




Living in Safety and Stability



Assessment Plan

Module title	Living in Safety & Stability	
Age band	14-18 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 roles that young people can contribute to local communities		
		
Learning Outcomes	Assessment Criteria	Suggested activities (to help meet assessment criteria and generate evidence of ability)
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	Explain what we mean by Living in Safety and Stability 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	Contract Hopes & Fears for the programme Group discussion around ‘What is Safety & Stability?’ Factors which influence our safety and stability Walking true/ false safety and stability quiz Start baseline assessment
2 Staying Safe Online Understand online risks relating to content, 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	Outline the 4 ‘C’s relating to online risk Provide two examples of an issue that a young person may face online, and how you would address it Identify three tips to stay safe online	Individual screen time check-in Text scenario cards 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
3 Risk taking behaviour Understand the meaning of risk and the difference between good and bad risk Recognise risky situations and the implications of these Understand practical strategies to employ to keep themselves and others safe	Identify two risky scenarios that young people may find themselves in. Detail what they could have done differently and how they could avoid/ limit the risk in the future	Bucket List How Risky? – Scenarios Discussion on why we take risks

<p>4 Choices & Consequences Be more aware of personal values and morals which drive decision making Understand that choices can have consequences Gain the knowledge and skills to inform better decision making</p>	<p>Provide an example of a good choice made this week and explore why it was a good choice and the values that it was based on Provide an example of a not so good choice made this week and explore why it was a not so good choice and the values that it was based on Identify three skills required to effectively deal with peer pressure Rate your ability to practice these three skills</p>	<p>Values discussion cards Drama based scenarios Tips on dealing with peer pressure Managing difficult emotions</p>
<p>5 Coping with difficult situations Increase awareness of their own health and wellbeing Increase ability to identify and deal with emotions effectively Increase understanding on strategies to promote resilience and emotional wellbeing</p>	<p>Define what is meant by resilience Identify three steps to managing emotion, using a recent stressful situation you experienced Identify three ways you can increase your resilience</p>	<p>Juggling life – ball throw Managing emotions in context Resilience tips Health & wellbeing wheel Pledge Jar of Importance</p>
<p>6 Confidence and motivation Increase participant’s awareness of their own sense of self, focusing on personal qualities and strengths Increase understanding of self-confidence and how we can help ourselves become more confident Understand factors which influence and drive motivation</p>	<p>Identify two strengths and two things you would like to develop. Explain why. Rate your confidence before and after workshop Reflection on letter to a stranger</p>	<p>Pledge review Who am I? – Letter to a stranger Power poses Discussion on motivation Gratitude jars Positive affirmations</p>
<p>7 Body Confidence Participant explored what they love about their bodies and all the positive things their body does for them Participant recognises the impact of social media on body image Participant learnt tips on how to make themselves feel good about their bodies</p>	<p>Describe how media can influence own perceptions of body image Describe four ways in which we can help us to feel good about ourselves</p>	<p>My amazing body illustration Media influences on body image Discussion – what matters most Feel good tips and advice Advice Column</p>

<p>8 Strategies for coping – Tools and techniques Participant recognises bad times are normal and that everyone experiences them Participants learn at least one effective technique to handle stressful or difficult situations Participant understands more about what makes them happy</p>	<p>Outline two strategies you used to help manage stress (or other strong emotions) and how it made you feel List three ways in which you can improve your mood</p>	<p>Discussion on useful coping strategies Suggested strategies to try with the group (pick 2 or more): Laughter yoga Guided meditation Body scan Breathing techniques Art Creation of a music playlist Physical activity Fun game/ activity</p>
<p>9 Money management for a better future Understand the difference between essential and non-essential Understand the importance of safe spending and saving Learn some tips on how to make/ save money</p>	<p>Complete a weekly spend diary and reflect on your spending Provide examples of essential and non-essential expenditure Outline three ways to spend safely and why this is important</p>	<p>Desert Island activity Reflection on last item bought Brain teaser – average income and expenditure Spend or save? – Group task Small sacrifices, big savings! Saving tips Traffic light evaluation</p>
<p>10 Looking ahead to the future Clarify values, interests, strengths, and skills in relation to potential careers Increase awareness of steps required to achieve desired career, including opportunities, and ways of overcoming possible barriers to success Increase confidence and motivation in pursuing a meaningful career</p>	<p>Identify one personal value, interest, strength, and skill and outline how this might help/ influence future careers goals Identify two obstacles you might encounter to your chosen career and outline how you will overcome these.</p>	<p>All about you – handprints Dream job – Matchup Journey to employment illustration In the hot seat – Mock interviews End baseline assessment</p>

