



Lesson Plan 4

MOMENTS LIKE THESE!

		Learning Styles	Timings	Resources Available from www.clearasil.co.uk/schools
Starter	Introduce the learning objectives, and explain the use of advertising that some students may be familiar with as a stimulus to the lesson. At this point teachers may wish to check understanding of the expression 'tongue in cheek'.	KAV	5 Mins	
Episode 1: Whole class activity	Using an IWB look at the clip <i>Baby Pictures</i> , show it twice. Thought shower on the key words either on the IWB or on sheets in groups – class to discuss words and clip. Explain that the clip is 'tongue in cheek' and emphasise the point of the clip is to show how important confidence is to young people. Ask students for examples or experiences of new found confidence compared to past experiences – perhaps reminding students of their first days at secondary school and discuss. Emphasise – the clip is about confidence and how it affects people and how they are able to act in a confident manner in a situation a lot of young people might find awkward. It's not actually about being seen naked!			<ul style="list-style-type: none"> IWB and Lesson Plan Support Presentation* – <i>Moments Like These!</i>
Teacher led discussion Skin facts and the effects of cleansing	From the students' comments, lead on to discuss how looking good is often a major concern for teenagers, causing anxiety and affecting their confidence. Discuss skin facts and the effects of cleansing, using prompts from the IWB or Skin Facts Sheet.			<ul style="list-style-type: none"> IWB and Lesson Plan Support Presentation – <i>Moments Like These!</i> AND/OR Fact Sheet – <i>Self-Esteem & Confidence</i>*
Optional Episode: Whole class activity	Look at the clip <i>Mum</i> , show it twice Thought shower on the key words either on the IWB or on sheets in groups – class to discuss words and clip. Student examples and experiences – as above. Emphasise – the clip is about confidence and how it affects people, and how they are able to act in a confident manner in a situation which a lot of young people might find awkward. It's not actually about hitting on your friends mum!			

Subject: PSHEE

Year: _____

Key Stage: 3 and 4/Secondary S1 – S4
Male and Female

Grouping: Mixed ability

Learning Objectives:

- Understand how confidence and self-esteem are important and can be effected by different situations and environments
- Understand how a healthy skin gives you confidence
- Understand Skin Facts and how a clear skin effects you

Key Words: 1. Baby pictures, Cute, Skin Perfecting Wash, Girls confidence, Micropetes, Naked, All-day every day, The media, 'Tongue in cheek'.
2. Mum, Lonely, Confidence, Good company, Rapid action, Treatment, Reduces redness, The media, 'Tongue in cheek'.
3. Auditorium, Tricky, Relax, Naked, Lecture, Lecturer, Dual action, Gel wash, Visibly, Confidence, The media, 'Tongue in cheek'.

Resources: IWB, Lesson Plan Support Presentation – *Moments Like These*, *Student Handout either You, Your Skin, Your Body; Face the Challenge or A Spot of Stress with Clearasil StayClear Skin Perfecting Wash* sample, Student Task and Fact Sheets. Available from www.clearasil.co.uk/schools

* can be used to support all episodes of the lesson.

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Lesson Plan 4 continued

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		Learning Styles	Timings	Resources Available from www.clearasil.co.uk/schools
Optional Episode: Whole class activity	Look at the clip <i>Auditorium</i> , show it twice. Thought shower on the key words either on the IWB or on sheets in groups – class to discuss words and clip. Student examples and experiences – as above Emphasise – the clip is about confidence and how it affects people and how they are able to act in a confident manner in a situation a lot of young people might find awkward. It's not about a young person showing off in front of fellow students – it's about a young person's concern for his lecturer and how he is confident enough to help try and put his lecturer at ease in a comical manner.			
Optional Episode:	Look at the Clear Confidence film. Ask students to consider which of the characters shows the most confidence. Consider with the students what it is about the way these characters act that lets us know they are confident?			<ul style="list-style-type: none"> IWB Lesson Plan Support Presentation – <i>Moments Like These!</i> OR Clear Confidence Stimulus Film DVD. Copies can be obtained by contacting Education helpline on 0870 240 1640
Teacher led discussion	Next, lead discussion about self-esteem, thinking about which characters displayed qualities of good self esteem. Ask students for examples of the things that affect their confidence.			<ul style="list-style-type: none"> IWB Lesson Plan Support Presentation – <i>Moments Like These!</i>
Teacher led discussion Skin facts and the effects of cleansing	From the students' comments, lead on to discuss how looking good is often a major concern for teenagers, causing anxiety and affecting their confidence. Discuss skin facts and the effects of cleansing using prompts from the IWB or Skin Facts Sheet.			<ul style="list-style-type: none"> IWB Lesson Plan Support Presentation – <i>Moments Like These!</i> AND/OR Fact Sheet – Skin Facts
Plenary	Five things learned.			
Evaluation				

Notes: Clips are taken from Clearasil 'May Cause Confidence' advertising campaign. One or more of the clips can be used dependant on the time available. Each clip is approximately 30 seconds. Clips are taken from Clearasil advertising campaign in two parts, the first (approx 20 seconds) demonstrates how being confident is a positive attribute and will help throughout life; the second segment (approx 10 seconds) focuses on product – clips can be stopped, paused or rewound as with a DVD.

Alternatively, teachers without access to IWB/Internet links may wish to use the Clear Confidence stimulus film available on line at www.clearasil.co.uk/schools or as a DVD – please contact the Education Helpline on 0870 240 1640 for a copy.

Role of Supporting Staff: To support those students who need help with text written on the board and with those who feel uncomfortable with topic. All groups to be mixed ability so that students can all work successfully as a unit and less able students are not isolated; also students of similar ethnic and religious persuasions are intermixed in group settings.

* can be used to support all episodes of the lesson.

Curriculum links for PSHEE

England: **KS 3** 1.1 b,c 1.2 a,b,c 1.3 b,c 1.4 a,c 1.5 a,b 2.1 d,e,f 2.2 a,b,d,f 2.3 a,b,c,d,e 3 b,c,d,f,i,j,l,n 4 d,e,f,g,h **KS 4** 1.1 a,b,c 1.2 a,b,c 1.3 b,c 1.4 a,b,c 1.5 a,b 2.1 a,b,c,d,e 2.2 a,b,d,e 2.3 a,b,c,d,e 3 b,c,d,e,g,j 4 a,b,c,d,e,f,g,h,i