Fourth
Decision-Making & Communication: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6107	Third/Fourth
Safe and Sound	Healthwise	R2184/ R3185/ R2984	Third/Fourth
SHARE Resource	Health Scotland	R5346	Third/Fourth
Boys R Us	Centre for HIV and Sexual Health	R5330	Third/Fourth
Girls Allowed	Centre for HIV and Sexual Health	R5329	Third/Fourth
Safer Sex Box	D&Wp	R4769	Third/Fourth
Pleasure Vs Profit - Growing Up in PornifiedScotland (DVD)	Scottish Community Foundation	D5344	Third/Fourth
Health, Protection and Informed Decision Making (DVD)	Classroom Video	D5048	Fourth/Senior

ASN Resources

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Chance to Choose (CD)	www.bodysense.org.uk	R4847 / R4848	First/ Second/ Third/ Fourth
SHARE Special (YP with ASN)	Centre for HIV and Sexual Health	R5345	Third / Fourth
Sex (Book)	British Institute of Learning Disabilities	R3145 / R3146	Third / Fourth
Talking Together About Sex and Relationships	F.P.A.	R3863	Third / Fourth
Talking Together... About Contraception	F.P.A.	R5044	Third / Fourth
Let's Plan It – A Guide to SRE for Young People with Learning Disabilities	Image in Action	R4856	Third / Fourth/ Senior
Signalong Sexual Health Resource Pack	The Signalong Group	R4857	Fourth
Sex and The Three R's	Pavilion	R4767	Fourth / Senior
Let's Do It – Creative Activities for Sex Education for Young People with Learning Disabilities	Image in Action	R4854 / R4855	Fourth / Senior