



PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

Active Learning Techniques

and PSHE Education in Staffordshire &
Stoke-on-Trent

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Table of Contents

03.	Introduction	17.	Case Study/Scenarios
04.	Local PSHE Quality Framework	18.	Agony Aunts and Uncles
05.	Pedagogy	19.	Card Sort
06.	Role of the Professional	20.	Diamond 9
08.	Facilitating	21.	Worksheets
09.	Why are Active-Learning Techniques Important?	22.	Small World Play
10.	Using Active-Learning Techniques	23.	Creative Activities
11.	Toolkit	24.	Role-Play
12.	Introduction to Toolkit	25.	Conscious Alley
12.	Icebreakers	26.	Think, Pair, Share
13.	Ask-it Basket	27.	Group Discussions
14.	Mind Maps	28.	Fishbowl Activity
15.	Continuums	29.	Resource Development
16.	Graffiti	30.	Presentations

The PSHE Education Service, funded by Staffordshire Police, Fire and Crime Commissioner aims to support the development and delivery of age-appropriate, good quality, consistent PSHE education across Staffordshire and Stoke on Trent.

A strategy for the project has been created which outlines the key principles and rationale for what makes good quality PSHE education and is demonstrated through the local quality framework.

Point nine highlights for PSHE education to be effective it must:

Utilise active skill-based learning techniques to encourage active participation.

The purpose of this guidance document is to support education settings across Stoke-on-Trent and Staffordshire to identify why the use of active skill-based learning techniques are important to PSHE education and to provide examples that PSHE Leads can implement into their own settings.



Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- Be relevant, accurate and factual, including using the correct terminology.
- Be positively inclusive in terms of:
 - Age
 - Gender Identity
 - Race
 - Sex
 - Disability
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation
- Designed to include the development of knowledge, skills and values to support positive life choices.
- Use positive messaging, that does not cause shame or victim blaming.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.
- Utilise active skill-based learning techniques to encourage active participation.
- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.
- Be delivered by trained, confident and competent professionals.
- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

The Pan-Staffordshire PSHE Education Service recognises that PSHE Education has a unique pedagogy within formal education that is more aligned to informal education.

Informal education works through conversation, and the exploration and enlargement of experience.

An effective pedagogic approach to PSHE draws on a number of skills:

- Establishing a safe learning environment
- Effective teaching and learning
- Reflection, evaluation and assessment
- Creating effective partnerships, including working well with support staff in the classroom

As PSHE education is effectively about how people interact with others this means that active learning techniques are more appropriate than didactic techniques.

The Department for Education's report "Personal, social, health and economic (PSHE) education: a review of impact and effective practice" (March 2015) highlights that there are several common themes which run through the research and provide evidence of effective practice which includes lessons which are interactive, participatory and engaging.

The teacher or education staff should act as a facilitator. This shifts the traditional role of the teacher being the sole source of knowledge to becoming a guide, mentor and facilitator of learning. Instead of merely imparting knowledge the professional creates an environment where children and young people actively construct their understanding.

THE ROLE OF THE PROFESSIONAL

Utilising active-learning techniques has implications on role of the professional. As mentioned previously there is a shift from professional-centred or teacher-centred model to a participant-centred approach to learning and teaching. There is also a shift from product-driven learning to process-driven - the focus being more on the journey of acquiring knowledge rather than the knowledge itself.

Professionals should reflect not only on the key principles of learning and teaching but on their role in the process.

From - To grid showing shift in the role of the professional in creating an active learning classroom environment

From:

To:

Teacher-centred classroom	Participant-centred classroom
Product-centred learning	Process-centred learning
Professional as "transmitter of knowledge"	Professional as an organiser of knowledge
Professional as a "doer" for children and young people	Professional as an "enabler", facilitating children and young people in their learning
Subject-specific focus	Holistic learning focus

Changes to the role of the professional will inevitably result in changes to the children and young people in the classroom.

From - To grid showing shift in the role of the children and young people in an active learning classroom environment

From:

To:

Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Being "spoon-fed"	Taking responsibility for their own learning - reflective learners
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learners of individual subjects	Connecting their learning



As mentioned previously, the role of facilitator is most effective when delivering active-learning techniques. To support children and young people as they learn and develop skills. Sometimes it is appropriate for the facilitator to take on a particular role or function in an attempt to enhance the learning within the group or to challenge their thinking in a new way.

Here are a brief overview of some of these possible roles.

- **Neutral facilitator** - The facilitator enables the group to explore a range of different viewpoints without stating their own opinion.
- **Devil's advocate** - The facilitator deliberately adopts an opposite stance to confront people, irrespective of their own views. This method is slightly "tongue-in-cheek".
- **Ally** - The facilitator supports the views of a particular sub-group or individual (usually a minority) within a group
- **Official view**- The facilitator informs the group of the official position on certain issues e.g. the law.
- **Challenger** - The facilitator through questioning, challenges the views being expressed and encourages the children and young people to justify their position.
- **Provocateur** - The facilitator brings up an argument, viewpoint and information which they know will provoke the group, and which they do not necessarily believe but because they are authentic beliefs of other individuals or group, they present them convincingly.
- **In-role** - The facilitator may "become" a particular person or caricature (e.g. a church leader, politician), putting across their argument and position to the group.

Each role has advantages and disadvantages and it is important to weigh these up when planning the lesson. Considerations may include:

- How will you feel about taking on these roles?
- Can you think of areas in your existing practice to which some of these roles may be applied?
- Do you sometimes take on these roles unconsciously?
- Are there any specific needs in the group that need to be taken into account?
- What strategies can you use to deal with difficult and challenging issues that may be raised?
- Are you clear about what the learning intentions and outcomes are for the lesson/programme of work?

WHY ARE ACTIVE LEARNING TECHNIQUES IMPORTANT?

PSHE education provides the curriculum space to enable children and young people to develop the knowledge, skills, and attributes needed to thrive as individuals and members of society.

Topics explored in PSHE education, relate directly to a child's or young person's life when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, to make a safe decision at the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to), and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

In a [SafeLives report](#) (2022) young people stated they wanted time for discussion and skill development within PSHE . A space to rehearse strategies and develop skills rather than just being told lots of information.

Active Learning Techniques enable children and young people to actively engage in their learning, making the learning a more relevant, enjoyable, and motivational experience. Additionally professionals have the opportunities to develop skills as creative curriculum developers.

This resource does not contain a definitive list, but provides practical advice to educators on a varied range of methods they may wish to consider adding to their teaching and learning methods when developing and delivering PSHE education. It is hoped this is a useful tool to enhance their PSHE provision for children, young people and professionals.

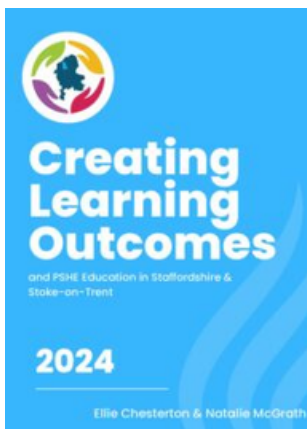
USING ACTIVE LEARNING TECHNIQUES

By using active learning techniques, the hope is that children and young people will develop a deeper understanding of the issues involved, and that their motivation and enthusiasm is heightened. It is important to consider the following points before using any active learning technique:

- Is the activity age-appropriate?
- Are the participants aware of the aims and objectives the activity is covering?
- Are there opportunities for the participants to facilitate the activity themselves?
- Will everyone have an equal chance to participate in the activity?
- Is there enough variety across the session and the programme?

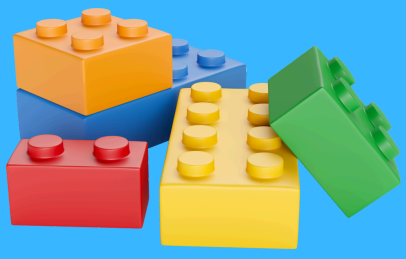
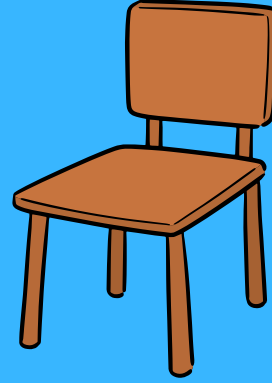
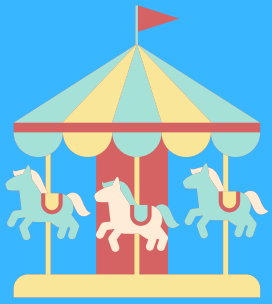
It is also important to reflect on the dynamics of the group. Here are some questions to consider:

- How well does everyone know each other?
- Are there any specific needs/circumstances of individual children/young people that need to be taken into account?
- What is the profile of the group – size, gender, ability?
- Are there any needs that need to be taken into account to aid inclusivity?
- How confident is the facilitator in delivering the activities?



Learning objectives support the choice of activity. A learning objective identifies what the children and young people should achieve at the end of the session or programme of work.

The Pan-Staffordshire Creating Learning Outcomes guidance document will help professionals to create effective learning outcomes.



TOOLKIT



This section of the guidance pack is designed to provide ideas to education settings across Stoke-on-Trent and Staffordshire on how to embed the use of active-learning techniques in their own setting.

This list is not exhaustive list but provides practical advice to educators on a varied range of methods they may wish to consider adding to their teaching and learning methods when developing and delivering PSHE education. It is hoped this is a useful tool to enhance their PSHE provision for children, young people and professionals.

ICE BREAKERS

Many active-learning techniques focus on children and young people working together and discussing ideas in small groups. It is important to enable participants to build relationships and reduce the anxiety of being judged by their peers or making mistakes.

Icebreakers provide opportunities for people to get to know each other better and get children and young people used to voicing their opinions, in a low-risk way and build their confidence, making them more likely to participate in later discussions .

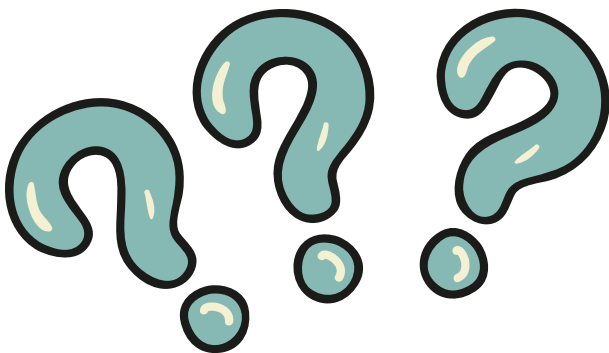
A useful activity is to ask a question that is not related to the programme of study. Participants have a short conversation about a random question at the start, which ensures they engage with at least one other person and prepares them for interaction required in other learning activities.

Share with the group the purpose of the activity is to get to know each other more, it is also a chance to say it is a low risk activity that won't be wrong. Share the question with the group and write it on the whiteboard. Give participants two or three minutes talking with the person next to them about their response. Ask for volunteers to share their response with the whole group.

Providing children and young people with the opportunity to ask questions is an important part of learning.

Having an Ask-it basket or question box provides distance for the participants as no-one knows who has written down and also provides the facilitator time to consider the best response, research the answer including consulting with a subject-expert.

1. Hand out question slips to all participants.
2. Ask participants to write down their questions, anonymously if they prefer. If they do not have a question they can write "I do not have a question" so everyone has written something to put into the box.
3. Put the completed question slips into the Ask-it basket or question box.
4. Facilitator reads out questions, at an agreed time - this can be within the same session as the questions were written or at a later date.



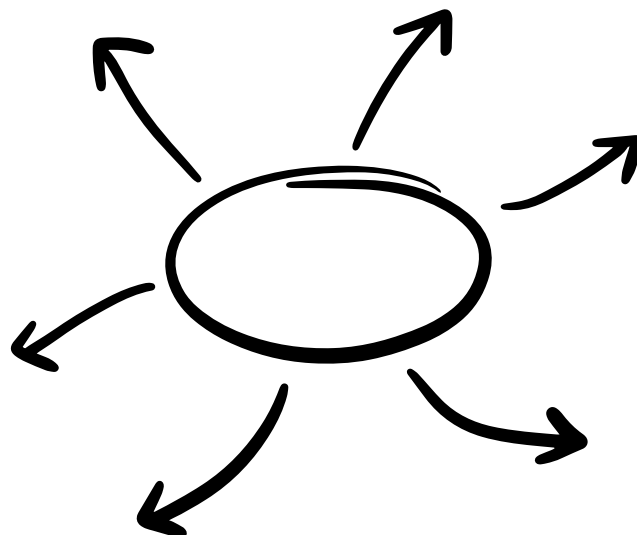
These are useful as generating lots of ideas in quick succession by using a stimulus such as a question, picture, topic. They can be utilised to assess baseline knowledge and revisited after the session/programme to show the learning that has taken place.

1. Read out or display the stimulus so that everyone can see or hear it.
2. Ask the group to think of words or ideas that come to mind and write these down.
3. Walk around the room to see what participants have written.
4. Ask for volunteers to share their thoughts.
5. Revisit the activity at the end of the learning and ask participants to use a different colour pen/pencil and edit, add, remove to their original mind-map.

Alternative method:

This activity can also be completed as a whole-group activity:

1. As before share the stimulus with the group.
2. Ask the group to think of words or ideas that come to mind.
3. Ask the group to put up their hand to respond, one at a time.
4. Work swiftly, writing up each one exactly as it comes, without comment and encourage the group not to comment or discuss at this time.
5. Spend no more than 5 minutes doing this, but it is important to encourage as many individuals to contribute as possible.
6. The facilitator can now examine the group responses and move onto the next activity, ensuring that any misconceptions are address through the learning.
7. At the end of the learning revisit the mind-map and make any changes based upon their learning.



There are different ways that continuums can be utilised either using a large space or on paper.

1. An imaginary line is established. One end represents an extreme viewpoint, the other end represents the opposite views e.g. agree/disagree, okay/not okay.
2. Statements relating to a particular topic are read out and participants are asked to place themselves along the line according to what they think. It is important to use statements that will lead the discussion to areas that are most relevant for the particular group of children/young people.
3. The professional facilitates a discussion based on the positions taken, such as asking the participants to discuss their view with someone nearby and/or someone who has a different viewpoint.

Alternative Methods:

- As before, a continuum line is created and participants place statements along the line e.g. deciding if something is high or low risk.
- Each individual or pair takes a statement in turn and places it with an explanation. Other participants can then discuss if they agree or not and the statement (printed on a card) can be moved if consensus is achieved.

If space is limited, instead of a line across the space of a room, a continuum line could be set up on a desk or table, or in a book. Participants could use markers (pens or sticky notes) that they place on their chosen position on the line.



GRAFFITI

This activity is useful to establish baseline knowledge or evaluating an activity. It can also help to encourage review and reflection.

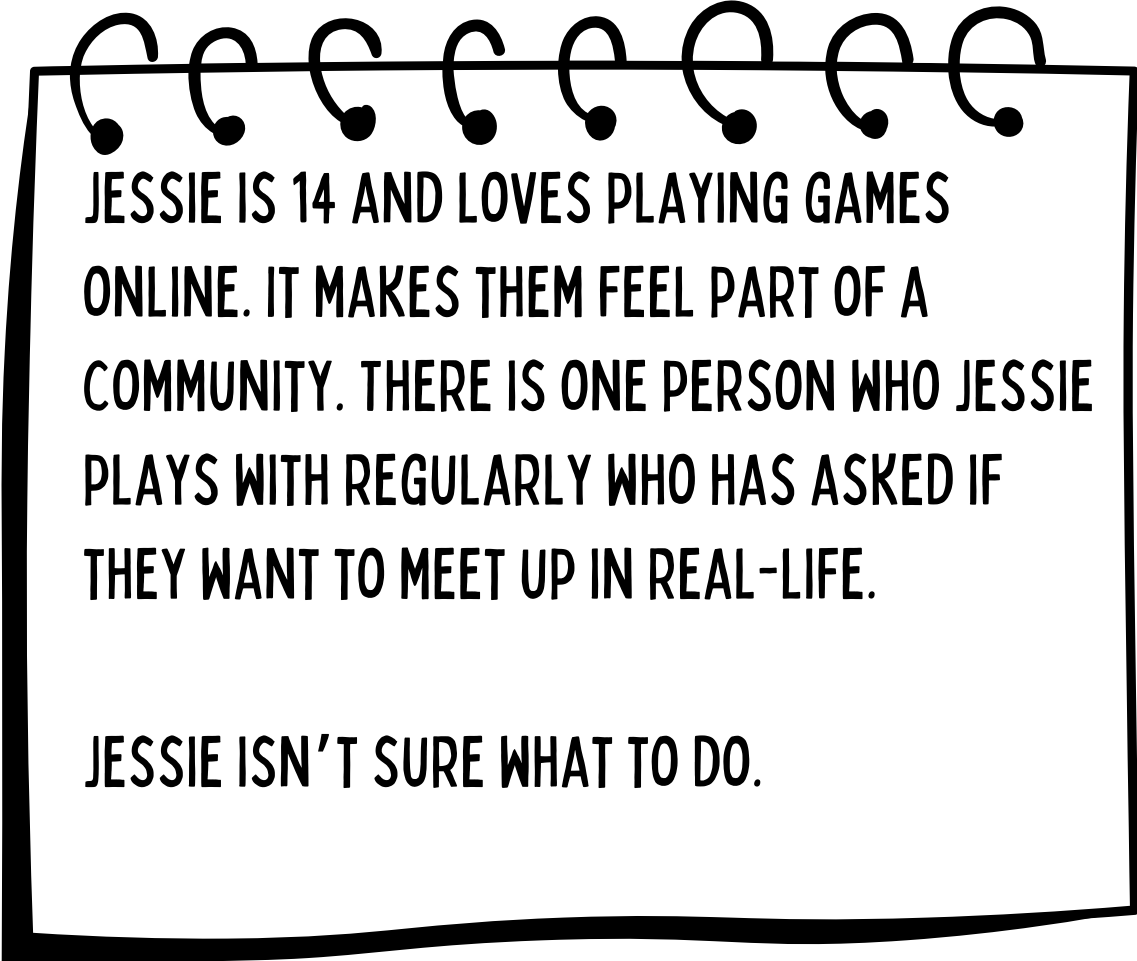
1. Prepare a number of graffiti sheets with a statement or question for the participants to respond to.
2. Display the sheets around the room so they can be written on or have post-its notes. available.
3. Ask everyone to move around the room and write/draw/respond to the different statements or questions. Make sure the participants are aware there are no right or wrong answers.
4. The sheets could be used with the group for review and discussion or to help the professionals identify any learning needs.



This activity is useful for enabling participants to reflect on different types of experiences, identifying strategies that other have used or could use and practising problem-solving by applying what has been learnt.

1. Scenarios or case studies can use a range of “real-life” or imaginary characters and situations to engage the participants imaginations.
2. Typically the character would face a problem that needs solving or a choice to make.
3. Participants are invited to respond with an appropriate course of action for the character. Their response can then be used to enable the participant to reflect on the strategies that they might adopt themselves.
4. Using a character is a distancing technique that allows discussions of problems without participants involving themselves in inappropriate or personal disclosures.

It is important to ensure that characters are inclusive and challenge perceived social norms and stereotypes.



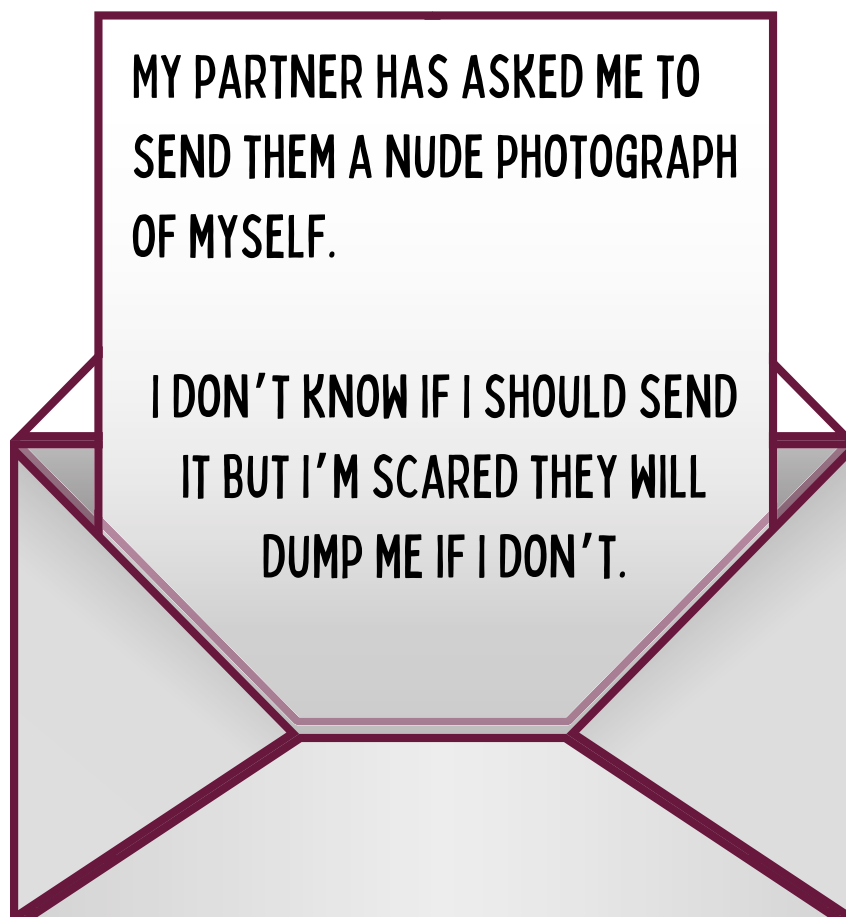
JESSIE IS 14 AND LOVES PLAYING GAMES ONLINE. IT MAKES THEM FEEL PART OF A COMMUNITY. THERE IS ONE PERSON WHO JESSIE PLAYS WITH REGULARLY WHO HAS ASKED IF THEY WANT TO MEET UP IN REAL-LIFE.

JESSIE ISN'T SURE WHAT TO DO.

AGONY AUNTS AND UNCLES 18

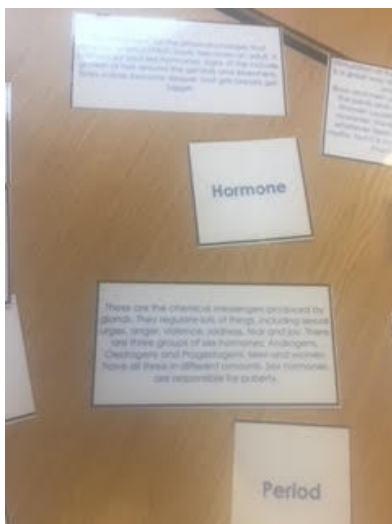
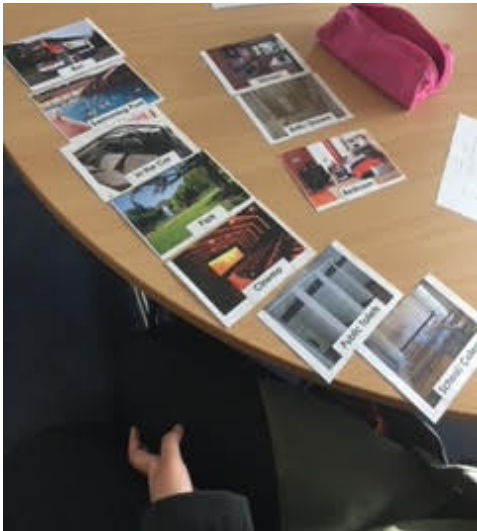
This activity is useful for enabling participants to reflect on different types of experiences, identifying strategies that other have used or could use and practising problem-solving by applying what has been learnt.

1. Put participants into small groups.
2. Advise each group that they are taking on the role of agony aunts or uncles and are asked to respond to an imaginary letter that has been sent to a website or magazine.
3. Give the group time to arrive at a solution.
4. Ask the the group to share their solution, and explain to the group how they reach that idea.
5. Other groups may then share further ideas and debate alternatives.



Card sort activities can be used in multiple ways, to match up words to their definitions, sometimes pictures can also be included for instance if learning about contraception methods. It can also be used to sort out cards into different categories e.g. true/false, healthy/unhealthy when referring to relationship traits, more/less, public/private etc...

1. Cards need to be printed and cut ahead of the session. It is advisable to laminate them too so they can be reused. There needs to be enough sets for pairs or small groups to sort.
2. Hand out a set of cards and give clear instructions on how to sort their cards or match them.
3. Discuss the categories or matches. Ask the groups to explain how they decided to sort their cards

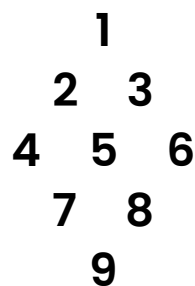


Good or Bad Friends Cards:

Cheers you up when you are down	Talks behind your back
Shares with you	Always tries to be better than you
Respects what you think	Ignores you for no reason
Listens to you	Lies to you
Says sorry when they have upset you	Teases you
Includes you in new things	Takes your things from you
Is always there for you	Asks you to do things you don't want to do
Has fun with you	Says things about you online
Trusts you	Puts embarrassing pictures of you online
Asks you what you want to do	Asks you to lie for them

This activity involves participants positioning nine cards into a diamond shape, prioritising from the top. It is good to enable children and young people to practice decision-making/thinking in groups or as an individual and for developing reflecting and assessing skills.

1. Participants work in pairs or small groups, each with a set of prepared cards.
2. They should lay out the card and read them.
3. Their task will be to rank the cards in the shape of a diamond (as shown below), according to the aims of the activity e.g. from the most important to least important/highest risk to lowest risk.
4. The top card will be something the group thinks is extremely important; the second row contains very important things to consider, and so on down to the bottom card which is least important.
5. Remind participants that just because a card is at the bottom does not mean it is worthless or not important and it should not be ignored.
6. After the first "ranking" part of the activity, two groups can be put together.
7. They can they have further time to compare their diamonds and see if they can construct a new Diamond 9 on which the larger group can agree.



Alternative:

The facilitator can pose a series of questions or scenarios and allow groups the time to rearrange their cards in response.

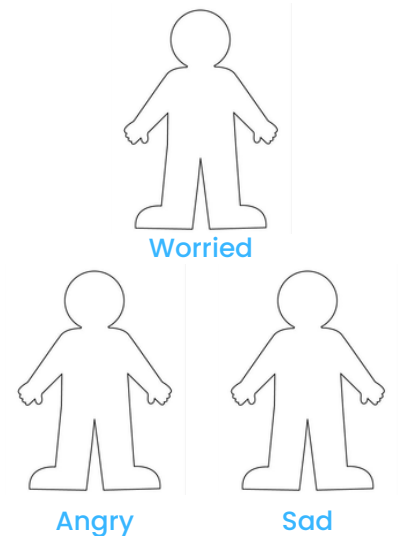
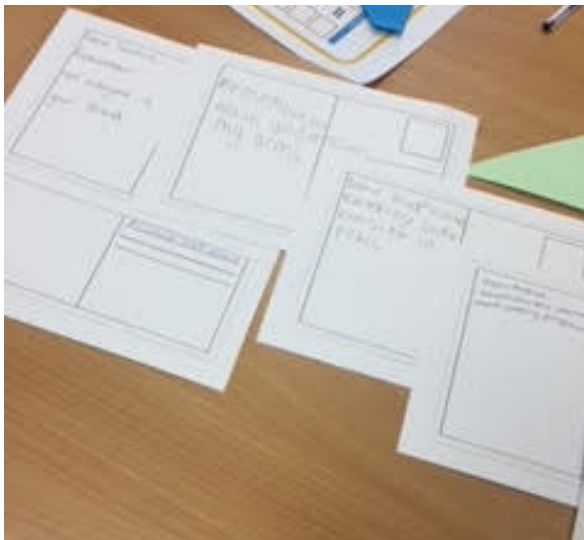
Worksheets are a simply pieces of paper that are used to work on to complete a task. They can be paper based or digital. It could be a word search, quiz sheet, draw/write, body outline, postcard etc....

- 1.Ensure you have enough worksheets for individuals, pairs or small groups.
- 2.Give the group instructions on how to complete the worksheet.
- 3.Ask the group to complete the task.
- 4.Give the group time to debrief on the task.

When using worksheets it is important to consider if there is another method that would be better suited rather than a writing activity. For instance a quiz could be delivered in the style of a continuum.

Friendship Tree - Leaf Template

Early Warning Signs Worksheet



Small world play is a style of imaginative play which uses small toys or props and features mainly within Early Years and Key Stage 1 (3-7 years).

Here are some examples on how small world play can support PSHE.



Set up a road with toy cars and toy people to explain road safety and develop road safety skills. This can be a way to introduce the crossing patrol, how to use pedestrian and pelican crossings. Introduces all the different things that use the road and helps children to understand what road signs mean.



Using pretend food ask children to choose and prepare a healthy meal. this can include the important of hand hygiene before handling and preparing food too.



The role-play area can also be utilised for PSHE education. Setting up the area as a place e.g. a dental surgery to explore dental health and brushing teeth. The jobs of different people who live in their community who are there to help keep them safe.

CREATIVE ACTIVITIES

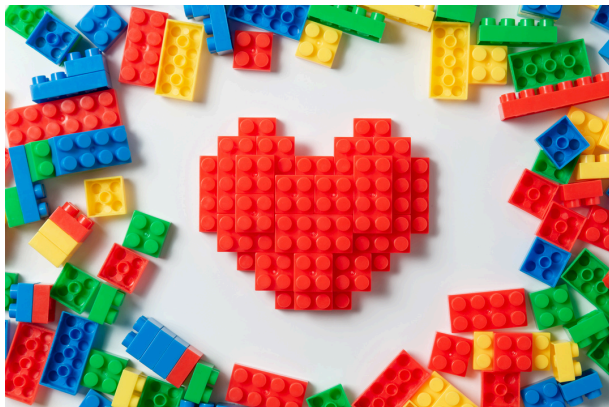
Sometimes touching physical objects can be a useful activity to develop skills for instance putting a condom on correctly, exploring products that can support personal hygiene or having conversations about body image.

Facilitators can utilise Lego, playdoh, foil, pipe cleaners, magazine cuttings etc.... to create conversation starters.

For instance in Lego mini-figures can be used to create scenarios, or the term community could be explored.

With foil and Lego children and young people could create penis, vulvas to show the wide variety of shapes, sizes and challenge perceived social "norms".

With pipe cleaners, magazine cuttings children and young people can create their "perfect" friend or partner



ROLE-PLAY

Role-play activities can be daunting, so it is important to give children and young people an opportunity to share questions or concerns or to reinforce or amend the ground rules/group agreement for participation.

There are different ways in which role play can be conducted:

1. Select or take a volunteer to conduct the role-play whilst the rest of the class observes. The "audience" can ask them to re-wind, freeze or move forward to explore different consequences and decisions.
2. Participants conduct the role-play in small group and then the whole group debriefs.

It is important to debrief and have discussion about the process and the learning.

It could be that role-play is utilised after watching a video clip or reading a book to establish a character that the group know a little about rather than having to start from scratch.

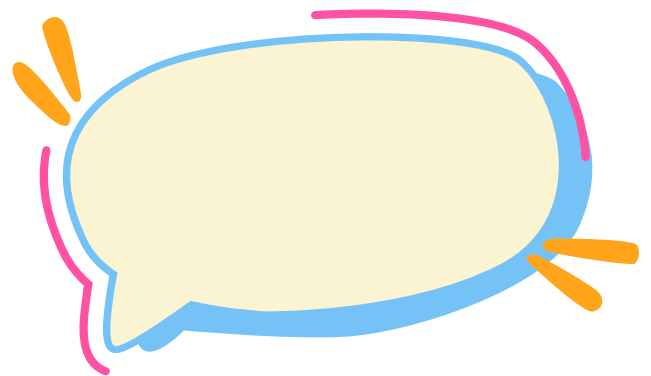
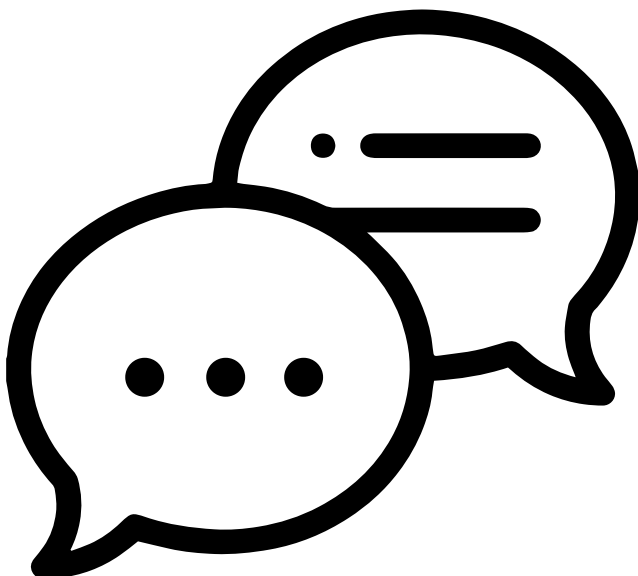
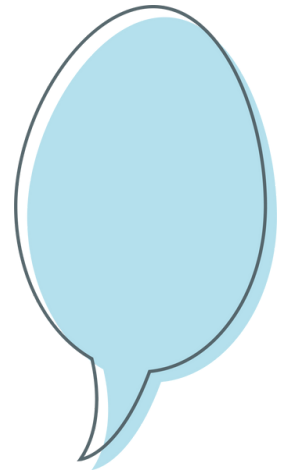
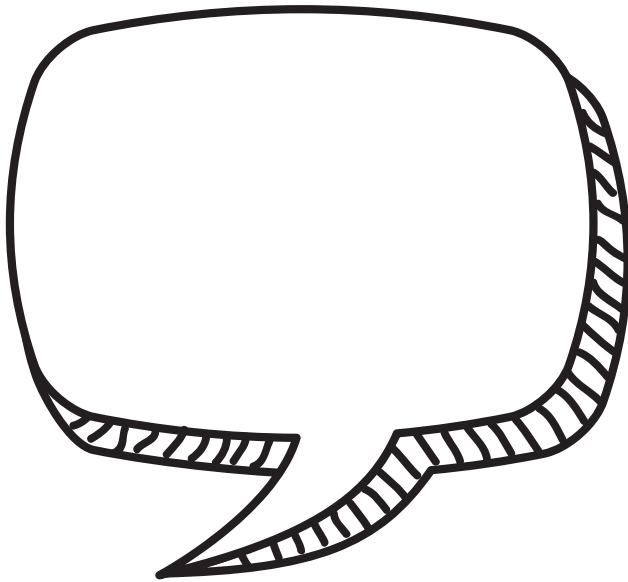
Please note that watching performance/videos are not considered an active learning technique, as the learning is passive. However active-learning techniques can be utilised to enhance the learning gained through watching a drama or video.



CONSCIOUS ALLEY

This activity is used to explore a moral dilemma.

1. The group lines in two rows facing each other, creating a corridor.
2. One person walks down the corridor and each participant calls out, or whispers advice, suggestions or feelings to the individual.
3. At the end the individual can choose what to do based on the advice that has been given. This enables them the opportunity to evaluate different strategies.
4. Have a follow-up conversation as a whole group. Did the group all agree with the outcome?



THINK, PAIR, SHARE

This involves two or more children and young people to share ideas, experiences and responses. This enables participants to practise their speaking and listening skills and to discuss sensitive topics

1. Ask each participant to think about the question individually and encourage them to take notes.
2. Pair the participants up to exchange and discuss their ideas.
3. Ask the pairs to share their ideas with the whole group.

It is important not to rush the think part, without this time for reflection and consideration it can be easy for the loudest or quickest to dominate the conversation.

In the pairing section professionals should encourage participants to actively listen to their partners, so that the speaker feels heard. A way to do this is to inform the participants that they will be asked to report back to the group what their partner has said.

Helping participants to develop their questioning skills will help with this, as it can help facilitate richer conversations and discussions between the pairs.

In the sharing section, asking participants to recall their partner's answers can help reluctant learners to not fear failure, as they feel less spotlighted. It also helps to increase their memory skills as they have to recall the main points from their partner's answer.



GROUP DISCUSSIONS

This involves three to six children and young people to share ideas, experiences and responses. This enables participants to practise their speaking and listening skills and to discuss sensitive topics

1. Remind the group of the group agreement or ground rules, this helps to avoid chaotic or disrespectful discussions.
2. Consider assigning roles to each member of the group, this is a great way to ensure everyone is involved.
3. Be clear about the expectations and intentions that the conversations should achieve.
4. Give participants some planning time either individually or smaller groups.
5. Give groups time to complete, provide warning instructions of how long is left e.g. 5 minutes to enable groups to wrap up their discussions. #
6. Circulate around the groups to ensure they are on task. Keep a balance between monitoring and giving children and young people privacy to explore and discuss freely.
7. After the group discussion, it is important to debrief in order to gain an insight into understanding the process and results.



Fishbowl is a strategy for facilitating group discussions. They are especially useful when you want to make sure all group members participate in a discussion, when you want to help children and young people to reflect on what a good discussion looks like and when you need a structure for discussing controversial or difficult topics.

In a fishbowl discussion, participants inside the “fishbowl” discuss a topic, whilst other participants who are outside the fishbowl listen carefully to the conversation. They take it in turns in these roles to practice being both contributors and listeners in a group discussion.

Fishbowl activities allow children and young people to practice a skill under peer review and audience.

How to Run a Fishbowl Discussion:

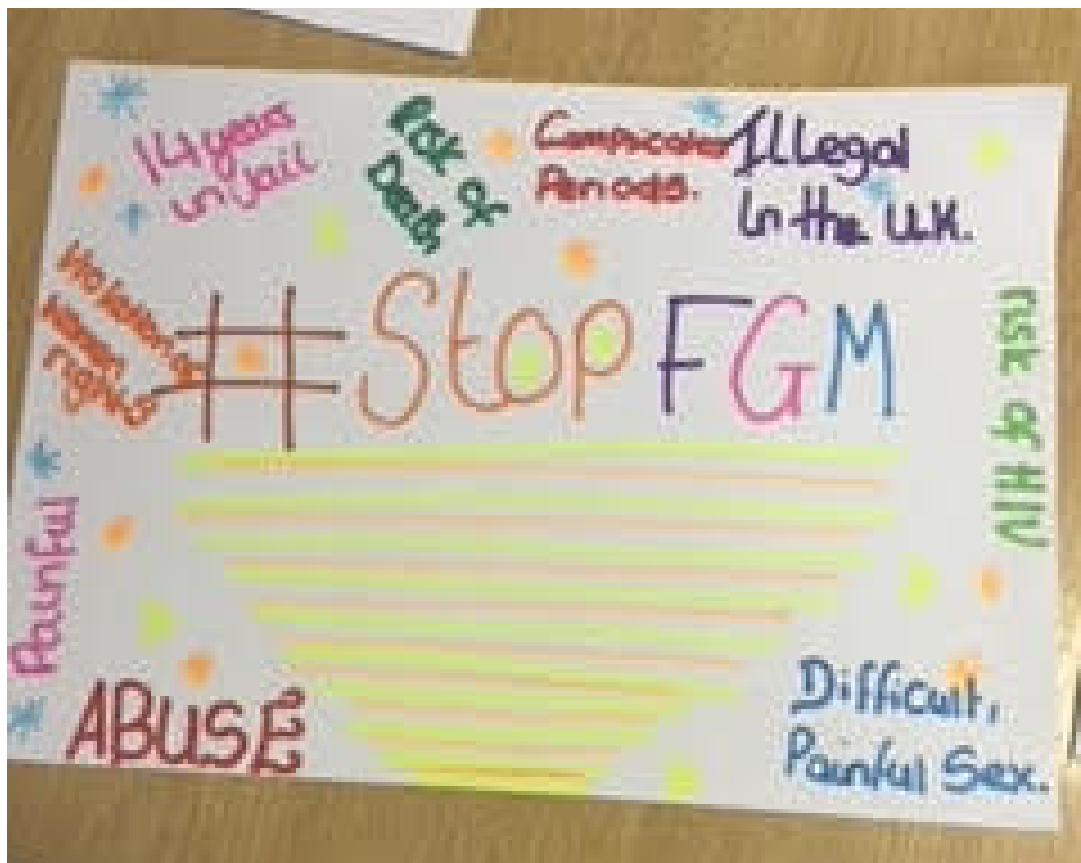
1. Select a topic – Almost any topic is suitable for a Fishbowl conversation. The most effective prompts do not have a right or wrong answer, but allow for multiple perspectives and opinions.
2. Set up the room – A fishbowl discussion requires a circle of chairs (the fishbowl) and enough room around the circle for the remaining group members to observe what is happening in the fishbowl. Sometimes facilitators place enough chairs for half of the group in the class to sit in the fishbowl, while other times professionals limit the chairs further. Typically, six to 12 chairs allows for a range of perspectives while still giving each student an opportunity to speak. The observing students often stand around the fishbowl.
3. Prepare for the Discussion – Like many structured conversations, Fishbowl discussions are most effective when participants have a few minutes to prepare ideas and questions in advance.
4. Discuss Norms and Rules – There are several ways to structure a Fishbowl discussion. Sometimes facilitators have half the class sit in the fishbowl for 10–15 minutes before announcing “switch”, at which point the listeners become the speakers and vice versa. Another common Fishbowl discussion format is the “tap” system, where participants on the outside of the fishbowl gently tap a participant on the inside, indicating that they should switch roles. It is important that the “rules” are explained beforehand, including instructions for those in the audience (what should they be listening for, should they be taking notes)
5. Debrief – After the discussion, you can ask participants to reflect on how they think the discussion went and what they learnt from it. Participants can also evaluate their performance as listeners and speakers.

RESOURCE DEVELOPMENT

This activity involves children and young people designing a poster, leaflet, poem, rap or some other education resource to advise others of their learning.

This activity is useful to assess learning on a particular topic.

1. Ensure that participants know who the intended audience of the resource is.
2. Be clear about the purpose of the resource and the key messages it should include.
3. Presentation is important, but this needs to be balanced with content. It might be useful to include a "mark scheme" which allocates the majority of points to the content.



PRESENTATIONS

This activity enables children and young people to develop research, presentation and communications skills alongside group work skills. It provides the opportunity for the facilitator to observe and note progress.

1. Decide if presentations are to be delivered individually, in pairs or in small groups.
2. Ask participants to research information to support a topic, they should be encouraged to use a variety of sources e.g. newspapers, leaflets, the internet etc... This is a good opportunity to develop media literacy skills.
3. Make sure that participants have enough time to prepare their presentations, this may mean that they need preparation time outside of the session.
4. Participants give their presentations. When viewing and hearing the presentations, peers should be asked to give at least one constructive feedback at the end.
5. The facilitator should use this feedback, as well as their own to provide assessment information.



NOTES/REFLECTIONS





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