HEALTH RELATED BEHAVIOUR SURVEY PUPIL ENGAGEMENT PACK

INTRODUCTION AND CONTEXT

This pack is funded by Public Health, Cambridgeshire for the use of secondary schools in Cambridgeshire or Peterborough who have completed the Health-Related Behaviour Survey 2021. The pack has been updated using data from Cambs and Peterborough from the 2022 survey.

The purpose of this pack is to provide guidance and models to enable adults to engage with students on the results of the survey, as part of planned PSHE lessons, school self-evaluation processes or review and development of curriculum provision.

HRBS – OVERVIEW

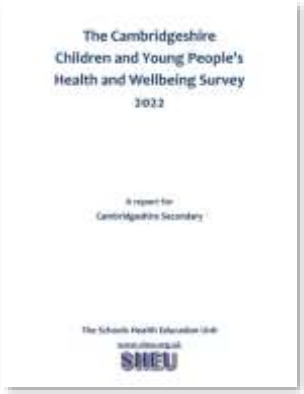
The Health-Related Behaviour Survey has been carried out every two years in Cambridgeshire schools since 2002. There as a three gap between the 2018 survey and the 2021 survey, due to the pandemic. The survey has been carried out again in 2022. The HRBS is managed by the Schools Health Education Unit at Exeter University and is used across the country by individual schools, local authorities and MATs.

The survey is funded by Public Health and the majority of Cambs Secondary schools participate with approximately 9000 Y8 and Y10 students taking part on each occasion. In the last 4 surveys (2016, 2018, 2021, 2022) students' participation has been mostly online. Public Health use the data to reflect on existing provision of services for young people and to plan the use of funding to further support schools and young people.

The survey includes questions on a variety of topics related to health. The survey is reviewed by colleagues in Education and Public Health to ensure that the content is relevant to our schools and local context.

Topics included:

- Healthy eating
- Physical activity
- Smoking, alcohol and drugs
- Emotional health and wellbeing
- Sexual health
- Health & hygiene
- Safety
- Enjoying and achieving
- Making a positive contribution



Whilst Public Health receive summary data, collating responses from all participating schools, each individual school receives a report containing a summary of their pupils' responses. It is this document which schools may use to reflect on their own position and compare the experiences of their students with the Cambridgeshire and Peterborough average. Where schools did not participate in the survey, but wish to use some local data, the Cambridgeshire and Peterborough wide report may be used. For more information on where to access these reports, please email PSHE@cambridgeshire.gov.uk

CONTENTS

INTRODUCTION AND CONTEXT 1
HRBS – Overview 1
Benefits of Engaging with Students On your HRBS Data 3
Benefits for students 3
Benefits for your school 3
Purpose and Structure of 'HRBS Pupil Engagement Pack' 4
Responding to Pupil Questions/Statements 4
Practitioners' Guidance 5
Notes for Staff 5
Methodologies 5
Establishing a Safe Environment for Participation 5
Methodologies for Prioritisation 7
Card Sort (linear) 7
Diamond 9 7
Card categorisations 8
Consider All Factors 9
Ideas Funnel 10
Know/Want/Learned 11
Methodologies for Gathering Opinions 12
Continuum Lines 12
Consequence Wheel 12
Fishbone strategy 13
Walking Debates 14
Methodologies for Scoping an Issue 16
Poster Carousel 16
Clustering 17
Zones of Helpfulness 17
Revolving Circle 18
Methodologies for Planning Action 20
Hot Air Balloon 20
Snowballing 20
SWOT (Strengths, Weakensses, Opportunities, Threats) 21
Examples in Context 23
PSHE Lesson Examples 23
Outline of Social Norms approach 23
Lesson Plan 1 – Exploring Attitudes to Healthy Eating 23

Lesson Plan 2 – Exploring Worries about Bullying 25
Lesson Plan 3 – Exploring Attitudes to Illegal Drugs 27
Resources 29
CAF Template 29
KWL Grid 30
Hot Air Balloon 31
SWOT - Strengths, Weaknesses, Opportunities, Threats 32
Zones of Helpfulness 33
..... 33
Drug Cards names 34
Drug Use and Social Norms Fishbones 35

BENEFITS OF ENGAGING WITH STUDENTS ON YOUR HRBS DATA

BENEFITS FOR STUDENTS

Learner voice is not about learners shouting to be heard, nor is it about educators giving away all their 'powers' to learners. Learner voice is about considering the perspectives and ideas of learners, respecting what everyone has to say, taking risks, sharing and listening, engaging and working together in partnership.

LEARNER ENGAGEMENT A review of learner voice initiatives across the UK's education sectors, 2008

When students see that their teachers and schools take an interest in their views and needs, the students in turn feel a greater sense of belonging to their school. This has many positive effects, not least the impact on academic attainment, but perhaps more significantly on their personal development. Students may develop a greater sense of belonging in school, ownership of their learning and increased motivation. Seeking students' views has the potential to increase feelings of self-efficacy and self-esteem. In the shorter term, when adults in school listen to student views and use these views to reflect on provision, lesson content and support available pupil/teacher relationships are strengthened and deepened.

BENEFITS FOR YOUR SCHOOL

Listening to (students) voices will not always be easy. We have to be disappointed and delighted by what they say (Fielding, 2008)

By engaging in pupil voice activities, schools will be able to demonstrate that they are fulfilling various duties and requirements, for example:

- Article 12 of the United Nations Conventions of the rights of the child states that children have the right to express views on matters which affect them. These views should be given appropriate weight, in accordance with the age and maturity of the child.
- Education Act 2002 requires schools to consult with students.

The HRBS reports contain a Self-Evaluation Form which can be useful when schools are wishing to demonstrate how pupil views and needs have been identified, and hopefully, used to inform and prioritise school development.

When adults in school engage with students about the content of their learning and wider provision, teachers can gain insights that advance their own professional development. They are able to create learning environments which are more empathetic, more inclusive and which more effectively meet the needs of students.

PURPOSE AND STRUCTURE OF 'HRBS PUPIL ENGAGEMENT PACK'

The purpose of this pack is to offer tools and example methods for engaging students with the results of the HRBS Survey. The pack is structured into three sections:

1. Pupil engagement methodologies
2. Examples of activities to support whole school and curriculum review and development
3. Examples of PSHE lessons

The intention is that the activities can be used flexibly, whilst offering some concrete examples based on the data available from HRBS.

Further information on purpose and function is given at the start of each section.

RESPONDING TO PUPIL QUESTIONS/STATEMENTS

I don't believe the figures.

When students have a view which is at odds with the HRBS data, their response might be to say that the data is 'wrong'. A positive way of responding might be to acknowledge that the student has a different view, but then emphasise that the data shows the views and experiences of a large number of students. Every student will have different views, behaviours, family backgrounds etc. These differences, when averaged out, may give a figure which the student feels does not reflect their perspective or that of their peer group.

You might say that part of the purpose of the exercise you are doing is to explore the various needs and experiences that students have, so that all needs and views can be considered.

People won't tell the truth in a school survey.

Sometimes, when figures are lower than a student is expecting (e.g. levels of smoking or sexual activity) they suggest that their peers won't tell the truth in a survey because it's being completed at school. In response to this, explain that all the surveys are anonymous, and people cannot oversee other people's responses.

You might also point out that the survey is not just being done in your school, but across Cambridgeshire and Peterborough and throughout the country. It has been checked for reliability.

Some people might be concerned about putting personal information on a school survey, but as many people make things up which they haven't done, as hide things which they have done. This has been double checked by the people who run the survey.

Finally, if students remain to be convinced, you can describe the number of people who participate. If 500 people in your school take part in the survey, then it takes 5 people to change the data by 1% point.

PRACTITIONERS' GUIDANCE

NOTES FOR STAFF

Grouping students

When preparing for the activities, carefully consider how you will group the students. The starting point should be to consider whether students can select their own groups, so that they feel comfortable working and talking with the people in their group. If the students do not know each other well, or if you anticipate some issues with working in self-selected groups, use one of the strategies below to create groups.

- Ask students to get into a line according to the day of the month they were born, house number, or first name and then count them of into groups of the desired size.
- Cut up postcards in pieces (4 pieces if you want groups of 4 etc). Distribute the pieces, one to each student and then ask them to find the people who have the rest of their post card.
- Ask the students to get into groups according to their school house or team.
- Carry out an agree/disagree opinion line activity as a starter, and then group the students according to their place in the line.

Sensitive issues and safeguarding

As with all lessons and activities relating to health and wellbeing, there will be sensitivities for some students. Session leaders should ensure they are fully aware of mechanisms in their school for reporting safeguarding and pastoral concerns. Session leaders should remain vigilant for students who have had personal experience of issues raised and should ensure that discussion remains distanced, referring to the survey results, rather than about individuals in the session.

METHODOLOGIES

The methodologies selected for inclusion in this pack all require the session leader to act as a facilitator.

Teacher Role	Facilitator Role
Imparts the facts	Gathers views.
Talks the most	Enables others to talk
Has the 'right' view	Values different views respectfully
Knows the answers	Explores answers with the students
Has most important experiences	Has least important experiences

For further suggestions see Active Learning Strategies or this summary.

ESTABLISHING A SAFE ENVIRONMENT FOR PARTICIPATION

In order for all participants in the activity, adults and students, to feel able to join in confidently there must be a shared understanding of expected behaviours. Some participants may feel nervous, not only about the content but about what they might be asked to contribute. Some participants might be concerned that personal experiences will be shared. Staff might be concerned about personal disclosures, 'banter' or misjudging content.

Therefore, it is highly recommended that all students who will be involved in the sessions are actively engaged in establishing an agreement to follow expected behaviours.

Examples of suggested ground rules:

- We'll be open, but we won't share personal or private information.
- We'll make sure everyone feels safe.
- We can choose not to join in.
- We'll all respect that everyone is different.
- We'll listen to each other and share our views.
- We can all ask questions.
- We'll be kind and respectful to each other.

At the very least, in a student voice activity, there should be an agreement about respectful listening, disagreeing respectfully, maintaining anonymity, the boundaries of confidentiality (safeguarding) and what will happen after the pupils have shared their views.

CARD SORT (LINEAR)

What is it?

This activity allows pupils to prioritise ideas and information and discuss justifications for their choices.

Classroom Layout

Pupils can work at a board or wall space. Alternatively, groups can work around a table.

How does it work?

1. Pupils in small groups receive a range of cards.

2. Pupils arrange them in order of importance/priority. They might do this in a straight line or build up tiers.

3. Pupils might then compare each other's ranking as a starting point for class discussion.

4. A debrief after this activity might be beneficial.

HRBS Example Contexts

SUGGESTION 1 - DIVERSITY

For use with and LGBT/Alliance Student group. Using key health indicators from 'LGBT' column in the Equalities Monitoring in Cambridgeshire and Peterborough Report*, select either Y8 or Y10, produce cards with one statistic on each, showing the difference between the experience of 'All' students and 'LGBT' students in that year group. Ask the groups to create a line of cards showing the biggest to smallest difference between 'All' and 'LGBT' students. See Suggestion 5.

*You will find the cross-county Equalities report in your school report. There is no school only data for Equalities as the numbers of pupils in the categories in each school would often make them identifiable.

SUGGESTION 2 -DRUGS

Refer to Question 35 relating to levels of illegal drug use. Produce cards with the names of the illegal drugs, one drug name on each card. See Drug Card Names. (These names are included in the questionnaire. You may select just a few. You may return to the online Tutor view at www.schoolsurveys.co.uk to check all the responses for your school if you want more detail than is given in your report.) Ask groups of students to create linear card sorts according to the following criteria: Which drugs are adults most worried about? Which drugs are young people most worried about? Which drugs are most likely to be used by young people? Pause from the group work and ask students for their guesses on the percentage of young people in their school who had used cannabis, in the last year and the last month. Collect the range and mean average of the guesses. Share the figures from your school and discuss any disparity. Consider whether it is helpful to share the Cambridgeshire and Peterborough figures by way of comparison. Consider Social Norms using Suggestion 15.

DIAMOND 9

What is it?

This is a small group activity aimed at prioritising information and ideas. It can be a follow-up activity used after information-gathering. It encourages pupils to consider and express their justifications for prioritising certain issues.

Classroom Layout

Pupils can work at a board or wall space. Alternatively, groups can work around a table.

How does it work?

1. Pupils receive (or write out beforehand) nine ideas based on a particular question on card or post-its.

2. They place their first priority card at the top, followed by two in second place, three in third place, a further two and then the card which represents the lowest priority at the bottom. This forms a diamond shape.

3. Pupils should strive for a consensus amongst themselves. This may involve various discussions on the order of cards involving justification.

4. Top priorities might be explored in greater detail e.g ask each group to feedback on their top three and look for similar top 3 choices.

HRBS Example Contexts

SUGGESTION 3 – HEALTH OUTCOMES

Using key health indicators from 'All' column in the Equalities Monitoring in Cambridgeshire and Peterborough report, select either Y8 or Y10, the produce cards with one statistic on each. Using Diamond 9 ask groups to prioritise which figure they find most concerning. Discuss top 3 from each group. Follow up using Suggestion 4

SUGGESTION 4- DIVERSITY

For use with and LGBT/Alliance Student group. Using the cards from Suggestion 1 ask the groups to prioritise them, showing the health outcomes/experiences which are most concerning to them, down to the least concerning.

CARD CATEGORISATIONS

What is it?

This methodology enables pupils to consider a range of factors and then place them in categories. They might be provided with the categories, or they might agree these themselves.

Classroom Layout

This activity is best carried out in small groups seated at tables.

How does it work?

1. A series of different factors/scenarios are listed on cards.
2. Pupils are provided with further cards naming 3 or 4 categories. (Or agree these themselves)
3. They then discuss which categories the cards best fit into.
4. Feedback from each group will be helpful to discuss differences of opinion and explore these.

HRBS Example Contexts

SUGGESTION 5

Using the cards produced in Suggestion 1, ask the groups to categorise them into the following categories: Teachers most worried about these, Health professional most worried about these, Parents/carers most worried about these.

SUGGESTION 6 – MENTAL HEALTH

This suggestion focuses on people's worries. Use the data about worries from Q38. Initially, focus on the combined figures rather than those which differentiate between girls and boys. Produce a set of cards with each of the topics listed. Ask students to group the topic cards into the following categories: relationships, the future, identity, health etc. Ask them to pick the topic from each category which they think young people will

be most likely to worry 'quite a lot' or 'a lot' about. Share the findings and discuss responses. See Suggestion 8 for a further idea relating to this data.

CONSIDER ALL FACTORS

What is it?

This methodology encourages pupils to think about all the relevant factors when making a decision or considering an idea. It is a useful tool before deciding and planning a particular course of action and can be used in conjunction with a carousel activity to gather together a comprehensive list of factors which may influence a decision or idea.

Classroom Layout

If used in conjunction with a carousel activity, pupils might need to rotate in groups to different desks in a room. Alternatively, pupils could remain seated and pass a flip chart sheet to the group beside them after the allocated time.

How does it work?

1. The facilitator might want to discuss with pupils the importance of considering all factors in decision-making and planning. For example, if an important factor is forgotten, a route of action which may seem right at the time may ultimately turn out to be wrong.
2. In groups, pupils could fill out the Consider All Factors template.
3. Once the CAF sheets are completed, pupils might rotate in groups and view the factors which other groups have noted.
4. Pupils could then be given time to modify or add to their original factors based on what other groups have written on their sheets.
5. A debrief afterwards in order to bring together all factors as a whole group might be beneficial.

HRBS Example Contexts

SUGGESTION 7-HEALTHY EATING

Having used Suggestion 12 and Suggestion 18 to explore attitudes to breakfast and lunch and possible actions, ask the students to pick three possible actions to increase awareness, build on positive social norms, publicise existing provision etc and then work though the CAF process to understand more about advantages and disadvantages of each approach. Having shared their ideas with other groups and made amendments where appropriate, select one action to take forward e.g. social norms poster for display in the canteen, message to SLT about lunch timings, information about breakfast provision available in schools and targeted messages to eligible families/students.

SUGGESTION 8-MENTAL HEALTH

Refer to the responses to Q38 regarding levels of worry about different topics. This suggestion may be used after Suggestion 6. Using a set of cards listing the topics from Q38, ask the groups to sort the cards into topics where what happens in school might have a positive impact and those where it couldn't. Ask each group to pick a worry where school could have an impact. In order to support this decision, share the data about levels of worry on this topic. Consider carefully whether it helps to share the different figures for Boys and Girls. Using the CAF form, ask each group to consider three actions which schools might make to improve the levels of worry on the chosen topic. See Suggestion 24 or Suggestion 25 for the next action planning step.

IDEAS FUNNEL

What is it?

This activity involves a process of generating a wide range of ideas and options, followed by a period of prioritisation. It encourages pupils to justify their choices and to negotiate within their own group and the whole class in order to reach an agreed set of priorities within a specific time period.

Classroom Layout

Pupils can work at a board or wall space. Alternatively, groups can work around a table. A flip-chart for presenting purposes may be useful.

How does it work?

1. Pupils in groups of 4-6 receive a large piece of paper.
2. Pupils decide on their roles within the group. Such roles might include scribe, timekeeper, facilitator and presenter.
3. The groups generate as many ideas or options as possible around the given topic and note them on the top half of the piece of paper.
4. Groups then prioritise their ideas by selecting the five which they believe are most important or relevant to the given topic. They write these on the bottom half of the sheet.
5. The presenter in each group brings their A3 page to the front and presents their findings and five priorities to the class.
6. In groups once again, pupils decide upon the one idea which they feel is the most relevant to the topic. This may be an idea from their own list or one from another group which they have heard during the group presentations. Each group should aim to reach agreement on their choice through negotiation and justification.
7. The one idea from each group might be noted on a flip chart and similarities or differences between groups could be discussed. The ideas noted on the flip chart could also be referred to at various times through the course of the topic.
8. A debrief after this activity may ask pupils to concentrate on the nature of the group work. How well did pupils fulfil their roles within their group? Was the facilitator able to generate productive discussion and communication? Would the presenter do anything differently next time? Was agreement easy to reach? What were the processes which led to agreement? Who was particularly effective in putting across ideas and why?

HRBS Example Contexts

SUGGESTION 9-DIVERSITY

For use with and LGBT/Alliance Student group. Having explored concerns for LGBT+ students using Suggestion1, Suggestion 4 and Suggestion 14, ask the groups to use ideas funnel to generate as ideas on how to improve the negative health outcome or experience for LGBT+ students. For example, ideas on how LGBT+ students might be supported to feel less worried about school. Groups should suggest as many ideas as they can, then prioritise them 1-5. Each group then feeds back to everyone else and, having listened to feedback, decides on one idea which can be taken forward to school leaders. Before presenting the chosen idea to SLT, the group could use SWOT to explore the possibilities and benefits of the chosen action. (See Suggestion 25)

SUGGESTION 10 -ANTI-BULLYING

From the Safety Section of your report select data facts relating to bullying, drawing data from Q38, Q51 and Q52. Consider carefully whether you want to include the data from Q52 about pupils who have actually experienced bullying compared with those who are worried about it. Ask groups of students to consider the data facts and then use Ideas Funnel method to generate ideas which might reduce fear and worry about bullying in school. Ask each group to select one action and then move to Suggestion 23.

KNOW/WANT/LEARNED

What is it?

This method can be used as an introductory strategy in order for pupils to document their present level of knowledge about a topic, what they would like to find out and what the results of further research or discussion were. This activity builds upon prior knowledge and understanding and develops teamwork skills. If the K-W-L is carried out in groups, it may consolidate communication skills and teamwork.

Classroom Layout

Pupils can work at a board or wall space. Alternatively, groups can work around a table. A flip-chart for presenting purposes may be useful.

How does it work?

1. On a K-W-L grid (see below for a worked example), pupils write under 'K' what they think they already know about a particular topic or issue. If pupils are working in groups, they may wish list their own ideas independently before writing their combined ideas onto the grid.
2. Pupils are then encouraged to think about the gaps in their knowledge by filling out what they want to know in the 'W' column.
3. Once the topic is completed, pupils might return to their grids to fill in the final 'L' column. Here they confirm the accuracy of their first two columns and compare what they have learned with their initial thoughts on the topic in the 'K' column.

HRBS Example Contexts

SUGGESTION 11-SEXUAL HEALTH

This suggestion might form part of an RSE lesson on contraception. It uses the information in Q42, found in the Sexual Health section of your report. Ask the students to work in groups. Give each group one of the methods of contraception listed and share the level of knowledge about that method. Ask them to complete the K and L columns of their grid. Give them the figures showing whether Y8 or Y10 think these are reliable methods to prevent pregnancy and STI's. If you choose you might ask them to note whether the figures change between Y8 and Y10. Ask them to return to their grid and annotate it further in the light of these figures. What further information do they need to know? Finally ensure that they can access the information they need, perhaps through accessing Contraception – Brook. Complete the final column in their grid with the newly acquired information. Discuss together as a class whether the various methods are effective or not to prevent pregnancy and STIs.

K -Knowledge	W – Want to Know	L- Learnt
The pill's got hormones in it You have to take it everyday If you're sick it might not work It doesn't stop you getting STIs	What hormones has the pill got and how does it work Is it reliable to prevent pregnancy? Do people forget to take it? What happens if you go away and don't take you pills with you? Does the pill make you put on weight?	Different pills have different hormones- some have more than one hormone Sometimes people do forget to take it and this is the most common reason for it not working There are alternative to the pill which you don't have to take every day – Long acting methods, like implants or injections 0.3% of women who use the pill as directed get pregnant (3 out of 1000)

CONTINUUM LINES

What is it?

This is a useful strategy which enables students to form views and opinions on a given theme and identify comparisons and differences between their views and those of others.

Classroom Layout

This activity can be carried out as a paper exercise with groups working at tables or as a physical activity in a larger space.

How does it work?

1. Opposing terms e.g. “Very important/Not important”, “Agree/Disagree” are placed at either end of a drawn line on a piece of paper or at opposite ends of the classroom.
2. Students are presented with an idea/dilemma to consider e.g. ‘If you hear someone using homophobic language you should always report it to an adult’, and asked to draw a mark or stand somewhere on the line to signify how they feel about the issue.
3. Once students have positioned themselves on the line, the teacher can invite them to feed back their reasoning for choosing a particular position on the line and then encourage debate among the group.
4. Also, students can be invited to share their views with another person who is in close proximity to them on the line and establish differences and commonalities between their points of view.

HRBS Example Context

SUGGESTION 12-HEALTHY EATING

Look closely at the ‘Breakfast’ and ‘Lunch’ sections. Ask students to stand in an Agree/Disagree Continuum Line in response to the following statements: *I think it is important to eat breakfast before coming to school. I think people find it harder to concentrate in the afternoon if they skip lunch.* Having enabled the students to discuss their ideas and explain their reasoning to people around them in the line, share the figures on breakfast and lunch consumption from your school. (Consider whether it is helpful to share the comparative figures for Cambridgeshire and Peterborough.) Ask for views on this. Refer to Suggestion 18 for exploring possible solutions.

CONSEQUENCE WHEEL

What is it?

This activity encourages pupils to think about the direct and second order consequences of a particular event or action. Pupils map these consequences in a visual manner.

Classroom Layout

Pupils should work in small groups at a table with a large sheet of paper and a marker pen.

How does it work?

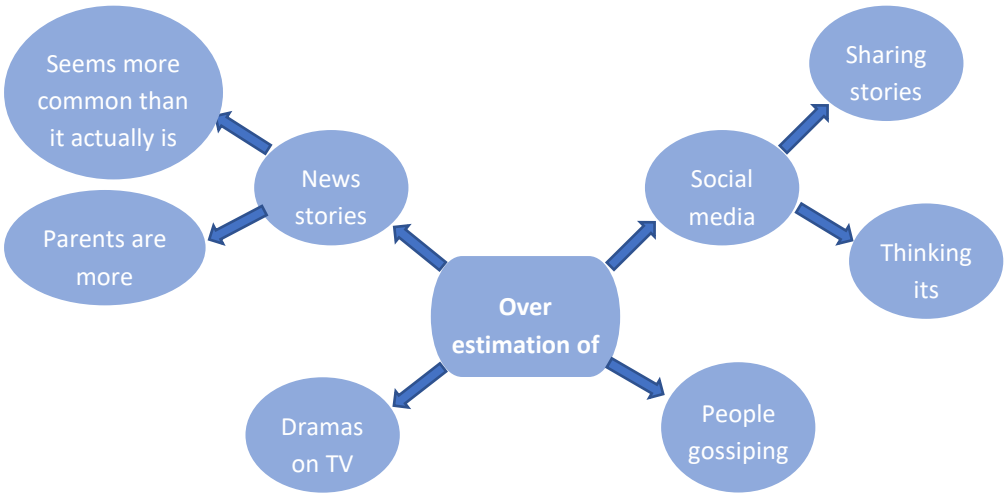
1. Pupils write the main statement or question in the middle of the page (see example below).
2. Pupils write a direct follow on from the statement, linked to the main circle with a single line. Pupils try to think of as many direct consequences as possible.
3. Pupils then consider second order consequences. These are drawn once again in circles and linked to the direct consequences.
4. Pupils could colour circles depending on whether the consequence is positive or negative.
5. Feedback afterwards could compare and contrast pupils’ consequences

6. A debrief after this activity may be beneficial.

HRBS Example Context

SUGGESTION 13- DRUGS AND ALCOHOL

Use a Consequence Wheel, following discussion in Suggestion 22, to explore the possible causes and/or effects over estimation of peers' levels of alcohol use. Refer to Social Norms explanation below.



FISHBONE STRATEGY

What is it?

Using a particular effect as a starting point, this activity encourages pupils to consider and generate a list of causes which may feed into the effect.

Classroom Layout

Pupils can work at a board or wall space. Alternatively, groups can work around a table.

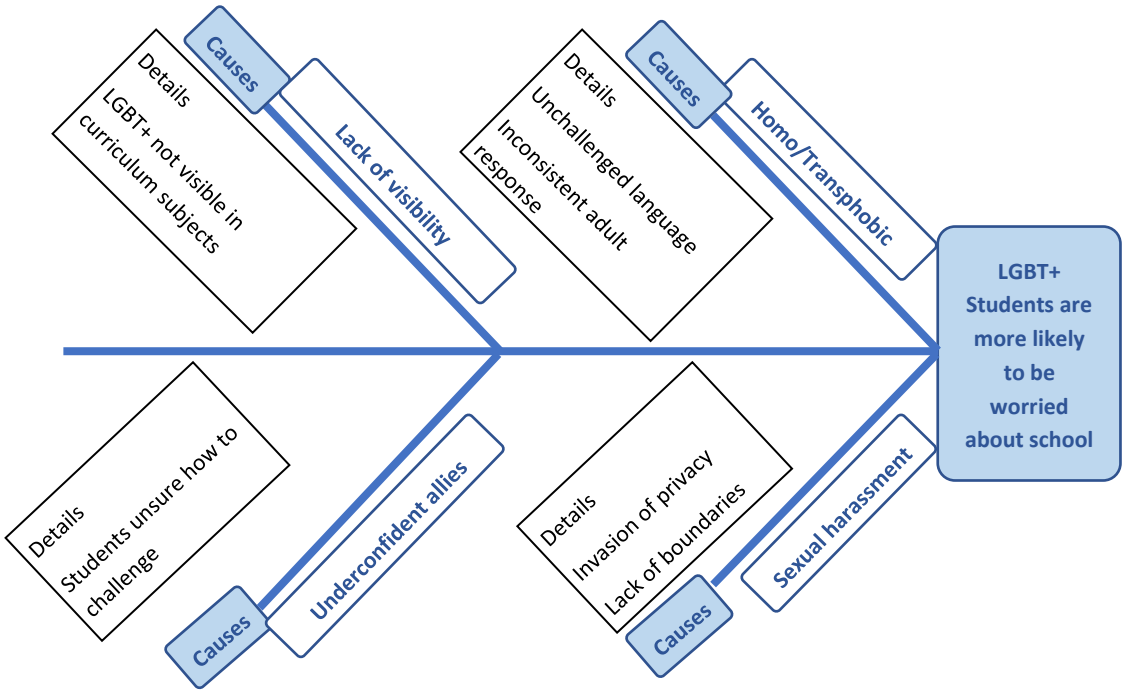
How does it work?

1. Pupils in small groups receive or draw a Fishbone Template.
2. Pupils place the effect at the tip, or nose, of the skeleton.
3. The four bold lines (or fish bones) represent possible main causes.
4. The smaller horizontal 'bones' add further detail to the main bones.

HRBS Example Contexts

SUGGESTION 14- DIVERSITY

For use with and LGBT/Alliance Student group. Having carried out Suggestion 1 and Suggestion 5, ask each group to focus on the most concerning difference in health outcome/experience for LGBT students. Ask the groups to carry out a Fish Bone Strategy to explore the possible causes and details of the difference. (See worked example below) Discuss these ideas. Move to Suggestion 9 to consider possible actions.



SUGGESTION 15- DRUGS

Having explored levels of illegal drugs use using Suggestion 2, move on to consider the possible consequences of overestimating levels of drug use amongst peers, using a Social Norms approach. At the head of the fish, you would place 'People overestimate levels of illegal drug use'. Instead of 'causes' you would have 'consequences'. This might lead to a social norms based campaign of posters/assemblies etc which could planned using Ideas Funnel or CAF.

WALKING DEBATES

What is it?

These activities explore diverse opinions and emotions on issues. They might be used as a lead into a particular topic and to gauge pupil interest and base understanding of the issue in question. They require pupils to take a stance on the issue and allow everybody to have a voice, even if they do not speak out. Pupils are confronted with ambiguity and grey areas, and it helps them to see that opinions should be informed by knowledge of the matter under discussion. There are various types of walking debate. The most common is possibly the Four Corners Debate, which is outlined below.

Classroom Layout

A large space is needed for ease of movement and interaction. Alternatively, if there is not enough room, pupils could be given the four statements on a card (agree, disagree, agree strongly, disagree strongly). Pupils could hold up a particular card when each statement is read out.

How does it work?

1. A range of statements are read out.
2. Pupils are allowed time to consider their opinion.
3. Pupils then move to the corner that best describes how they feel about each statement. Pupils could be encouraged not to 'go along with the crowd', as there are no right or wrong answers.
4. Statements should evoke a range of responses (e.g. "footballers earn too much money" is a better statement to use than "all footballers earn too much money" since the first statement leaves room for some interpretation).

5. As pupils move, they should explain why they are in that corner. Views could be obtained from all corners.
6. Subsidiary questions could be used to draw out more complex issues and to refine the initial statement.
7. Pupils are allowed to move during the discussion of each statement if issues arise that challenge their original opinion.
8. If pupils do switch places, they might be asked to explain why.
9. A debrief after the activity could discuss the issues upon which there was consensus and issues that divided the class.

HRBS Example Contexts

SUGGESTION 16 - ATTITUDES TO HEALTH

Refer to Q36 which considers students' attitudes to keeping healthy through 4 key questions: *I am in charge of my health, If I keep healthy, I've just been lucky, If I take care of myself I'll stay healthy, Even if I look after myself I can still easily fall ill*. Set up a walking debate with four corners: Agree strongly, Agree, Disagree, Disagree Strongly. Ask the students to express their views on each question by positioning themselves in the room. Ask them to discuss their views and explain their thinking in groups in each corner. Share the data from each question, deciding whether you will share the Y8 or the Y 10 data, or the average. There may be significant differences between the attitudes of boys and girls in your data, consider carefully whether you want to introduce this as a topic for discussion, if the students don't raise it themselves.

SUGGESTION 17- HEALTHY RELATIONSHIPS

This activity sets the scene for a KS4 PSHE lesson on Healthy and Unhealthy Relationships. Set up a walking debate with four corners: Agree strongly, Agree, Disagree, Disagree Strongly. Ask the students to consider, move to the relevant corner to show their view and then discuss the following: It's easy to leave a partner who's jealous of your friends. It's worth putting up with some bad stuff to keep your partner. You should always forgive your partner if they say they are sorry.

POSTER CAROUSEL

What is it?

This is a structured information or thought-gathering activity which generates a reasonably concise list of pupils' thoughts and responses on a particular topic. Pupils work in small groups to convey ideas or to make suggestions as regards the issue at hand. They also have the opportunity to assess collaboratively the ideas of other groups and to use them as a possible basis for forming their own responses to questions.

Classroom Layout

Pupils might need to rotate in groups to different desks in a room. Alternatively, pupils could remain seated and pass their flip chart sheet to the group beside them after the allocated time.

How does it work?

1. Pupils work in small groups.
2. Each group is given a flip chart sheet or an A3 sized piece of paper with a question relevant to a particular topic at the top. Each piece of paper might have a different question.
3. Pupils work in their groups within a time limit to write down their responses, thoughts and ideas which stem from the initial question.
4. Each group might be given a different colour of pen to allow for easy identification of responses afterwards.
5. After the allocated time pupils rotate to another sheet with a different question.
6. They read the responses of the previous group and discuss whether they agree or disagree. If they agree, they tick. If they disagree, they could justify this by writing an explanation.
7. Pupils then write down their own thoughts on the issue. If their ideas have stemmed from the previous groups' written responses, they could connect the ideas with an arrow.
8. The carousel could be continued, if time permits, until each group has had the opportunity to see and respond to each question.
9. A debrief afterwards is beneficial.
10. Carousel is also a useful evaluation tool. Questions might include: What was the most surprising/shocking/interesting/useful thing for you today?

HRBS Example Contexts

SUGGESTION 18 –HEALTHY EATING

Having explored attitudes to skipping breakfast and lunch using Suggestion 12, ask groups to select either skipping breakfast/lunch and to discuss the reasons people might be more or less likely to eat breakfast/lunch. They should discuss a range of factors including routines, school systems, family support etc. They should then discuss ideas of action which might support students in school to develop their understanding of the importance of breakfast/lunch and things that could be done in school to help, putting aside home factors. Use Suggestion 7 to explore how these ideas might be best enacted in school.

SUGGESTION 19 -SEXUAL HEALTH

This suggestion refers to the data from Q43, which concerns knowledge of local services which provide condoms free of charge. Prepare 4 posters each with a data fact and a follow-on question. (Create another duplicate set of posters if your group size requires it.) Select Y8, Y10 or the combined figures. For Example: 46% of Y10 don't know where they can get condoms free of charge. Why might it be important for them to know even if they are not considering sexual activity? 24% of Y10 know you can get free condoms from a hospital or sexual health clinic. Where is our nearest clinic and how would you get make an appointment and

get there? 19% of Y10 know you can get free condoms from a chemist or pharmacy. Do you know a pharmacy nearby which offers that service? 8% of student know about the C-Card Scheme. What do you know about it? Ask each group to visit 1 or 2 further posters to add their ideas. Ensure that you have information about different local services, including the CCard scheme to hand and fill in gaps of knowledge as required. C-Card scheme (icash.nhs.uk)

CLUSTERING

What is it?

This activity might be a useful tool for transferring factual information amongst pupils and for encouraging pupils to seek connections between statements and/or facts.

Classroom Layout

A large space is needed for ease of movement and interaction. Alternatively, if there is not enough room, small groups of pupils could cluster the cards around a desk. Each group might then present and compare their clusters.

How does it work?

1. A piece of card with a particular statement or fact is distributed to every pupil. Ideally there should be a different statement for every pupil.
2. Pupils read their statement to ensure that they understand its meaning.
3. Pupils move around and compare their statement with other pupils' cards.
4. If two pupils decide that there is a link between their statements, they form a cluster.
5. Another pupil might join the cluster if their statement is connected to other statements in the cluster.
6. Pupils might decide to break into sub-clusters if they see patterns within the connections.
7. Pupils might want to give their cluster a name.
8. Pupils might introduce their cluster and explain why they have formed a group and/ or sub-group.
9. Main findings might be written on a board or flip chart whilst pupils are presenting their formations.
10. A debrief afterwards is beneficial.

HRBS Example Context

SUGGESTION 20-HEALTHY RELATIONSHIPS

This suggestion might be used in a KS4 lesson about healthy and unhealthy intimate relationships. Follow Suggestion 17 for an idea of a discussion activity which might set the scene for this sensitive topic. Refer to the data from Q60. Create separate cards which show the % of girls and boys experiencing a negative behaviour. Give the cards out to the group and ask them to cluster. It is likely that they will discover that there is a girls' figure and a boys' figure pretty quickly, but they might need some guidance. Ask the clusters to consider why there might be a difference between the experiences, what attitudes might prompt partners to behave in this way and how someone might act to move their relationships to healthier basis or seek support. Refer to Suggestion 21 for an activity to explore supporting a friend.

ZONES OF HELPFULNESS

What is it?

This activity allows pupils to consider what points may be more or less helpful when considering a key question. It subsequently asks pupils to prioritise ideas and information on the question and discuss justifications for their choices.

Classroom Layout

Pupils can work at a board or wall space on a large sheet. Alternatively, groups can work around a table using A3 or A4-sized sheets.

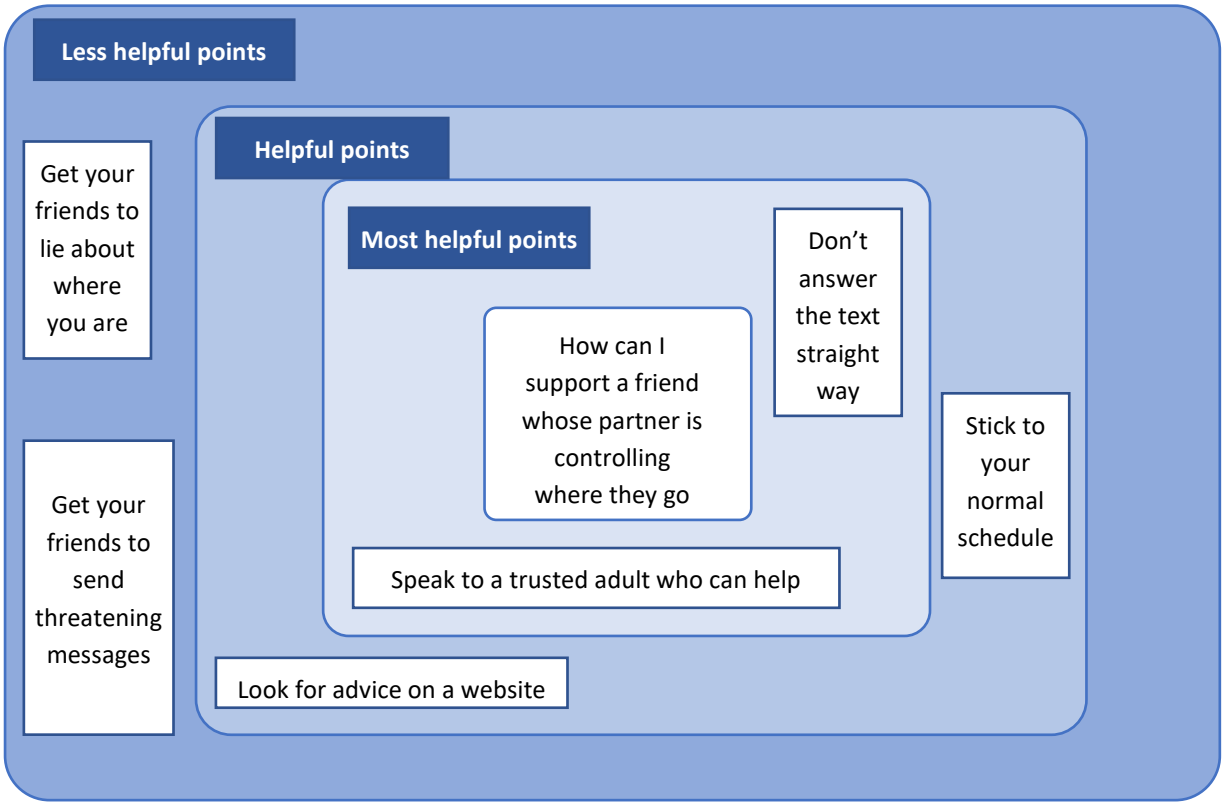
How does it work?

1. Pupils can work in pairs or groups.
2. Each group is given a set of cards with words, phrases or pictures which relate to the key question.
3. Each group is also given the Zone of Helpfulness Template (see example below) with the key question in the centre. Alternatively, each group might draw their own Zone of Helpfulness.
4. Pupils work through the cards, deciding whether each one is relevant or irrelevant to the key question. If they decide that a card is relevant, they must consider the degree of relevance in relation to the question and place it at an appropriate place within the Zone of Relevance.
5. Groups then give feedback on their decisions, justifying their choices if they happen to contrast with the decisions of another group.

HRBS Example Contexts

SUGGESTION 21- HEALTHY RELATIONSHIPS

Ask each group to select a negative behaviour from the list explored in Suggestion 20. Use the Zone of Helpfulness grid to discuss and explore advice they might give to a friend who was experiencing that unhealthy behaviour.



REVOLVING CIRCLE

What is it?

This method builds up pupil confidence in communication techniques as they engage in short discussions. It also allows pupils to sample a wide range of views without holding a whole class discussion. Pupils may, as a result, refine their ideas or opinions on a particular issue.

Classroom Layout

A large space is needed for ease of movement and interaction. Alternatively, if pupils are seated at desks in groups of four, two pupils could change group after the allocated time.

How does it work?

1. Pupils divide into two groups.
2. One group forms an inner circle and the other group forms an outer circle. Pupils face each other.
3. The pairs exchange views for approximately one minute on a particular issue.
4. The inner circle then rotates clockwise and the outer circle rotates anti-clockwise.
5. The new pair consider the same question or a new question.
6. The rotation may continue until pupils have had the opportunity to discuss the question with a wide range of partners.
7. A debrief afterwards is beneficial.

HRBS Example Context

SUGGESTION 22-ALCOHOL

This exercise relates to the results of Q28 % who used alcohol in the previous week, to be found in the Alcohol section of your report. Having arranged the students into the Revolving Circle, give pairs some of the following statements to discuss, moving to a new partner for each discussion: What do you think about young people and alcohol? How does the media portray young people and alcohol? What might parents/carers think about young people and alcohol? Then ask new pairs to discuss what % of students from their school used alcohol the week before the survey. Collect a range of guesses, pointing out the highest and lowest figures, and perhaps discussing what a mean average of the guesses might be. Reveal the answer, drawing attention, if you feel it helps, to the figures for Y8 and Y10. Moving to new pairs, ask the students to discuss whether they guessed higher or lower, whether they are surprised etc. Move to Suggestion 13 for a further activity on the possible effect of over estimation of peers' levels alcohol use.

METHODOLOGIES FOR PLANNING ACTION

Engaging with Leaders, communication with decision makers, narrated ppt selecting key data and reporting back to leaders

HOT AIR BALLOON

What is it?

This activity can be used as a planning tool. It encourages pupils to consider an issue, explore its implications in a comprehensive manner and adopt a structured approach to future preparation and planning.

Classroom Layout

Pupils can work at a board or wall space. Alternatively, groups can work around a table.

How does it work?

1. Pupils are presented with a picture of a hot air balloon.
2. Pupils are given a structured set of questions around a particular issue, including:
    - **Who needs to be in the balloon?** Pupils write the names of key stakeholders around the issue - people who need to be on board in order for it to go anywhere.
    - **What needs to be in place for the project to be successful?** On the balloon itself, pupils note all the elements which they think are necessary in order for the project (planning) to be successful.
    - **What is holding it back?** Next to the anchor pupils note the issues which may hinder a successful start to the project.
    - **What will make it fly at great speed?** Pupils note above the hot air balloon what developments would allow the project to move forward effectively, such as commitment, motivation and creativity.
    - **What might blow the balloon off course?** On either side of the balloon pupils note the problems which may arise during the course of the project.
3. Once completed, pupils could compare and contrast their balloons to further enhance planning.

HRBS Example Context

SUGGESTION 23

Having used Suggestion 10 to select an idea of an action which might reduce fear and worry about bullying in school, ask the groups to use the Hot Air Balloon questions to explore and fine tune ideas. Share the work of each group. You might also introduce the data from Q58 which relates to pupil perceptions of how school responds to bullying to inform this planning.

SNOWBALLING

What is it?

This technique enables pupils to think about their own responses to issues and begin a collaboration process to consider their thoughts on the same theme. It is a useful way of encouraging less vocal pupils to share ideas, initially in pairs and then in larger groups. It also ensures that everyone's views on an issue may be represented and allows a whole class consensus to be arrived at without a whole class discussion.

Classroom Layout

A large space is needed for ease of movement and interaction. Alternatively, pupils could form clusters around desks and move seats accordingly.

How does it work?

1. A relevant question is asked or a scenario described.
2. Pupils individually write down their thoughts, opinions and/or suggestions.
3. Pupils form pairs and compare answers. They discuss their positions and reach an agreed or compromise position on the issue, which is then recorded.
4. Pupils move into groups of four and undertake a similar process. Another agreed position is reached and noted.
5. The group of four becomes a group of eight and the process is repeated. A further agreed position is reached.
6. As the groups get bigger it may be necessary to elect a spokesperson/facilitator/scribe, etc.
7. A final whole-class position is then discussed and justified.
8. The view of any pupil who objects strongly to the agreed position could be recorded if the individual feels that their opinion is not adequately represented.
9. A debrief afterwards might explore not only knowledge and understanding, but also the process of the activity: how did pupils come to a decision? How was compromise reached? What skills were they using?

HRBS Example Context

SUGGESTION 24-MENTAL HEALTH

Refer to the responses to Q38 regarding levels of worry about different topics. Having generated ideas in Suggestion 8 relating to the actions school might take to reduce students worry levels, use snowballing to review the suggestions of the different groups and agree on one or two preferred actions to take forward to SLT.

SWOT (STRENGTHS, WEAKENSSES, OPPORTUNITIES, THREATS)

What is it?

This method helps pupils to examine all sides of a proposal. It can be used during the preparation stages of action planning. It may also be a useful tool for the evaluation of a group or event, in order to think about what has gone before and to look for future implications.

Classroom Layout

This activity can be carried out in different ways. A poster carousel may be used to gather information, in which case the facilitator may wish to think about ease of movement for groups between desks. Alternatively, pupils can remain seated in groups and use the template below to consider the issues.

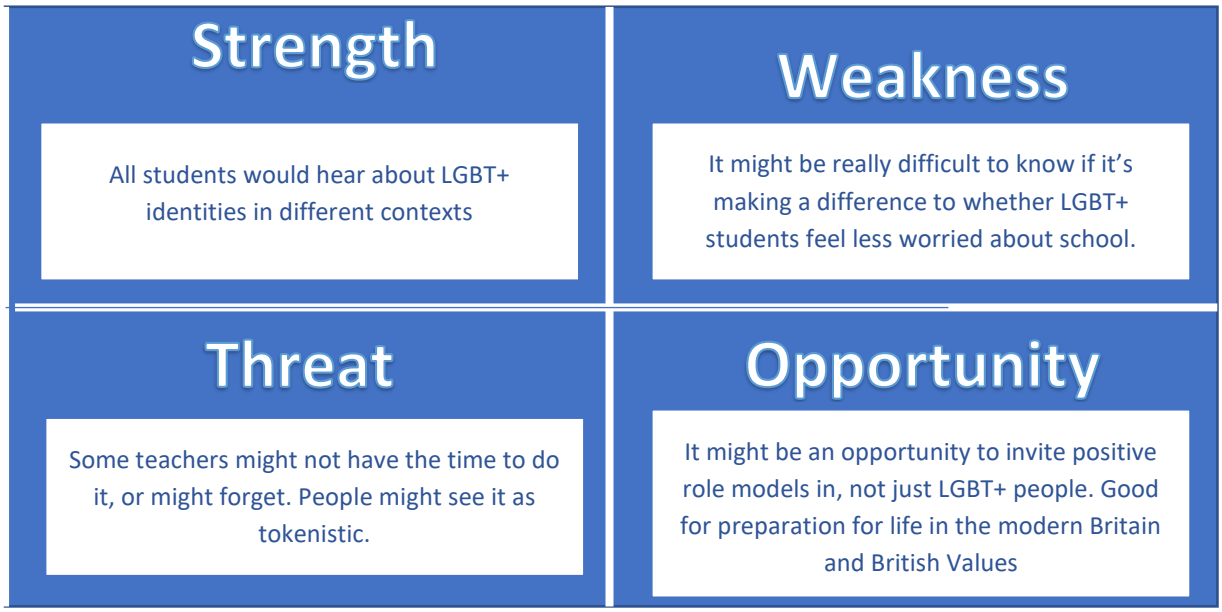
How does it work?

1. The facilitator may need to discuss with pupils the meaning of SWOT and explain what each term means, particularly the possible distinction between 'strength' and 'opportunity', 'weakness' and 'threat'. 'Opportunity' and 'threat' should both concentrate on possible future implications, whilst 'strength' and 'weakness' may both involve the generation of a list of positives and negatives of the proposal as it stands, based on a consideration of what has gone before.
2. Pupils are given the proposal to discuss or evaluate. Ideas are placed under the relevant heading (S-W-O-T).
3. The facilitator may wish to concentrate on one heading at a time and get feedback before moving on to the next heading. For example, pupils might be given time to consider 'strengths' before moving on to 'opportunities'.
4. During feedback, the facilitator may wish to use questions such as: what is good? What is bad? What might happen now? What might prevent future progress?
5. A debrief of group work might be beneficial.

HRBS Example Contexts

SUGGESTION 25-DIVERSITY

For use in an LGBT/Alliance group who have decided on a proposed course of action to reduce worry about school for LGBT+ people. The students may have decided to work with teachers to find ways of reflecting LGBT+ identities in their subjects. The group would explore the SWOT headings to show they had carefully thought through their suggestion.



EXAMPLES IN CONTEXT

PSHE LESSON EXAMPLES

This section contains some of the examples given above worked into lesson plans. They are not intended to be prescriptive, but illustrative.

OUTLINE OF SOCIAL NORMS APPROACH

Social Norms refers to our perceptions of what is 'normal' behaviour in the people around us. It is an evidence-based approach to promoting positive behaviour change in young people. It can be used in promoting positive behaviour change in a range of different ways.

How much alcohol a person drinks will be heavily influenced by how heavily they think their friends drink. Similarly, whether a person chooses to engage in sexual activity will be heavily influenced by whether they believe their peers are engaging in sexual activity.

Social Norms involves activities that inform students about actual norms of behaviour and attitudes amongst their peers, highlighting the discrepancy between these and perceived norms or stereotypical views. It is an approach particularly well suited to Cambridgeshire and Peterborough (C&P), where we have many examples of positive norms.

A Social Norms approach may be viewed as the opposite of approaches which seek to shock or offer the worst possible outcomes as examples. It offers a positive influence on knowledge and behaviour change and provides opportunities to address attitude development and influences on young people's decision making. It offers information which is realistic and relevant to the lives of young people. It takes a positive approach which does not seek to shock or create feeling of fear or guilt.

For further information see A guide to marketing social norms for health promotion in schools and communities

Teachers should be aware that using social norms is only likely to be effective when students overestimate risk taking behaviours amongst their peers. Sharing statistics which are close to or greater than pupils' own estimates is likely to be counterproductive.

LESSON PLAN 1 – EXPLORING ATTITUDES TO HEALTHY EATING

Audience: KS3

Link to Statutory Requirements: Health Education, Healthy Eating 'how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.'

Links in Cambs PSHE Progression Frameworks:

Healthy Lifestyles 1: What is a balanced diet and what are its benefits? What are the risks associated with being over and under weight? What are the benefits of eating more healthily and the possible risks of extreme dieting?

Healthy Lifestyles 2: What are the obstacles to making healthy choices about exercise and nutrition and how might I overcome these?

HRBS Question Focus: 5 and 7

HRBS C&P Data 2022

Breakfast

- 18% of pupils responded that they didn't have anything to eat or drink before lessons on the day of the survey, while 6% said they had a cooked breakfast.
- 22% of pupils responded that they had toast or bread before lessons on the day of the survey, while 10% had fruit.

Lunch (Cambs)

- 39% of pupils responded that they had a school lunch/dinner on the day before the survey.
- 17% of pupils responded that they didn't have any lunch on the day before the survey.
- 6% of pupils said they didn't have any lunch on the day before the survey AND didn't have any breakfast on the morning of the survey.

3 mins Introduction

Ask the students to discuss with a partner three favourite foods.

Ask them to discuss when in the day they are most likely to eat these favourite foods.

As a class, ask the students to raise their hands to show whether they are most likely to eat their favourite foods at breakfast, lunch, evening meal or snack time between meals. Reflect on the number who chose breakfast or lunch times.

7 mins Share some data

Ask pairs to consider how many people in their school didn't have anything to eat or drink before lessons. Ask them to jot down their guess.

Ask the pairs to consider how many people in their school didn't have anything for lunch? Ask them to jot down their guess.

Share the data on consumption of breakfast and lunch from your school. Make sure the students understand that the data was collected on a school day (usually Tues-Fri) and so it refers to eating patterns on school days.

15 mins Continuum Lines

Ask students to stand in an Agree/Disagree Continuum Line in response to the following statements: I think it is important to eat breakfast before coming to school. I think people find it harder to concentrate in the afternoon if they skip lunch.

Ask them to discuss in small groups, with the people near them in the line, what they hold that view.

Consider whether there is a mismatch between the views expressed and the school data.

15 mins Poster Carousel

Ask the students to work in groups of 4-5 people. These groups might be based on their position in the Continuum line. Give each group a sheet of paper and marker pen.

Ask groups to select either skipping breakfast or lunch and to discuss the reason people might be more or less likely to eat breakfast/lunch. They should discuss a range of factors including routines, school systems, family support etc.

They should then discuss ideas of action which might support students in school to develop their understanding of the importance or Breakfast/lunch and things that could be done in school to help, putting aside home factors.

The posters can be moved onto a second group for further ideas, after the initial input.

18 mins Consider All Factors

Still in working groups, ask the students to pick three possible actions to increase awareness, build on positive social norms, publicise existing provision etc and then work though the CAF process to understand more about advantages and disadvantages of each approach.

Ask the groups to share their ideas with the rest of the class and listen to feedback about their ideas.

Having shared their ideas with other groups and made amendments where appropriate, select one action to take forward e.g. social norms poster for display in the canteen, message to teachers about lunch timings, information about breakfast provision available in schools and targeted messages to eligible families/students.

2 mins Explain how the chosen action will be taken forward and gather any further feedback.

Further Sources of Information for Teachers:

Breakfast - Better Health Channel

Why Breakfast Is the Most Important Meal of the Day | UPMC

LESSON PLAN 2 – EXPLORING WORRIES ABOUT BULLYING

Audience: KS3

Link to Statutory Requirements: RSE, Respectful Relationships 'about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.'

Links in Cambs PSHE Progression Frameworks:

Healthy Relationships 1: Do I understand how peer groups may encourage or challenge bullying?, Do I have the skills and strategies to respond to bullying and seek support where necessary for myself and others?

HRBS Question Focus:

Q38 'How much do you worry about one of the issues listed?' (Being bullied)

Q51 'Do you ever feel afraid of going to school because of bullying?

Q52 'Have you been bullied at or near school in the last 12 months?'

Q53 'Have you been bullied in any of these places in the last 12 months?' (Options -At or near home, On the way to or from school, At the bus or train stop / station, On a school bus, On a public bus or train, In the park / recreation ground / skate park, In a shop, shopping centre, arcade or café, Online or on my phone, Somewhere else, None of these)

HRBS Cambs Data 2022

- 19% worry about being bullied 'quite a lot' or 'a lot'
- 67%* of students never feel afraid to go to school because of bullying
- 33%* are afraid of going to school because of bullying at least sometimes.
- Girls in Y8 are most likely to feel afraid to go to school because of bullying.
- 23% answered that they had been bullied at or near school in the last 12 months.
- Y8s are more likely to have been bullied than Y10s.
- 11% report they have been bullied on the way to or from school.

*Average of girls' and boys' figures

10 mins	Introduction Ask the students to think about the possible different effects on how people might feel if they have a worry. Ask them to consider whether worrying might have an impact on people's everyday lives. Ask them to talk in pair and complete the sentence stem *If someone has a worry, they might…* Collect some ideas, considering whether there might be an effect on what people say or do, or how they feel about themselves and other people.
20 mins	Ideas Funnel Share the HRBS figures from you school about levels of worry about being bullied (Q38) and feeling afraid to go to school because of bullying (Q51). Discuss these first. Then share the data about levels of bullying (Q52). Whilst acknowledging that any bullying is unacceptable, you may be able to draw out the difference between levels of worry and actual experience. Set up groups of 4-5 students, where the students feel comfortable. Be aware of any bullying issues between members of the group as you do so. Ask groups of students to consider the data facts and then use the Ideas Funnel method to generate ideas which might reduce fear and worry about bullying in school amongst pupils. They might consider targeting their message at Y8 who may be more worried.
20 mins	Hot Air Balloon Having selected one preferred action, ask the groups to use the Hot Air Balloon questions to explore and fine tune the idea and work it into a plan. Share the work of each group. You might also introduce the data from Q58 which relates to pupil perceptions of how school responds to bullying to inform this planning.
2 mins	Let the students know how the work will be taken forward and by whom.

Further Sources of Information for Teachers:

Anti-Bullying Alliance

Helping Children Deal with Bullying & Cyberbullying | NSPCC

LESSON PLAN 3 – EXPLORING ATTITUDES TO ILLEGAL DRUGS

Audience: KS4

Link to Statutory Requirements: Health Education, Drugs Alcohol and tobacco 'the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.'

Links in Cambs PSHE Progression Frameworks:

Drug and Alcohol Education 2: Are my attitudes to drug and drug users changing? H-DAT • How do the views of peers, family and others in the community affect my attitudes? H-DAT • When might I be influenced or feel pressure to use alcohol and drugs? H-DAT

HRBS Question Focus:

Q35 'This question is about your EXPERIENCE of these drugs (not prescribed by a doctor) Tick one answer ✓ on each line. 'I have never taken this drug', ' I have taken during the last month,' 'I have taken during the last year', 'I took this drug more than a year ago'

HRBS Cambs Data

- 98% of Y8 have never used cannabis
- 90% of Y10 have never used cannabis
- 94% of all students had never used any illegal drug.

10 mins	Introduction Ask students to discuss in pairs a definition of the term 'drug'. Hear some of their ideas and then share the definition from the World Health Organisation: 'a drug is something which affects how a person thinks, feels or behaves.' Remind students that the term 'drug' includes medicines, alcohol, tobacco and illegal substances. No drug is completely safe to use. Medicines might have harmful side effects and have instructions for use which must be followed to reduce risks. However, because illegal drugs aren't regulated and don't come with instructions many people are more worried about these. Explain that this lesson is about explore people's perceptions of illegal drugs.
25 mins	Select from Q35 the illegal drug names you are going to explore with the students. You may select just a few. You may return to the online Tutor view at www.schoolsurveys.co.uk to check all the responses for your school. Prepare cards with these names. See Drug Names Cards Ask groups of students to create linear card sorts according to the following criteria: Which drugs are adults most worried about? Which drugs are young people most worried about? Which drugs are most likely to be used by young people? Pause from the group work and ask students for their guess on the percentage of young people in their school who had used cannabis, in the last year and the last month. Collect the range and mean average of the guesses. Share the figures from your school and discuss any disparity between the data and the students' estimates. If they question the data see Responding to Pupil Questions/Statements

Consider whether it is helpful to share the Cambridgeshire and Peterborough figures by way of comparison.

23 mins Fish Bone Strategy

Move on to consider the possible consequences of overestimating levels of drugs use amongst peers, using a Social Norms approach. Use the Fishbone template sheet or ask each group to draw out a fishbone.

Having explored possible consequences of over estimating levels of peers' drug use, challenge the students to devise a poster, or similar, with a social norms basis.

2 mins Explain how the work will be taken forward and by whom.

RESOURCES

CAF TEMPLATE

Idea/Issue/scenario to be discussed:

Factor 1	Advantages:
	Disadvantages:
	Interesting factors:

Factor 2	Advantages:
	Disadvantages:
	Interesting factors:

Factor 3	Advantages:
	Disadvantages:
	Interesting factors:

KWL GRID

Know – Want to Know - Learned

Know	
Want to Know	
Learned	

HOT AIR BALLOON PLAN

Who needs to be in the balloon?

What needs to be in place for the project to be successful?

What is holding it back?

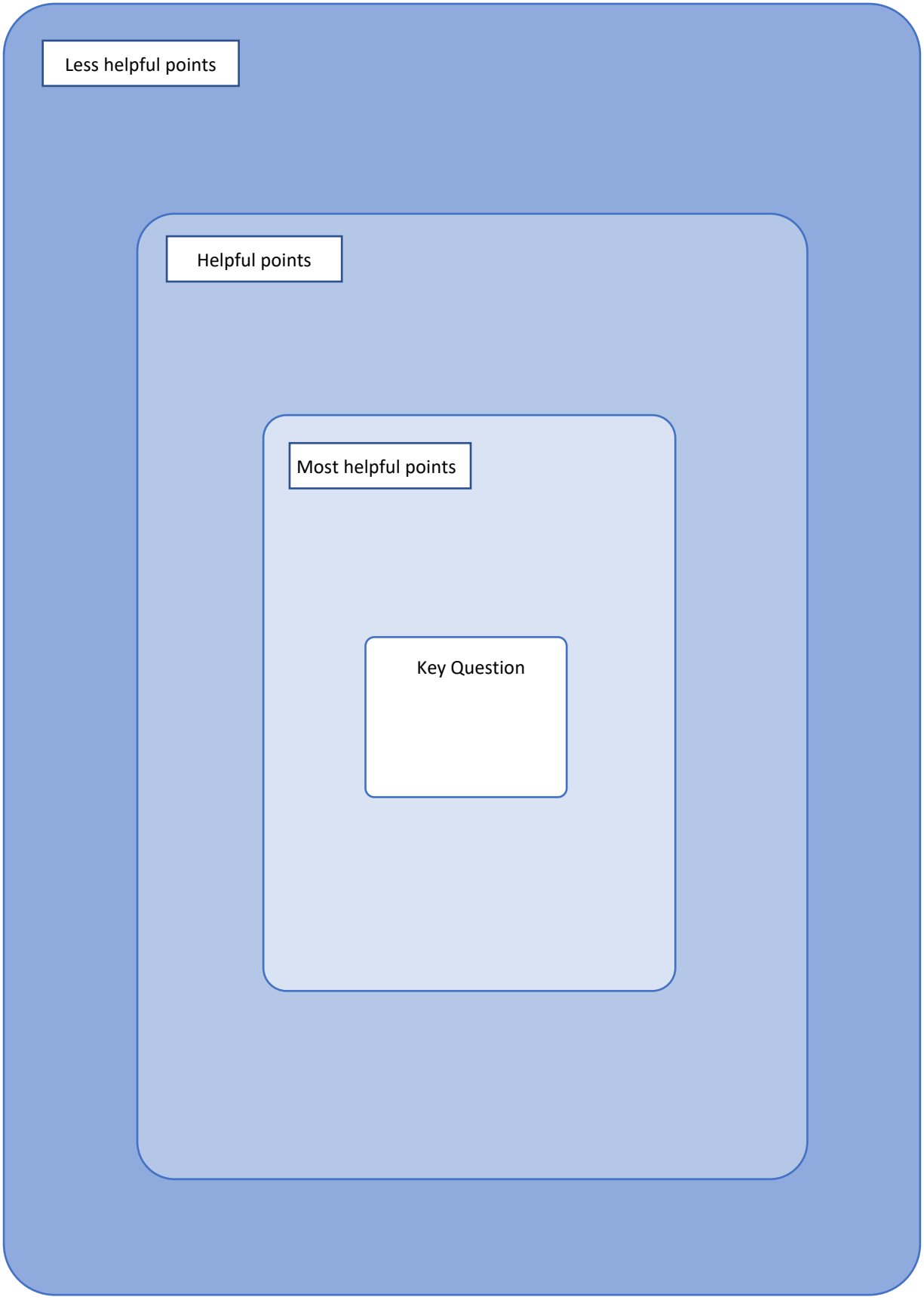
What will make it fly at great speed?

What might blow the balloon off course?

SWOT - STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

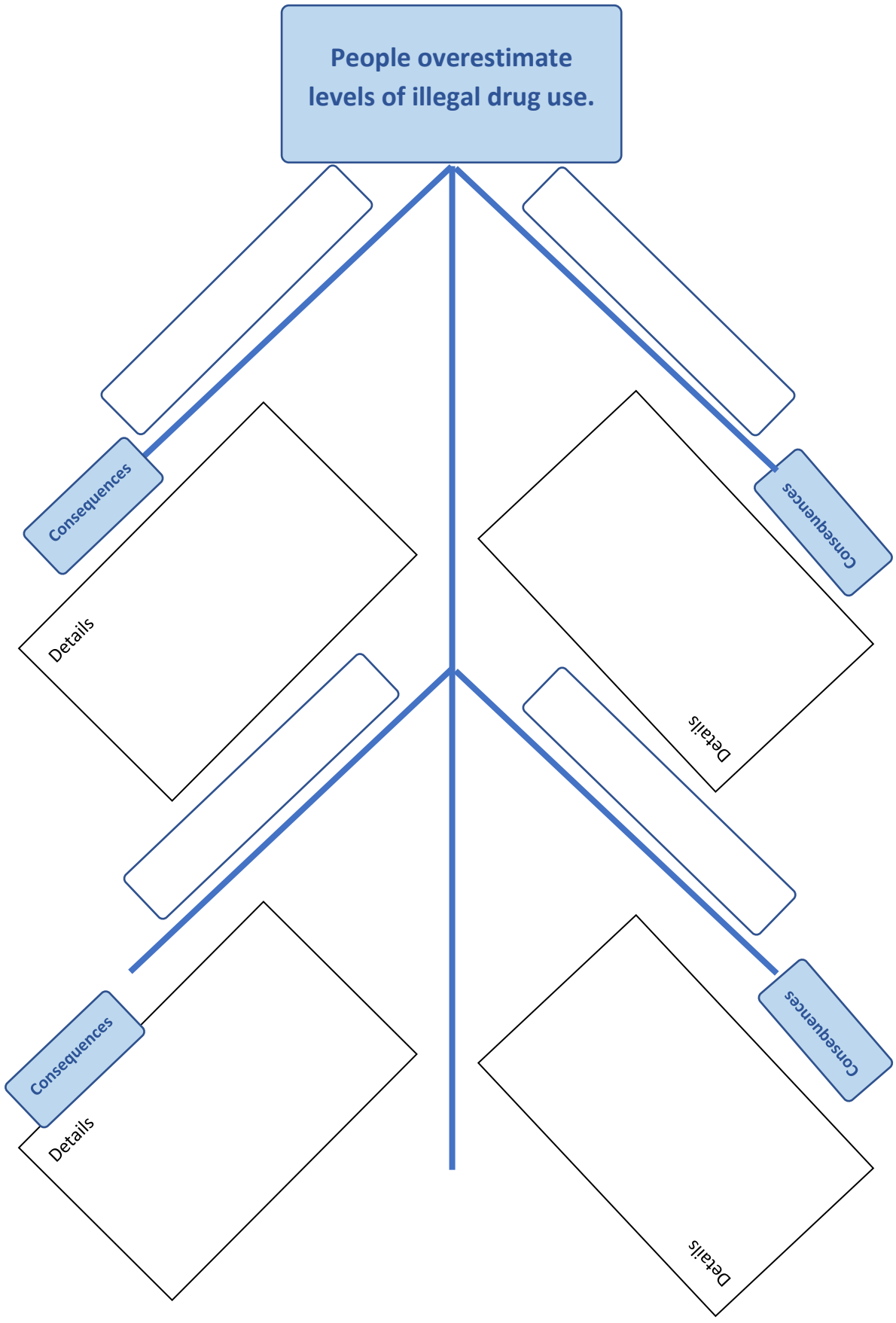
Strengths	Weaknesses
Opportunities	**Threats**

ZONES OF HELPFULNESS



DRUG CARDS NAMES

Drug names taken from Q35 for use in Lesson Plan 3 and Suggestion 2

Ecstasy e.g. MDMA, XTC, E, Doves	**Benzodiazepines** e.g. Benzos, Valium, Xanax
Natural hallucinogens e.g. magic mushrooms	**Artificial hallucinogens** e.g. acid, angel dust, LSD
Cannabis resin, leaf or oil e.g. hash, grass, pot, blow, dope, skunk, edibles	**Solvents used as drugs** e.g. glue, gas refills, aerosols, cleaning fluid
Synthetic cannabinoids e.g. Spice	**Cocaine** e.g. snow, charlie
Nitrous oxide nitrous, NOS	**Ketamine** e.g. ket, K, Special K
Alcohol	**Tobacco**

DRUG USE AND SOCIAL NORMS FISHBONES