



KS3 PSHE WORKSHOP Guide's Plan

Key Stage 3 PSHE Workshop

PREMISE

This workshop aims to get students thinking about all the skills and traits they will need during their time in the jungle; from teamwork, to resilience, healthy eating and exercise. Through a series of collaboration-based challenges, students will learn about the benefits of making healthy decisions for both their physical and mental wellbeing.

LEARNING OBJECTIVES:

- To identify strategies to help improve our mental wellbeing and resilience, including physical activity, sleep and healthy eating
- To know the nutrients our bodies need as part of a healthy diet
- To work effectively as part of a team
- To know that we need to look after our mental health, just like we do our physical health

CURRICULUM LINKS

PSHE Association Programme of Study for PSHE Education

KS3 Learning opportunities in Health and Wellbeing. Pupils learn...

H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

English

Spoken English

Pupils should be taught to:

- speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - giving short speeches and presentations, expressing their own ideas and keeping to the point

PE (covered when taking part in the Jungle Challenge itself)

Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team





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KEY SKILLS:

- Collaboration
- Communication
- Problem-solving
- Reasoning
- Creativity

RESOURCES/PREPARATION:

- Australian hats for each student
- Clock visible for students to help with timings
- Screen and PowerPoint to prompt guide if needed
- Four tables, each clearly numbered plus one desk at front for the guide
- Four clipboards and pencils (with rubbers)
- Tables:
 - Table 1:** Cover the table with huge jungle leaves, making a big bush, with figures and information cards hidden amongst them. Information cards on what constitutes a healthy diet will also be placed around the table.
 - Table 2:** a piece of A4 paper per student, seven pairs of scissors. Provide a box underneath the table to collect students' attempts in.
 - Table 3:** Seven Information Cards, 17 sticks (15 the same size, two slightly longer)
 - Table 4:** Selection of fictitious letters in envelopes, old postbag to keep them in, toy snakes etc to put inside the bag for effect.

Note: Encourage helping adults to stand at a table each to help support the students and keep pace, as well as to put everything back in place before the next group arrives.

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TIMINGS	ACTIVITIES
<p>Starter (5 minutes)</p> <p>Briefing Room</p>	<ol style="list-style-type: none"> Put an Australian hat on each student and welcome the 'Celebrities' into the jungle! Ask them questions about their helicopter drop into the jungle, how they are finding the bugs or any other questions to help get them into their 'Celebrity' roles! Explain that, as always seems to happen when you're stranded in the jungle, we have hit a number of problems – the students will be working in teams to come up with solutions to each scenario they come across. They will have a short amount of time (8-10 minutes) to read the scenario and solve the problems to the best of their abilities – get them excited and enthused about the challenges ahead. With the teacher's help, split the students into four mixed ability groups. Give each team a clipboard and pencil to jot down any notes. Send each group to a table and ask them not to touch anything yet.
<p>Main Activity (45 minutes)</p> <p>Classroom</p>	<ol style="list-style-type: none"> Explain that on your bell, the students will be moving to the next table until they have completed all four challenges. Show them the clockwise movement around the room. Just like in the jungle, it is really important that they work together as a team today. Spend a few moments discussing how best they will do this. Encourage the students to share the skills they think they will need, such as: <ul style="list-style-type: none"> Listening carefully to each other – finding out what others think Valuing other people's opinions and ideas Communicating our own ideas concisely Making sure everyone is involved Supporting those who find something difficult Consensus making Give students 8-10 minutes at each table before ringing the bell and helping them move to the next table. Float around the groups, helping to guide them and encourage collaboration as needed. If students have made anything, they are to label it and place it in the box below the table, ready to show the group at the end. Explain to the students that it doesn't matter if they do not read everything on the tables before moving on – they are to just do what they can in the time.



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<p>Plenary (10 minutes)</p> <p>Classroom</p>	<ol style="list-style-type: none"> Stop the students and choose a volunteer from each group to share what they did at each table: <p>Table 1:</p> <ul style="list-style-type: none"> What nutrients do our bodies need? What foods did you find in the jungle to help provide those nutrients? Did anyone come up with a particularly appetising and exciting meal?! What would happen to our bodies if we didn't get the correct nutrients over time? Was there anything you needed to steer clear of?! Why? <p>Table 2:</p> <ul style="list-style-type: none"> Did anyone find a way of cutting the paper? Did anyone give up/want to give up because it felt too hard? Discuss how it is easy to sometimes feel like we can't do something, but it is important to learn from each mistake and to keep trying. Show them how to make what seemed impossible, possible and explain that sometimes, when things seem hard, instead of saying, 'I can't do it', we need to say, 'I can't do it yet' because even things that seem impossible can often be achieved with help, teamwork and guidance. <p>Table 3:</p> <ul style="list-style-type: none"> What was your solution? Did you notice two of the sticks were longer? How did your group get started? How well did your team work together? How did you know you had completed it? <p>Table 4:</p> <ul style="list-style-type: none"> What top tips did your group come up with (ensure that students understand that sleep, diet and exercise all play a role in our mental wellbeing)? How might these ideas help us outside of the jungle? (Being healthy in mind and body can help us build our resilience and cope with everyday stresses and the tough challenges life might throw at us) Explain that in the jungle, and in our normal lives, the skills the students have used today are enormously important. Our mental wellbeing is an important foundation to becoming more resilient, to coping with the difficult challenges today's experiences and life in general can put in our way and we can nourish our mental health by eating well, exercising, ensuring we get enough sleep and connecting with others. Our mental health is just as important as our physical health for living a happy, healthy life and reaching our potential. Bear all this in mind as you continue your journey today and when you return to your normal life outside of the jungle! Congratulate the students on their teamwork and resilience in the face of these tough challenges.

