



DAUNTSEY'S SCHOOL

COMPLEMENTARY CURRICULUM (PSHE) POLICY

Document compiled by Mrs Anais Allen, Head of Complementary Curriculum

When reading this policy, the following school policies are also relevant:

- Anti-Bullying Policy
- E-Safety Policy
- Acceptable Use Policy for Pupils
- Child-on-Child Abuse Policy
- Rules, Rewards and Sanctions Policy
- Safeguarding and Child Protection Policy

This policy is also written with regards to the principles and requirements in:

- Cyberbullying: Advice for headteachers and school staff (2014)
- Education for a Connected World framework (2020)
- Keeping children safe in education (2022)
- Preventing and tackling bullying (2017)
- Teaching online safety in school (2019)
- Government Statutory Guidance: Relationships Education, Relationships Sex Education (RSE) and Health Education (2021)

1. Introduction

As is the case in most educational institutions, the personal and social development of students takes place in a very wide variety of settings in which PSHE may or may not feature as an explicit aim of the activity. At Dauntsey's, these settings range from classroom environment to the pastoral system, from Moonrakers to our anti-bullying programme and from religious services to ensemble work in music. In this document we set out the aims and methodology of timetabled Complementary Curriculum lessons.

2. The Aims of Complementary Curriculum and PSHE

1. To help students to become aware of their strengths, qualities and uniqueness and thus to develop their self-esteem.
2. To help them develop listening and communicating skills.
3. To help them discover strategies for changing behaviour and achieving personal goals.
4. To improve our students' academic, sporting, social and artistic performance by fostering the qualities and skills referred to in 1-3 above.
5. To teach them the skills needed to deal with difficult emotional and social situations and a safe place to practice them.
6. To introduce them to typical interactions in family, peer, friendship and work groups.
7. To make them aware of their current behaviour patterns, values and attitudes and how these impact on other people in their lives, to foster empathy.
8. To help them extend their 'locus of control' by developing a sense of ownership of, and responsibility for, their values, feelings, behaviour and emotional health which will lead to personal autonomy.
9. To provide information which will enable students to make informed and healthy lifestyle choices, with particular references to sexual behaviour, legal and illegal drugs, smoking, alcohol, gambling, healthy eating and stress management.
10. To provide information about the pursuit and maintenance of good mental health.
11. To explain to pupils that success is not the inevitable outcome of endeavour and to encourage the development of the emotional resilience needed to cope with setbacks in life.
12. To prepare them for life outside school in which success in relationships at work and elsewhere will be critically dependent on the deployment of a repertoire of effective personal skills.
13. To combat stereotyping and prejudice of all kinds, enabling each person to maintain or develop their self-confidence.
14. To preserve and develop the school's anti-bullying culture, through specific lessons, by highlighting the problem of bullying and discussing the possible solutions available in school. To look at the wider implications of staying safe.
15. To foster the development of integrity, honesty, fairness, sensitivity, generosity, commitment, compassion, and respect for self and others in the local community and further afield.
16. To begin to foster sound principles of economic well-being.

In summary, Complementary Curriculum aims to develop:

- a. the attributes of emotional literacy and personal autonomy
- b. knowledge which will enable students to choose healthy lifestyles
- c. attitudes which will be self-empowering, not self-oppressing
- d. skills which will enable them to develop and build worthwhile relationships
- e. their critical thinking and debating skills

so that our students can lead happy, healthy, productive and fulfilled lives at Dauntsey's and in the wider world beyond.

3. Complementary Curriculum and PSHE Teaching Methodology

Experiential Learning

The emphasis on ‘helping pupils to discover’ rather than ‘teaching’ gives a key to the methods we use.

By experiential learning we mean processes in which students might discover for themselves that ‘win-win’ solutions to interpersonal problems are preferable to ‘win-lose’ outcomes as a result of witnessing or taking part in role play activities on assertiveness, or in another lesson, they could see for themselves that it is empowering to be able to say ‘no’ when exposed to an offer of an illegal drug or the temptation to have unpremeditated sex. We also use role-play to highlight the concept of self-talk which features prominently in our Year 9 work on self-esteem. Self-talk is another name for the constant background flow of internal thoughts which collectively form our values and attitudes and our aim here is to show students how negative attitudes – and the emotions they generate – can be replaced with positive ones. Through all of this, the experiential learning process comprises:

1. Starting from where the pupils are, by connecting with past experience
2. Reviewing and reflecting on that experience
3. Processing – analysing, exploring, considering new information and making links to it from past experience
4. Relating what has been learned to life at school and elsewhere
5. Practising new skills and applying what has been learned
6. Reviewing what has been learned

With active pupil involvement at every stage, it has often been said and written (and we subscribe to this) that in Complementary Curriculum, the ‘how’ is more important than the ‘why’, so our schemes of work contain an important element of flexibility which encourages experiential learning to continue along pathways which may diverge from time to time before reaching their goal.

Group Work Techniques

Teachers use a selection of the following techniques as vehicles for the delivery of Complementary Curriculum:-

Pooling Ideas - working as a whole class of about 18, or in smaller groups. Students call out as many ideas as they can on a given topic in a short time (5 minutes max), for example ‘What comes into your head when you think of drugs?’ One person then records the responses on flipchart paper. All responses are written down without evaluation, which happens later – see e.g. *rank ordering*.

Rank ordering - can be used to prioritise ideas generated by students as above, or supplied by the teacher. The 'diamond nine' is often effective:

1		most important	
2	next most important		next most important
3	of medium importance	of medium importance	of medium importance
4	not very important		not very important
5		least important	

Students can work on this individually or in pairs or threes to prioritise the items and then explain their reasons for their choices to the whole class.

Carousel - half the class form a circle, seated or standing, facing outwards. The other half stand or sit in another circle around them, facing inwards. Students then elicit responses from the person they are facing before the outer ring moves two places clockwise so that everyone has a new partner. Besides addressing whatever issue is under discussion, this is an effective way to develop conversation skills.

Fishbowl – one group performs an activity while the other group sits and observes, perhaps with a checklist of things to look out for. The observer group gives feedback when the active group have finished. The groups then change round.

Opinion continuum – all students must expect to become involved here! Students must stand along a real or imaginary line between opposite sides of the classroom labelled 'agree' and 'disagree' at a position which represents their viewpoint on a statement read out by the teacher, and then be prepared to justify the position they have taken. This is a particularly suitable procedure to conclude and review units of work on –for example – drug or sex education.

Role play – this powerful technique requires careful preparation. Students must be told who and what they are expected to portray in a group of 2-5, but should be left to devise their own script and scenario. With experience gained in drama lessons at Dauntsey's, most students respond well to the challenge.

Sculpts – a variant of role play in which the focus is on empathising with other participants. Groups of students – or perhaps the whole class – are arranged in static positions by other students or a teacher to represent a scenario such as bullying on a bus, a happy family or an unfriendly classroom. As with role play, time is allocated for processing and de-roleing afterwards.

Circle time - a vital element of the programme which provides opportunities for pupils to have their own or more general problems listened to and addressed by a group seated in a circle with a teacher. At the start of the year, pupils draw up ground rules for these discussions so that they can take place in an atmosphere of emotional security.

Scripted fantasy - an invitation to explore experiences, feelings and beliefs through a guided imaginary journey, experience or situation.

Games - can take many forms e.g. icebreakers at the start of a year, term or lesson, games requiring cooperation for success, games which develop trust, communication skills and self-esteem – or just for fun!

Relationships and Sex Education

Relationships and Sex Education at Dauntsey's forms an integral part of the Complementary Curriculum programme. It is taught by our own staff, who have received training for this part of their role, rather than 'outside specialists' because we believe that any perceived reluctance on the part of Complementary Curriculum staff to address sensitive issues would be incompatible with one of the key aims of the programme, which is to promote an ability to discuss sexual matters without prurience or embarrassment. The only exception to this is the sexual health talk delivered by an outside speaker to the Fifth and Lower Sixth forms.

Upper School Complementary Curriculum

The lesson delivery in these courses differs in that the pupils will benefit from a carousel of lessons on a broad range of topics. Pupils will be encouraged to consider issues beyond the standard curricula and will participate in group discussions following on either from whole year group presentations or teacher lead introductions.

4. Structure and Staffing

In many schools, tutors deliver pre-packaged units of PSHE to their tutor groups in form periods. We have chosen to avoid this mode of delivery, which is often as unpopular as it is ineffective, on the grounds that the commitment of form tutors to the values of PSHE - and therefore to the degree of confidence they feel in delivering the material – can vary over a wide range. In some other schools, attempts are made to deliver 'cross-curricular PSHE' over a range of other curriculum subjects but this suffers from the same drawback of variable staff commitment and adds lack of coherence and continuity. Instead, Complementary Curriculum is taught at Dauntsey's by a team of teachers who believe in the importance of Complementary Curriculum and share its core values.

The 2023-24 teaching team is as follows:

1st Form will be taught by Anais Allen (ASA)

2nd Form will be taught by Anais Allen and Justine Wall

3rd Form will be taught by Anais Allen, Will Whyte.

4th Form will be taught by Anais Allen, David Noble, Charlotte Saville and Will Whyte.

5th Form take part in a mix of carousel lessons and stand-alone presentations. The latter are delivered by both staff and external speakers.

Lower Sixth Form Autumn and Spring: Pupils take part in a carousel of modules for one term and take a module of their choice in the second term. During the Summer Term they have a lecture program delivered by external speakers.

Upper Sixth Form will not receive any timetabled Complementary Curriculum lessons. However, there will be a number of outside speakers that will address the sixth form during the year, on PSHE related subjects.

5. Topics covered

The current Complementary Curriculum syllabus revisits important areas as the students progress up the school. The rationale behind this spiral curriculum is that students mature at different rates and therefore certain issues may become more relevant to them at different times. The approach will also differ with age as will the level of knowledge and skills required. The Complementary Curriculum programme has developed through staff experience, input from students as well as conforming to the school's ethos. It is also written with reference to the key school policies and government legislation cited earlier in the policy.

Complementary Curriculum deals with the 3 Rs: Respect (for yourself and others), Responsibility (towards yourself and others) and Relationships.

Complementary Curriculum is a safe place to challenge and be challenged, to think for yourself, to learn how to listen to others and to accept their opinions even when you disagree. The early development and maintenance of mutually agreed ground rules is therefore essential. The whole class including the member of staff is bound by them and must include **confidentiality** with exceptions (if someone is in danger or if there is criminal activity), refer to the laminated poster in house areas; **respect** for people's opinions and the **right to 'pass'**.

As there is little written work in Complementary Curriculum positive verbal feedback to the student and if the pupil's work was particularly praiseworthy, feedback should be sent to the tutor. In the case of Lower School Complementary Curriculum merits can be given.

Selections of training courses run throughout the year. ASA will pass on relevant details of courses on offer. Also, you are very welcome to attend any of the outside speakers' workshops if you are free, just let ASA know.

Complementary Curriculum teaching incorporates the delivery of sessions on financial/economic education. Pupils in the First Form all receive a session in the life skills carousel called 'Money Matters' where they learn how to manage a bank account and learn and understand basic and essential banking terms. In the Fourth Form, pupils will cover a range of lessons on personal finance, saving money, understanding taxation and the cost of living. The Fifth Form pupils receive as part of their two-week carousel a module called 'Money Management' which covers budgeting, how to look after your money, points to consider when working or applying for jobs and how to make sensible financial decisions beyond Dauntsey's.

First Year Course

The topics listed here form the core of the course although, staff reserve the right to select additional or alternative material in response to the topicality of a school or wider issue, or to the varying demands, experience and abilities of different teaching groups. An additional and vital ingredient in First to Fourth forms is the provision that at least one lesson in each half term can be devoted to a structured Circle-Time discussion of any issue a pupil or teacher wishes to raise. The circle format emphasises the teacher's role as facilitator rather than source of all knowledge and wisdom.

Autumn Term: You, school and studying

- Getting to know each other. What is Complementary Curriculum?
- Name games, ice breakers, introduce each other. Meet and Greet Quiz
- Ground Rules
- Organisation
- Lessons to introduce key members of the school community who are there to help them, Listeners, Prefects Counsellors, trip to Medical Centre to meet staff
- Addressing worries about bullying and how it is dealt with at school. This will coincide with Anti-bullying week.
- Anti-bullying questionnaire.
- Internet Safety lessons – Privacy, Friend Requests and Sharing Information Online
- Increasing influence of friends, what makes a good friend? Boy/girlfriends
- The role of friends in your happiness and self esteem
- When friendships go wrong and how to deal with negative emotions
- How to deal with conflict
- Charity – Organ Donation
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Spring Term: You, your friends and life skills

- E-safety with guest speaker, Karl Hopwood – to include radicalisation
- Life skills carousel in conjunction with Careers: yoga, nutrition, money management, communication skills, emergency first aid, mental health, adventure skills and careers.
- Dental Health

Summer Term: You, your family and changes

- Revision, study skills and exam preparation support
- Recap coping with stress and what happens if the stress is at home?
- Sources of conflict, changing nature of relationships due to process of puberty
- Where to go for help for yourself or a friend, Childline, NSPCC, Samaritans, PSE, Cruse other charities, introduce the section in the Library with fiction about family issues and problems.
- Stress and mindset
- Puberty

Second Year Course

Autumn Term: Valuing and caring for ourselves and others

- Getting to know each other and ground rules, ice breakers
- Working together as a team and recognising responsibility to self and others in the process
- Parliament project
- Role of police, crime and punishment
- Public Services
- Value of rules – Fundamental British Values
- Anti-bullying week will fall in this term, look at and revise the school policies concerning bullying
- Complete the online anti-bullying survey
- Cyber bullying, understanding what a bystander is
- Discrimination and Prejudice and how it is dealt with by the law and the school
- Charity week
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Spring Term: Valuing and caring for ourselves

- Life skills carousel in conjunction with Careers – yoga, nutrition, money management, emergency first aid and team building (in the second cycle of this, there will be progression built in from the First Form carousel)
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Summer Term: Valuing and caring for ourselves and the wider community

- Drug and alcohol education. Where does my freedom end and another person's begin? Making healthy and informed choices
- Mental Health – series of lessons from PSHE Association
- Transition from the Second Year to the Third Year
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Third Year Course

Autumn Term: Your choices and their effects on other people

- Getting to know each other. Welcome the new pupils
- Ground Rules
- What is Complementary Curriculum?
- Empathy
- Anti-bullying week will fall in this term
- Cyber-bullying
- Black History Month
- Internet Safety – Social Media
- Online Grooming
- Where to go for help
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Spring Term: Other people's choices and their effects on you continued

- Human Rights
- Self-Esteem – what it is and its importance
- Developing identity and building self-esteem
- Body Image and Eating Disorders
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Summer Term: Your choices and the effect on you

- Ground rules and reminder that knowledge and experience do not necessarily go hand in hand and not to make comments if people answer questions to sensitive topics
- How to deal assertively with people – understanding of the feelings involved and difficulties faced starting and ending relationships
- What is a normal relationship like? How fast should it develop?
- Sex Ed Quiz – How much/little do you actually know – the facts revealed
- Contraception/pregnancy/STIs/pleasure/Where to go for help
- Questions
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Fourth Year Course

Autumn Term: Relationships, drugs and alcohol

- Relationships – allowing them to flourish (romantic and other relationships to be discussed) – discuss love and respect. What is ‘normal’ in a relationship? How far do you go on a first date?
- Alcohol, bingeing, spiking and illegal and legal substances
- Vaping
- Street Safety
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Spring Term: Mental and Physical well being

- Social media – understanding the dangers
- Child Sexual Exploitation – CEOP resources
- Mental Health and Wellbeing
 - Mental Health and wellbeing
 - Body image
 - Eating disorders
 - Self harm
 - Pornography
 - Sharing of nudes and semi-nudes

Summer Term: Know yourself, know others

- Control of your life, work life balance, stress management and anger management
- Being British: Fundamental British Values
 - citizenship
 - stereotypes based on nationality – touch on radicalisation
- Exam stress and relaxation techniques
- Opportunity for pupil reflection and feedback in relation to topics covered and areas that they would like to re-visit in the following term as necessary.

Fifth Form Course

The Fifth Form Complementary Curriculum programme is composed of sessions delivered to the Fifth Form on a carousel basis. The first few weeks of the year are a series of lectures which serve as an introduction to the group sessions.

Extremism and Radicalisation
FGM, Human Trafficking
Money Management – Gambling Awareness
Healthy Eating and Lifestyle - Budgeting
Understanding Politics
Careers
Pregnancy and Fertility - Choices
Parenting

Anti-bullying week

The national Anti-bullying week takes place during the autumn term and is usually during November. All year groups, First to Fourth forms, conduct anti-bullying activities within their Complementary Curriculum programmes. However, during the anti-bullying week, all year groups co-ordinate to produce a display or to take part in a competition or other themed activity, in line with the national recognition of bullying as an issue.

The work conducted just prior or during this week is in addition to their continued anti-bullying work but linking to the national anti-bullying week helps to raise the profile and significance of the work that we do.

Staff are made aware of the location of schemes of work.

6. Dauntsey's Counselling Service

- **Who are we?**

The school counsellors are:

Carole Coupe and Ruth Archer

We are qualified counsellors who have a wealth of experience in working with both young people and adults across a wide range of issues.

- **Why are we here?**

We are employed in order to support both students and staff. Our training enables us to address the deeper or more complex issues that other members of staff would struggle with or do not have time to deal with adequately.

Our aim is to enable the 'client' to clarify their problem, to identify what needs to change in their situation and then to support them in making those changes which will enable them to move forward. We do not try to solve people's problems, working with them instead in finding their own solutions.

We are an addition to the network of pastoral support in place in the school through the teaching and non-teaching staff, enhancing this rather than replacing any aspect of it.

- **How do we work?**

We work one to one with individuals and also with groups. We liaise with parents and outside agencies such as Psychiatrists, GPs etc where necessary and appropriate.

Staff are encouraged to consult us in dealing with problems presented by the children they deal with and it may not always be necessary for us to work directly with the child.

Be assured that in referring to us this is not a sign of weakness or inefficiency on your part. We are not here to take anything away from you in your role as teachers, tutors or house staff. We do have a wide range of experience in dealing with emotional and mental health issues. That is what we are trained to do.

- **How can you contact us to make a referral?**

We are employed on an hourly part time basis and come into school as and when we are needed so it is difficult to give definite times when you can catch us.

You can email us on the school system, speak to a tutor or Houseparent about arranging an appointment or drop into the Medical Centre to arrange one.

Also, we are all contactable on the following numbers which all provide confidentiality:

Carole: 07967 875295 c.coupe@dauntseys.org

Ruth: r.archer@dauntseys.org

- **What issues do we cover?**

Over the school year we may deal with relationship difficulties, loss of many kinds, eating disorders, self harm, stress, academic pressure, isolation and social problems etc

We may see someone only once or regularly over a period of time.

- **When would we support staff?**

When home or work stress whatever its nature becomes overwhelming and adversely affects your role and daily functioning, it can be helpful to work it through with one of us.

In order to provide privacy staff can be seen off the school premises if preferred.

- **Confidentiality**

We assure our 'clients' that what they say to us is confidential **unless** we believe that they are likely to seriously harm themselves or someone else or if there is a child protection issue when the school's Designated Safeguarding Lead will be informed. At present this is Mrs A Jackson with Miss E Conidaris, Mrs C Jones, Mrs Z Ross and Mr W Walker deputising.

We encourage children to confide in their parents but in some cases parents are part of the problem so this is not possible.

Particularly in the case of boarders (especially Lower school boarders), it may be necessary to share information with house parents who are in loco parentis and may need to be alert to the child's needs. This will be strictly confidential within a trusted professional context.

Please do not hesitate to contact us if you feel we may be able to help in any way.

We are here to support you!

7. **Health and Safety**

- All teaching staff must take the register for each lesson. If they are in doubt as to the whereabouts of a student, they are to use the phone or computer to check if they are in school, in the San or at a music lesson.
- All staff are to read the Evacuation and Major Incident procedures.
- All staff are to make sure that they are up to date on pupils who have specific learning difficulties and health issues.

Mrs A Allen

Head of Complementary Curriculum

Reviewed: September 2023

Next Review: September 2024

TEACHING & LEARNING STRATEGIES 1

ROLE PLAY
Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast forward and explore different consequences and decisions. You can also "spotlight" or "hot-seat" certain characters and question them in role.

TRIAD
A pupil engages in an activity with another, while the third observes, maybe writes notes and gives feedback. Roles can then be changed.

CAROUSEL
Half the group forms a circle facing outwards. The other half forms a circle around them facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by either circle moving round one place.

ROUNDS
All pupils are given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

FISHBOWL
One group performs an activity while the others sit around them and observe. The audience may be asked to generally observe or look for specific things. They could have a checklist of specific things to look for.

DRAW AND WRITE
Pupils are asked to draw and/or write an answer to a specific question e.g. How do you keep yourself healthy?

CASE STUDY
Pupils are given the outline of a case and asked to analyse the situation and respond to given questions.

CONTINUUM
An imaginary line is drawn across the room. Pupils are told one end of the line represents an extreme viewpoint, and the other end represents the opposite view. Statements are read out in relation to a particular issue, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view.

DEMONSTRATIONS
Involves showing a skill or procedure e.g. assertiveness skills. Pupils may "have a go" themselves, either alone or alongside the teacher.

MATCHING
This activity requires cards to be made up which can then be matched together by the pupils. For example, risk and consequence, rights and responsibilities.

GRAFFITI
Pupils are asked to write comments/opinions/facts on to a large piece of paper that can then be displayed. Alternatively, each pupil may be given a piece of card, which can then be part of a "wall" to which they all contribute.

SYNDICATES
A type of role-play where pupils are formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

EXPERT WITNESS
Someone who has experienced something shares it with the group.

CHECKLISTS
Pupils produce, or are offered a checklist, against which something can be judged e.g. It could be a checklist for things to look out for when watching a role play, presentation or judging a piece of work.

TOPIC WEBS
Begin in the centre of the page with the issue or problem. Branch out from the centre with the main themes. Put down ideas in appropriate "branches" and continue to branch with ideas taking each theme as far as possible.

DISCUSSION
Ideas, views, or information discussed in pairs, small groups, or the whole class.

STORYBOARDS
Storyboards depict a scene and are used with a range of character cards to act out different scenes. Alternatively, they are a device for drafting out the content of a film, play or story using a series of boxes for drawings and text representing dialogue.

DIRECTED READING
Tutor suggests specific reading with guidance on what to look for, what to consider etc.

DIARY
Pupils keep a personal record about something (e.g. smoking habits, amount of alcohol drunk and when) in order to provide "raw material" for self awareness.

JIGSAW
A topic is set and subdivided into areas. Home Groups are formed and each pupil in Home Group is given one of the topic areas in which to become an "expert". The pupil then joins the other "experts" from different Home Groups to form working parties. Each working party works on its chosen area and then members return to their Home Groups to make a report and to share in putting their whole set of discoveries together. Each Home Group then presents its work to others.

DIAMOND NINE
Small groups are given prepared cards (9 or more) each with a statement relating to an issue for discussion. E.g. "Qualities of a good friend". Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement.

TWOS TO FOURS
Pupils work together in pairs on a given problem. They then join another pair to explain what they have achieved and compare this with the work of the other pair.

TEACHING & LEARNING STRATEGIES 2

SIMULATION
Involves role-play but goes further. Participants assume roles and have to make decisions according to their understanding of the context. Usually involves being given a complex scenario in which to operate.

QUIZ
May be written or verbal, designed by tutor for pupils or by one group of pupils for another. Open questions or multiple choice.

ROAD MAPS
Pupils are asked to draw a line representing their life, marking critical events along it that may have affected their behaviour in some way. Then distinguish between positive and negative influences, perhaps by drawing paths or brackets above or below the line in a size that represents the extent of the influence.

CONCEPT MAPPING / MIND MAPS
Same as a topic web.

SNOWBALLING
Pupils work alone for a few minutes listing ideas relating to a task. They then form pairs and share views. The pairs then double up and share their ideas and so on.

TOUR
Groups of pupils prepare visual material in the form of a poster and display on the wall. Pupils then "tour" the displays and discuss the materials.

LECTURE
May be formal, with opportunity for questions at the end or informal with permission for interruptions and questions throughout.

ENVOYS
Various groups of pupils are formed, each with a different task or issues to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

AGONY AUNT / UNCLE
Small groups of 3-4. Each group takes on the role of an Agony Aunt / Uncle. The group is asked to respond to an imaginary problem / letter. Groups may wish to share their solutions.

SURVEYS
Pupils could research a topic by using a questionnaire or interview.

BUZZ GROUP
Small groups of 3-4. Groups are asked to discuss a dilemma or situation for a short specified time. Each group then returns to the large group to share their ideas.

SIDES
Similar to the Continuum, except that there is no middle ground. Pupils have to decide to agree or disagree with a statement. They can then discuss their opinion with someone on the same or opposite side.

DATA SEARCH
Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions or set questions for another group to answer.

PEER EDUCATION
Pupils of the same or similar ages can act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

STORIES
Description of imaginary contexts and situations that mirror real life.

DEBATE
A motion is decided on for discussion. Two opposing viewpoints are then presented to the pupils with relevant information or supporting evidence. After a question and answer session, the group votes For or Against the motion.

CIRCLE TIME
A mechanism for structured discussion where all participants sit in a circle representing a non-divisive and safe environment within which to discuss an issue or idea.

CLOUDBURST / BRAINSTORMING
Pupils offer spontaneous suggestions regarding any idea or issue. This is a short, quick activity where suggestions are recorded, but not discussed and / or challenged. Recorded material can be used later.

CONSEQUENCES
Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences both positive and negative.

Ideas taken from a PE course