



POST-PRIMARY PROGRAMME

iZONE

A foundation for 11-13 year olds at the start of post-primary education for pupils to be affirmed in their self-worth and equipped to thrive through the changes and challenges that adolescence brings.



STORYLINE OVERVIEW

Context

In each programme we create a storyline to help us share our information effectively throughout the Key Stages. This creates an opportunity for the pupils to consider the information objectively. There are a number of characters in our story, but Oscar and Martha are the hero characters, featuring throughout all the programmes, growing up with the pupils through their school years.

iZONE | Setting the scene

iZone follows Oscar and Martha as they begin secondary school and are faced with lots of new and different issues. They begin to navigate how to deal with lots of themes like puberty, social media, family, bullying and pressure. Along the way Oscar and Martha have a fallout due to comments made online, but after a family issue in Oscar's home, he confides in his friend Martha and they make up. As they make up, they become closer than ever and rumours run wild throughout their year that they are 'in love'. Do these two have to become a couple or can they just stay friends?



CONTENT OVERVIEW

Overview

iZone is an interactive and media-rich presentation designed for pupils in the early years of post-primary education. It allows pupils to consider issues such as: the value and uniqueness of every individual, managing change, growing up, identifying influences, target setting, handling conflict and pressure, valuing friendship and working towards healthy relationships.

Topics Covered in the Presentation

- Self-esteem & uniqueness
- Managing changes
- Staying healthy and happy during puberty
- Identifying influences and dealing with pressure
- Positive relationships and conflict resolution
- Healthy online behaviour and interactions
- Target setting
- Love & romantic relationships

Curriculum Links

Learning Intentions	The influences on a young person The different ways to develop self-esteem How to manage the effects of change on body, mind and behaviour The qualities of relationships, including friendship How to develop strategies to deal with challenging relationship scenarios Explore the implications of sexual maturation
Skills & Capabilities	Thinking, Problem-Solving, Decision-Making Working with Others Self-Management
Learning Experiences	Media-rich Enquiry Based Ongoing Reflection Relevant and Enjoyable
Attitudes & Disposition	Personal Responsibility Concern for Others Respect Commitment Moral Courage

Introduction

The presenters introduce themselves and the work of Love For Life.

We acknowledge that in a large group there will be lots of different opinions and backgrounds, so we invite pupils to respect what everyone has to say, even if they don't agree.

We introduce Oscar & Martha here.



Self-esteem & uniqueness

Pupils are reminded of their uniqueness, that they are like no one else, and their bodies prove it, e.g. finger print, iris, retina, etc.

We explain that there are many elements that make up their identity and that their identity is not based on just one part of who they are.

We draw attention to social media and the pressures it can create for young people to look a certain way.

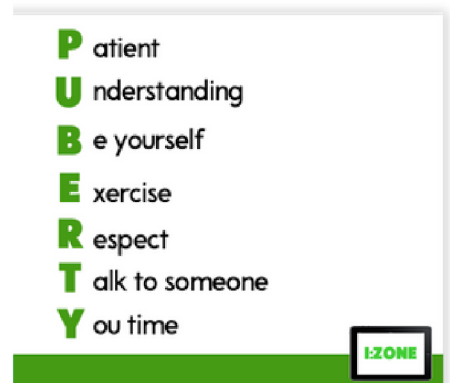
Editing, airbrushing and photoshop are discussed in light of self-esteem and creating unrealistic expectations that cannot be met.

We affirm that value is not determined by what someone can see on the outside and that there is more to us than physical appearance. We emphasise uniqueness as well as the qualities and gifts each person has that have nothing to do with how they look or what culture considers to be attractive.



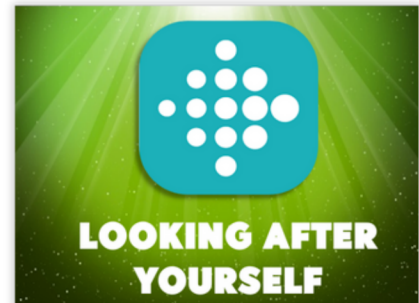
Managing changes

We recognise that change happens - physical, emotional, and environmental, and we encourage young people that they have choices as to how they respond to these.



Staying healthy and happy during puberty

We provide some top tips to help them navigate puberty – staying patient, exercising, being themselves, understanding others, showing respect to their bodies, taking time to themselves, and talking to someone they trust.



Identifying influences and dealing with pressure

We identify some of the pressures and influences that they might be under, e.g., gaming, and social media.

We highlight that these influences could shape how they think, how they feel and how they make choices.

We draw attention to some of the messages they may receive through media – e.g., gaming, TV and music.



We explore strategies to deal with and manage pressure including being assertive.

Positive relationships and conflict resolution

We explore the difference between banter and bullying through activities.

We explore misunderstanding in relationships.

Through scenarios, we explore utilising tools to manage conflict resolution.

We explore the unique context of family – acknowledging that family looks different for everyone, naming examples of different types of families.





Positive relationships and conflict resolution (cont.)

We empower young people to realise their roles and responsibilities in their families.

We highlight how young people can stand against bullying of others and what to do if they themselves are being bullied.

We remind young people who have further questions or need help to speak to a trusted adult - e.g. parent/carer, pastoral care team.

Healthy online behaviour and interactions

We encourage them to carefully think through the choices they make online including what they choose to share and the impact it can have on themselves and others.

We share top tips for gaming including advice around age-appropriate games and managing time spent gaming through regular breaks.

Target setting

We invite them to consider the type of person they want to be, goals for any future relationships and how they want to treat others.





Love & romantic relationships

We encourage them to begin to consider the distinct nature of love and romantic relationships.

We affirm that love is built on trust, communication, respect, and kindness.



Throughout our programmes we encourage young people to speak to a trusted adult, parent/carer, pastoral care team or GP to further the conversation started during the programme or to seek help.