

IMPORTANT

NOTE TO TEACHERS

1decision is a suite of resources that can be used flexibly to bring PSHE lessons to life. It has been developed to assist schools in helping students to become confident communicators and safe and positive decision makers in all areas of their lives.

1decision provides effective lesson plans and activities, together with documentaries and interactive videos. Our video series explores possible outcomes for the characters' choices by providing children with alternative endings from which to choose. In reality these choices would not always produce the same result. It is important to be clear with students that the many decisions we make throughout our lives do not always have right or wrong answers but that they do require careful consideration. It is essential that this is explored to give children a better understanding of each topic.

- It is important to inform students that the 1decision films have been created by actors to educate children on situations that 'could' happen
- Please view all videos and on-screen links to check suitability for your students before using them in your classroom
- It is important to point out to the students that the videos do not explore all possibilities
- The videos have not been created to scare or worry children and it is important to check that your students have not already been affected by some of the topics
- Whilst watching the videos, please remember to refer to the on-screen lesson guides to explore the discussion points with your students
- After each video, please discuss with your students other possible outcomes for each scenario

If you have any questions about our resources please contact:

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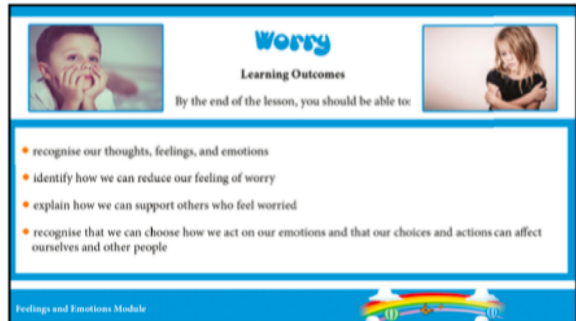


Topic - Worry

Step-by-step instructions for on-screen lesson guide



1 Starting slide for the lesson.



2 Learning outcomes and expectations for this topic.



3 Ask your students to complete the baseline activity, in one colour. You will return to this activity at the end of the topic.



4 Use the prompt on screen to start a discussion with your students.



5 Share the definition with your students.



6 Allow your students some time to think about their own experiences of worry.

Topic - Worry

Step-by-step instructions for on-screen lesson guide

 **Activity time** 



We're now going to look at three different scenarios. As a class, small group, or in pairs, discuss the following:

What strategies could each of the characters use to reduce their feeling of worry?

Feelings and Emotions Module

7 Ask your students to look at the following scenarios and discuss the strategies each character could use to reduce their feelings of worry.

 **Activity time** 



"My friend is having a birthday party at the weekend but I feel really ill and I'm worried that I won't be able to go. I really don't want to miss out".
- Joy, aged 9

What could Joy do to feel less worried?

Feelings and Emotions Module

8 What could Joy do to feel less worried?

 **Activity time** 



"My brother is moving away to university and I'm worried that he'll forget about me. I have my Dad but it won't be the same".
- Lennon, aged 10

What could Lennon do to feel less worried?

Feelings and Emotions Module

9 What could Lennon do to feel less worried?

 **Activity time** 



"I'm worried about going to secondary school. It's bigger than my primary school and I'm worried that I'll get lost. All of my friends are going to a different school and I'm scared that I'll be on my own".
- Kane, aged 10

What could Kane do to feel less worried?

Feelings and Emotions Module

10 What could Kane do to feel less worried?

 **Watch the video clip!** 



Let's watch the *Worry* video.

Before we make our decision, we will return to this lesson guide to discuss what is happening.

Note to teacher: minimize this lesson guide and play the video from the module screen.

Feelings and Emotions Module

11 Minimize the lesson guide and play the Worry video. *This video is approximately 8 minutes.*

 **Discussion time** 



Now that you've watched the first part of the video, as a class, group, or in pairs, discuss the following:

- What is happening in the clip?
- What decision does Maya need to make?
- Why do you think Maya doesn't want to tell her Mum about her worries?
- How do you think Maya's Mum is feeling?

Feelings and Emotions Module

12 Use the prompts on screen to discuss what has happened in the video.

Topic - Worry

Step-by-step instructions for on-screen lesson guide

Return to the video to make your decision.
What choice do you think the characters should make?

13 Return to the video and allow your students to make their decision.

Discussion time

Not the best choice for all
Discuss the following...

- How is Maya feeling now?
- How do you think Mum is feeling?
- Did Maya's decision benefit her?
- What might have happened if Maya had shared her worries?

14 Use the prompts to discuss what has happened in the A ending.

Discussion time

Best choice for all
Discuss the following:

- How is Maya feeling now?
- How easy/hard do you think it was for Maya to talk about how she was feeling?
- What were the benefits of Maya talking to her Mum about her worries?
- How is her Mum feeling now that Maya has shared her worries?

15 Use the prompts to discuss what has happened in the B ending.

Decision time

Did you make the best choice for all the characters?

More activities →

16 Did your students make the best choice for all the characters?

Discussion time

Darlee believes that it was an unsafe choice for Maya to lock herself in the bathroom. As a class, small group, or in pairs, discuss the following:

Do you agree with Darlee?

How could this have been unsafe?

What could have been a more positive action?

17 Use the prompts on screen to continue a discussion with your students.

Activity time

Hot Seating 🔥

As a class, create some questions to ask Maya and her Mum, which will help you to understand their feelings and behaviours.

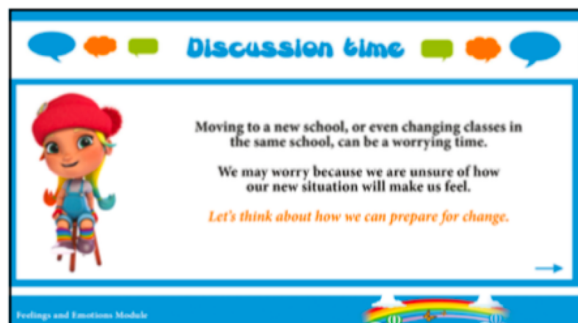
Hot seat each character in turn, asking them their questions.

When answering these questions, the person in the hot seat should try to imagine how these characters might feel, think, and behave.

18 Allow your students to carry out the hot seating activity. For more guidance on this activity, please see the 'Creating a safe learning environment' document on the How it Works page.

Topic - Worry

Step-by-step instructions for on-screen lesson guide



Discussion time

Moving to a new school, or even changing classes in the same school, can be a worrying time.

We may worry because we are unsure of how our new situation will make us feel.

Let's think about how we can prepare for change.

Feelings and Emotions Module

19 Share the on-screen information with your students.



Activity time

Thinking about Maya, as a class, create a list of the different actions we can take to help us prepare for moving to a different class or school.

Darlee's ideas →

Feelings and Emotions Module

20 Ask your students to create a list of different actions they can take to prepare them for change.



Discussion time

Here are some of Darlee's ideas:

Speak to a trusted adult about your worries Find out if you already have friends in your new school or class

Research activities or clubs you could take part in to make new friends

Practice mindfulness before your first day Try to write down the positives of moving

Can you think of any more?

Feelings and Emotions Module

21 Share Darlee's ideas with your students.



Activity time

Complete the activity

Dear Darlee (Worry)

Feelings and Emotions Module

22 Ask your students to complete the activity.



Activity time

Complete the activity

What can they do?

Feelings and Emotions Module

23 Ask your students to complete the activity.



Share your ideas!

What can the children do?

As a class, or in small groups, share your ideas.


What advice would you give to the children?
How can you help them with their worries?
What strategies could they use to feel less worried?

Feelings and Emotions Module

24 Use the prompts on screen to encourage your students to share their ideas.

Topic - Worry

Step-by-step instructions for on-screen lesson guide



Activity time

Return to the activity

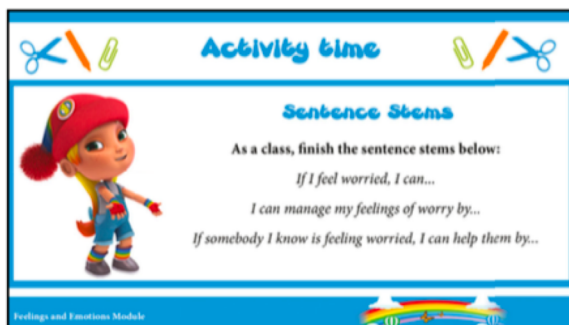
Is there anything you'd like to change?
(Make changes in a different colour to highlight your learning)

Worry

Feelings and Emotions Module

Detailed description: This screen is titled 'Activity time' and 'Return to the activity'. It features a cartoon girl character on the left and an open book icon with the word 'Worry' written above it. The text asks if there is anything to change and suggests using different colors to highlight learning. The bottom of the screen has a rainbow graphic and the text 'Feelings and Emotions Module'.

- 25 Ask your students to return to the activity. Would they like to add or change anything?



Activity time

Sentence Stems

As a class, finish the sentence stems below:

If I feel worried, I can...

I can manage my feelings of worry by...

If somebody I know is feeling worried, I can help them by...

Feelings and Emotions Module

Detailed description: This screen is titled 'Activity time' and 'Sentence Stems'. It features the cartoon girl character on the left. The text asks students to finish sentence stems as a class. The stems are: 'If I feel worried, I can...', 'I can manage my feelings of worry by...', and 'If somebody I know is feeling worried, I can help them by...'. The bottom of the screen has a rainbow graphic and the text 'Feelings and Emotions Module'.

- 26 Ask your students to finish the sentence stems. They can complete these verbally or on one of their student pages in the back of their workbook.



Topic complete

Great work everyone!

Topic extension activities →

Feelings and Emotions Module

Detailed description: This screen is titled 'Topic complete' and 'Great work everyone!'. It features the cartoon girl character on the left. The text says 'Great work everyone!' and 'Topic extension activities →'. The bottom of the screen has a rainbow graphic and the text 'Feelings and Emotions Module'.

- 27 End of topic. You may want to complete our extension activity.



Extension activity

My Worry List

Write down a list of things you worry about.

Using the 'My Envelope of Worries' worksheet, seal your worries in the envelope.

If you would like to, you can share your worries with a trusted adult, and together you can create some strategies to reduce your worries.

Feelings and Emotions Module

Detailed description: This screen is titled 'Extension activity' and 'My Worry List'. It features an illustration of an envelope labeled 'My envelope of worries'. The text asks students to write down things they worry about and use the 'My Envelope of Worries' worksheet. It also suggests sharing worries with a trusted adult. The bottom of the screen has a rainbow graphic and the text 'Feelings and Emotions Module'.

- 28 If you would like to explore this topic further, follow the on-screen prompts to complete this extension activity.



Extension activity

Return to the module screen and explore the relaxation videos

Choose one to try as a class or group.

Feelings and Emotions Module

Detailed description: This screen is titled 'Extension activity' and 'Return to the module screen and explore the relaxation videos'. It features the cartoon girl character on the left and four video thumbnails. The text asks students to choose one video to try as a class or group. The bottom of the screen has a rainbow graphic and the text 'Feelings and Emotions Module'.

- 29 Explore the relaxation videos within this module.



Topic complete!

Great work everyone!

Feelings and Emotions Module

Detailed description: This screen is titled 'Topic complete!' and 'Great work everyone!'. It features the cartoon girl character on the left. The text says 'Great work everyone!'. The bottom of the screen has a rainbow graphic and the text 'Feelings and Emotions Module'.

- 30 The extension activities are now complete and you have come to the end of the Worry topic. **Now that you have completed all of the topics within the module, return to the assessment guide.**

