



LESSON
PLAN

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LESSON
PLAN

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DO... LESSON PLANS

LESSON PLAN 1: **Let's start with you**

LESSON PLAN 2: What is expected of you

LESSON PLAN 3: Love

LESSON PLAN 4: Communication, consent and sex

LESSON PLAN 5: Safer sex

LESSON PLAN 6: Problem solving

WHY START WITH 'YOU'?

How we feel about ourselves can have a huge effect on how we have (or don't have) relationships with people. If we regularly feel 'not good enough' or invisible or rejected, then we may not be great at looking after ourselves and those around us. This can place us in relationships or encounters which may neglect our needs, rather than take care of them. This is at the core of many issues in relationships and sex.

Furthermore, how we feel about ourselves is complex and is embedded in our interactions with those around us, the institutions we learn or work in, and society too. This is why it's vital not to place the emphasis solely on the individual. These external influences mean that we can see ourselves both as someone who is affected by others and also as someone who could affect other people. For instance, in intimate relationships, in our language, in participation in bullying or harassment or in how we might take part in activism.

Key learning areas

- How different things affect how we feel about ourselves (society, school, people, us)
- How we can help ourselves and other people (self-care, friendships, activism)
- How we understand what kind of personality we are, where we have come from and where we are going

Resources and links

TEACHING RESOURCES

- Explore, Dream, Discover from the **Centre for HIV and Sexual Health** in Sheffield www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2015/03/Explore-Dream-Discover.pdf
- 'Life in my Shoes' by **Body and Soul** (a film about stigma and HIV) www.lifeinmyshoes.org

BOOKS

- 'This Book is Gay' by James Dawson
- 'Banish Your Body Image Thief' by Kate Collins-Donnelly
- 'Beyond the Blues Workbook', 'The Self Esteem Workbook for Teens', and 'The Anxiety Workbook for Teens', all by Lisa M Schab
- 'The Buzz: A Practical Confidence Builder for Teenagers' by David Hodgson
- 'Unlock Your Confidence' by Dr Gary Wood
- 'Rewriting the Rules' by Dr Meg John Barker

ONLINE

- **BISH** has some links for over 14s on self-esteem and big ups:
Self-esteem: www.bishuk.com/about-you/self-esteem-how-do-you-feel-about-you
Big ups: www.bishuk.com/about-you/big-up-you/
- **Young Minds** has useful links about self-care: www.youngminds.org.uk/for_children_young_people/better_mental_health
- **Scarleteen** has this on self-care: www.scarleteen.com/article/abuse_assault/selfcare_a_la_carte



LET'S START WITH YOU

Key learning aims

To explore our own personalities, how we feel about ourselves and what affects that

To consider how we can help ourselves and each other

To think about where we have come from and where we are going

Key learning objectives for students

Write the lesson objectives on the board (without ALL, MOST, SOME) so you can refer to them later.



ALL students will be able to: identify things that make us feel good or not so good about ourselves



MOST students will be able to: confidently describe positive attributes about ourselves



SOME students will be able to: understand the importance of self-care and can implement at least one strategy for our own self-care

Equipment



Flipchart paper and pens

List of attributes for activity 3 on page 8 (one photocopy per student or class - see activity 3 for further information). This is also available within the **DO... Lesson stimulus** resource available on the DO... website

Teacher's notes



Ensure you have ground rules set up with the class (examples can be found in the **DO... Lesson guidance** resource)

Be mindful of students in the class who may be struggling with low self-esteem or mental health issues

The aim of this lesson is to focus on the positives and recognise some of the things that may affect how we feel about ourselves

Don't put students on the spot to share if they don't want to

Let students choose their own partner

Consider including the before/after assessment/evaluation activity



ACTIVITIES

STARTER

ACTIVITY 1: **Self-reflection** (10 mins)



Pair and share

1. Introduce the lesson topic and ask students to take a moment to reflect on something that makes them feel good about themselves, and something that makes them feel less good about themselves.
2. Ask them to discuss what they thought about with a partner and think about any similarities or differences between the things they both came up with.

MAIN

ACTIVITY 2: **What makes us feel bad and good about ourselves?** (15 mins)



Charting

1. Divide the class into four groups. Give each group a piece of flipchart paper, with one of four headings:
 - Us (individuals)
 - People around us (friends, peers, family)
 - School/college
 - Society (media, TV, internet, porn, advertising, shops, government etc.)
2. Ask the groups to write down or draw (under their heading) what makes them feel bad about themselves (e.g. comparing self to photoshopped images of models in magazines, pressure at school, bullying).
3. Ask each group to share their findings with the rest of the class, and ask the class to contribute any additional ideas that might have been missed (see example 1 on page 9).
4. Bring all the groups together and as a class (or in a smaller groups depending on the confidence of the class to contribute), ask them to look at what they've written down and to think about the things we could all do to make us feel better about ourselves (see example 2 on page 10).
5. Explain that we can't escape a lot of these messages we receive about ourselves and that we might not be able to change all the things that make us feel bad about ourselves. However, one thing we can do is to treat ourselves kindly and to big ourselves up when things are feeling tough (and to do the same for those close to us too).



ACTIVITIES

EXAMPLE 1:

What makes us feel bad about ourselves?

Us (individuals)

- Beating ourselves up for not being good enough
- Making ourselves do something when we really just want to do something else
- Comparing our bodies to other people

People around us (friends, peers, family)

- Being harassed into doing something
- Pressure to be popular and to fit in

School/college

- Bullying
- Feeling like we're not treated fairly
- Feeling at risk of harassment about our bodies, gender, sexuality, race or ability

Society (media, TV, internet, porn, advertising, shops, government etc.)

- Photoshopped images of models
 - Pressure to have the right phone/clothes etc.
 - Bad sex education from media
-



ACTIVITIES

EXAMPLE 2:

What might make us feel better about ourselves?

Us (individuals)

- Understanding that we have a relationship with ourselves
- Treating ourselves well and not worse than a friend
- Self-care lists (e.g. eating something nice, reading, long baths)

People around us (friends, peers, family)

- Being supportive of each other
- Being there for people (e.g. being someone who can be trusted and relied upon)
- Sharing fun times
- Celebrating relationships (e.g. birthdays)

School/college

- Challenging bullying
- Getting involved in making school better for everyone
- School politics

Society (media, TV, internet, porn, advertising, shops, government etc.)

- Banning photoshopped images
 - Creating new and more supportive media like YouTube channels or Tumblr
 - Making porn sites harder to access
 - Making toys less gendered
 - Having more and better RSE
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ACTIVITIES

MAIN

ACTIVITY 3: **Big ups** (15 mins)



Card sorts

1. Put students into groups of up to four (allow students to sit with people they feel comfortable with, so pairs are okay). Give each group a copy of the list of attributes in the accompanying handout. If you have time, print them onto card, cut them up and keep each list separate. If you don't have time to cut them out, just give every student a copy of the attributes to keep as a handout.
2. Ask everyone to choose five words that apply to them, and then in turn to say why they've chosen them. Try to think of examples for each. Acknowledge that this activity can be hard to do and remind the class of the ground rules about being respectful and kind to each other. Do not allow other students to criticise or question what has been chosen.
3. After they've chosen five words, they can put them in a row and take a picture of them on their phones (if they have them) or take the handout home for them to look at if they are feeling bad about themselves one day. Explain to students that this is an example of self-care.

PLENARY

ACTIVITY 4: **Attributes I want to work towards and the attributes I want people around me to have** (10 mins)



Card sorts

1. Ask students to pick another five attributes that they would like to have for themselves, but may not have currently.
2. Ask them to explain each one. Try to bring out the idea that we are all growing, and learning new things about ourselves.
3. Now ask students to pick another five attributes that they would like the people around them to have. Explain that this can help us think about what kind of people we want around us.



ASSESSMENT AND EVALUATION IDEAS

Assessment



Ask students to write down their key take-home message from the lesson on post-it notes. This should be the most important thing they feel they have learned and want to capture forever.

Evaluation



If students feel like sharing these take-home messages, ask them to put them on the board. You can take a photo of the class responses to help inform your planning and future approaches in subsequent lessons. Make sure the students get their take-home messages back at the end of the lesson!



OPTIONAL EXTENSION OR HOMEWORK ACTIVITIES

LEARNING METHOD: **Independent learning**

Ask students to revisit the discussions about what can make you feel good and not so good about yourself, and ask them to develop a self-care checklist for themselves.

LEARNING METHOD: **Drawing, collage and comics**

Ask students to create comics about the impact society and cultural attitudes and values can have on personal feelings and understanding. Encourage students to aim for a positive spin, positioning themselves as the hero who is able to navigate these negativities without being dragged down by them (whilst recognising how hard this can be when these messages are everywhere).

LEARNING METHOD: **Active experiential learning**

Ask students for recommendations of media which makes us feel good about ourselves (e.g. TV, films, YouTube clips etc.) to share with the class.

YOU AND WHO YOU LIKE

Which of these words are you? Pick five and think of why. Also, think of some that you would like to have and then pick five things you want from someone in a relationship (could be a romantic relationship or a friendship).

Thinker	Well dressed	Mature	Emotional	Bubbly
Adventurous	Hard worker	Cultured	Thoughtful	Lively
Enthusiastic	Good friend	Funny	Content	Organiser
Head strong	Easy going	Artistic	Planner	Creative
Dramatic	Foodie	Clever	Party animal	Musical
Mediator	Loving	Self believer	Dreamer	Neat
Warm	Sensible	Brave	Determined	Smart
Wise	Nice smile	Open minded	Loud	Big heart
Geeky	Romantic	Relaxed	High standards	Leader
Curious	Powerful	Assertive	Ambitious	Positive
Flexible	Sensitive	Sociable	Optimistic	Calm
Good listener	Gentle	Team worker	Generous	Excitable
Authentic	Honest	Solo star	Fit	Giver
Good at chat	Humour	Good with money	Sceptical	Good judge
Decisive	Ideas person	Switched on	Believer	Passionate
Reliable	Takes charge	Right on	Hopeful	Into safety
Attentive	Informed	Inspirational	Open	In the know
Kind	Modest	Disciplined	Cautious	Fun
Fair	On time	Tolerant	Independent	Serious
Forgiving	Bounces back	Ethical	Sincere	Political
Sexy	Responsible	Behaves!	Top bantz!	Keeps it real
Into looks	Loyal	Outgoing	Into fashion	Loves kissing
Laid-back	Deep	Loves cuddles	Hipster	Love-lover

Do you want someone like you, or someone totally different, or a bit the same or a bit different?



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