



Living in Safety and Stability




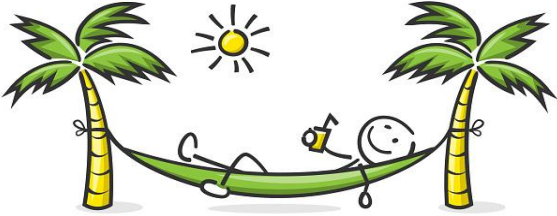
Assessment Plan

Module title	Living in Safety & Stability
Age band	9-13 years
Guided learning hours	30
Number of sessions/ hours per session	10 sessions X 3 hours



Unit purpose and aims:
 Promote a safer environment for young people – at home, at school and in the community
 Promote positive decision making
 Develop resilience and coping strategies
 Help young people achieve their full potential
 Promote positive role that young people can contribute to local communities

Learning Outcomes	Assessment Criteria	Suggested activities (to help meet assessment criteria and generate evidence)
<p>1 Introduction to Living in Safety and Stability Understand the purpose and requirements of the programme Understand what is meant by Living in Safety & Stability</p>	<p>Identify three current factors which might negatively influence level of safety and stability Identify three current factors which might positively impact level of safety and stability</p>	<p>Contract Hopes & Fears for the programme Group discussion around ‘What is Safety & Stability?’ Printed pictures for discussion on safety and stability Walking true/ false safety and stability quiz Start baseline assessments</p>
<p>2 Staying Safe Online Understand online risks relating to contact, contact, conduct and commercial Understand healthy and unhealthy behaviours within online and offline friendships/ relationships Understand the importance of permission and consent in relation to sharing content Understand the importance of seeking help from a trusted adult if needed</p>	<p>Detail three ways in which to be safer online Outline what makes a good friend</p> 	<p>Individual screen time check-in Scenario based discussions on the four areas of online risks Imagery to highlight real life vs fake media OK to share? – Walking activity Frenemy game of chase Imagery to highlight positivity social media can spread.</p>

<p>3 Staying Safe in the Community Understand how to stay safe as a passenger and as a pedestrian on the road Increase awareness of own community and the resources available Be aware of different support systems available to young people</p>	<p>Identify three resources in the local community for young people Identify three support organisations/ people who can support you</p>	<p>Quiz (Challenges in between each round)</p>
<p>4 Managing Risk Understand the meaning of risk and the difference between good and bad risk Recognise risky situations and the implications of these Understand practical strategies they can employ to keep themselves and others safe</p>	<p>Identify a situation where taking a risk may lead to a positive outcome List three practical ways that you can keep yourself safer when out and about</p>	<p>Bucket List Levels of risk – Scenario cards Managing emotions – individual reflection</p>
<p>5 Dealing with Bullying Understand forms of bullying and what it may look like Be confident in using the Stop, Speak, Support Strategy when responding to bullying Understand the impact of bullying on people</p>	<p>Identify the three steps to help respond to bullying Say something nice about each person in the room</p>	<p>Explorations of characters – a bully and someone being bullied Toothpaste activity Positive affirmations</p>
<p>6 Peer pressure Understand what we mean by peer pressure and how it may present itself Gain the skills needed to say no to peer pressure confidently Believe in your ability to make the correct decisions</p>	<p>Identify two ways in which you can be more assertive when responding to peer pressure Identify one example of positive peer pressure. Identify one example of negative peer pressure.</p>	<p>Peer pressure through drama Power poses Positive art activity</p>
<p>7 Money Management for a Better Future Understand the difference between want and need Understand the importance of safe spending and saving Provide participants with some tips on how to make/ save money</p>	<p>Identify the difference between want and need Give two examples of how we can save/ spend better</p>	<p>Desert Island activity Budgeting task Piggy bank exercise</p> 

<p>8 Healthy mind and healthy body Increase participants awareness of their own health and wellbeing Increase understanding on how to integrate more positive activities into their day-to-day life</p>	<p>Complete their own health and wellbeing wheel Complete a pledge which will positively impact on their health and wellbeing</p>	<p>Health and wellbeing wheel Pledge Jar of Importance Practical stress management techniques</p>
<p>9 Looking After Me Participants practise at least one effective technique to handle stressful or difficult situations Participants understand the importance of self-care Participants explore what makes them happy</p>	<p>Identify three ways in which you can look after yourself Identify three of your greatest strengths/ qualities</p>	<p>Pledge follow-up Letter to a stranger Power poses Self-care bingo Gratitude worksheet</p>
<p>10 Our Healthy Community Participants understand how to help others live a more safe and stable life Participants know how to plan an activity/ social action project to help others in the area</p>	<p>Describe a way in which you can contribute to your local community, making it a safer/ more stable place to live</p>	<p>Human knot icebreaker Mock Village council (including Scavenger Hunt) Social action activity End baseline assessments</p>

