

## **FIT** lesson plan

**Subject area:** PSHE: Personal wellbeing

**Key Stage:** 3

**Learning objectives:**

Learners will:

- Identify factors and circumstances that make them happy and compare this to others.
- Recognise that a positive sense of self contributes to happiness.
- Understand that prejudice may make it difficult for someone who is gay to tell other people and that this may be linked to their self esteem and happiness.

**Key Words:** prejudice, discrimination, come-out, gay, homosexual, homophobia

**Resources:**

The following Microsoft Word documents accompany this lesson: ***Happy and Sad, Jordan & Consequences***. (These are just aide memoires to support learners in structuring their thinking. Plain paper could easily be used instead once the activity has been modelled on the board or sheets displayed on a projector).

**Lesson outline**

	Time (approx)		Links to National Curriculum
<b>Starter</b>	10 mins	<p>Give each student a copy of the sheet <b><i>Happy and Sad</i></b> or write the words on the board. Ask students to think about the things that make them happy and to write/draw these around the happy face. Then ask students to repeat the exercise with the things that make them sad. (Encourage them to think of feelings and emotions rather than material and physical examples e.g. when I am treated with respect, when I am around my friends etc). If time is short ask half the class to focus on 'happy' and half 'sad'.</p> <p>Ask them to share their writings/drawings with a partner. Display some of the work and ask: <i>what are the types of things that tend to make people happy/sad? Why do you think this is?</i> Draw out the idea that people are happy when they are safe, free from oppression, have good relationships, are able to be themselves. Discuss what it means to have a positive sense of self, is this important?</p>	<p><b>PSHE Personal wellbeing</b> <b>1.1 Personal identities</b> a understand that identity is affected by a range of factors, including a positive sense of self.</p> <p>PLTS: Independent Enquirers consider the influence of circumstances, beliefs and feelings on decisions and events</p> <p>SEAL: self-awareness</p>
<b>Main Part</b>	15 mins	Show chapter of FIT: Jordan	<b>PSHE Personal</b>

	5 mins	Divide the students into small groups and provide each group with a piece of blank paper. They have 1 minute to write as many facts about Jordan as they can remember from the film (one person to act as a scribe). Then one person from each group should scrunch up the piece of paper and throw it to the next group. The next group have 2 minutes to write a new fact about Jordan that is not on the paper. (Repeat as required until a profile of Jordan emerges).	<b>wellbeing</b> <b>1.2 Diversity</b> a appreciating that, in our communities, there are similarities as well as difference between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
	5 mins	Ask for feedback and list key points on the board e.g. he is good at football, he is friends with Tegs, he is at college, he is doing dance and drama A level. Encourage students also share facts they may find more difficult to share e.g. he is gay, he is black or he is adopted. (These are also important in who Jordan is).	PLTS: team workers take responsibility, showing confidence in themselves and their contribution  SEAL: Empathy
	10 mins	Students should work in pairs or small groups. The handout <b>Jordan</b> contains 2 pages, page 1 is to encourage discussion on the reasons Jordan might want to tell people at the football club he is gay. Page 2 is to explore the reasons Jordan may not want to tell the football club he is gay. As with the starter activity, depending on time, either give students both tasks to do (one at a time), or split the class and allocate a different sheet to each half.	
	5 mins	Ask a mixture of conscripts and volunteers to share their reasons. Focus on the positive aspects of coming out e.g. being comfortable with friends and family, being true to oneself and link with the starter. Stress also the internal and external factors that may make Jordan reluctant to come out e.g. his fear of what people might say and the prejudice he is likely to experience from people like the football coach.	
<b>Plenary</b>	10 mins	<i>Should Jordan be free to 'come out' to people at the football team? What might consequences of him coming out be?</i> Display the <b>Consequences</b> sheet on the	<b>PSHE Personal wellbeing</b> <b>1.4 Relationships</b> c Understanding that

		<p>board, (or draw something similar). Ask learners to identify what the consequences are for Jordan himself e.g. being more comfortable with himself, not having to live a double life. For friends and family e.g. having a better relationship with Jordan. Or society, including football, having gay role models, equal rights, higher visibility etc. (Learners may also identify negative consequences, these are perfectly valid and should be used to recognise the bullying and prejudice some gay people may receive).</p>	<p>relationships can cause strong feelings and emotions.</p> <p>PLTS: creative thinkers question their own and others' assumptions</p> <p>SEAL: Empathy</p>
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