

Year 10 PDC Booklet

Physical and Mental Health II

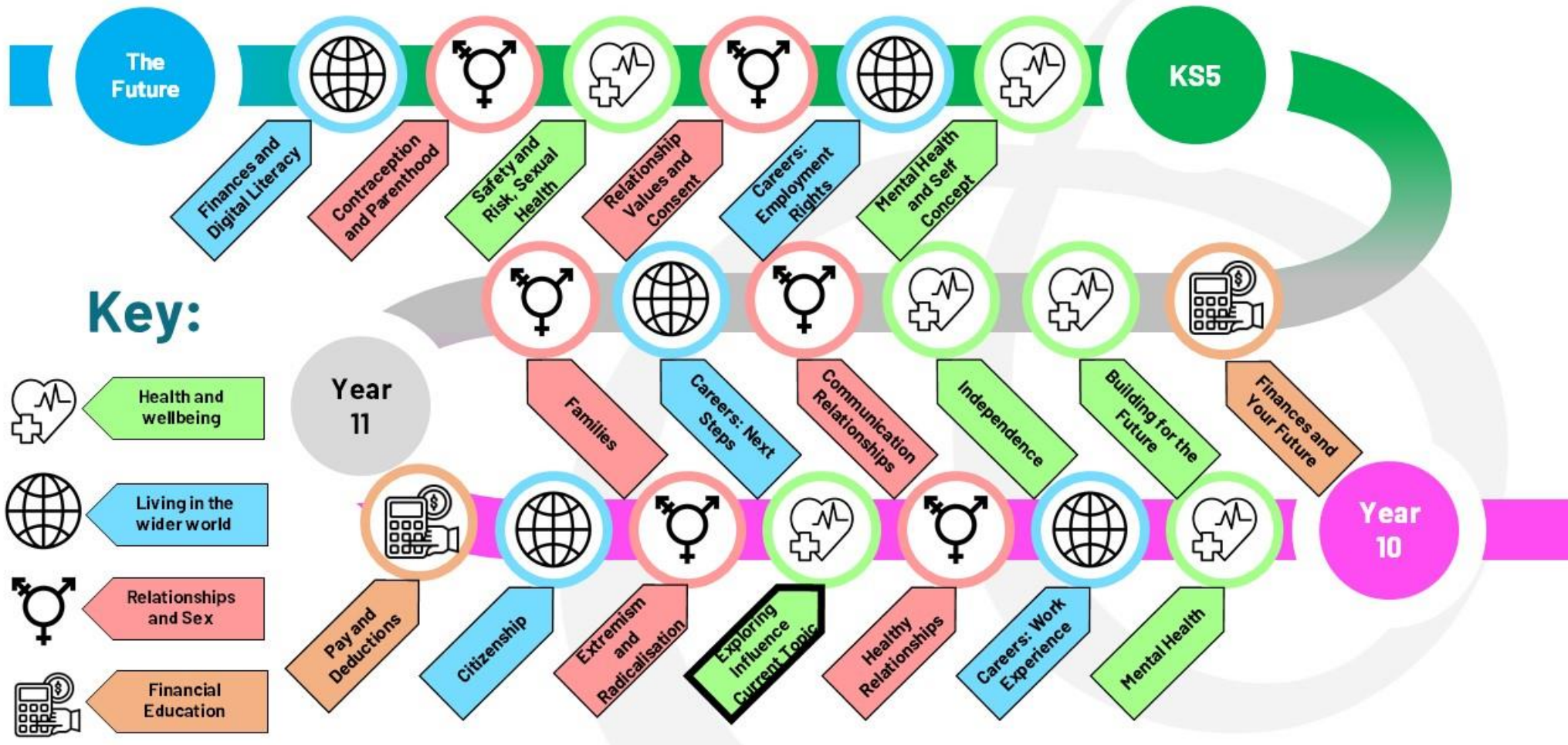


LIONHEART EDUCATIONAL TRUST

Name:

Form:

Personal Development Curriculum KS4 Learning Journey





Year 10 – Block 4: Physical and Mental Health Knowledge Organiser



Key Words	
Role Model	A person looked to by others as an example or to be imitated
Idolise	To admire or love greatly or excessively, in the case of role models, idolisation may lead to imitating a role model's attributes
Self-Esteem	Confidence in one's own worth or abilities and self-respect
Gang	Consists of at least three people and has one or more characteristics that enable its members to be identified by others as a group
Drug	A medicine or other substance which has a physiological effect when ingested. There are two types: recreational and medicinal
Alcohol	A chemical substance found in drinks such as beer, wine and liquor
Peer Influence	Peer influence is when you choose to do something you wouldn't otherwise do, because you want to feel accepted and valued by others
Exit Strategies	A pre-planned means of removing yourself from a situation that is likely to become difficult or unpleasant.
What to Look for in a Positive Role Model	
<ul style="list-style-type: none"> • Ability to inspire you • A clear set of values • A commitment to their goals • Acceptance of others • An ability to overcome obstacles • Being well rounded 	<ul style="list-style-type: none"> • Optimistic • Confident • Hardworking • Unique • Communicative • Respectful

Gangs and the Law
Youth courts deal with serious young offender cases such as theft and burglary, anti-social behaviour and cases involving drugs.
The sentence will depend on the person's age, seriousness of the offense, if they have a criminal record, pleaded guilty or not.
Problems at home are also accounted for.
Sentences may include:
<ul style="list-style-type: none"> • A discharge • A custodial sentence • A reparation order • A criminal behaviour order (that can last up to 3 years)

The Impact of Alcohol and Drugs on Others	
Neglect of responsibilities including children	Increased risk of others developing substance use disorders
Economic attachment	Violence
Legal problems	Strenuous family relationships
Impaired attachment	Lack of emotional support

Where To Go For Support:	
Teachers and School Staff, Parents, Friends, Parents	
NHS Live Well	http://www.nhs.uk/Livewell
DrugFAM	http://www.drugfam.co.uk/
NSPCC	http://www.nspcc.org.uk/

Consequences of Drug Conviction	
Employment	Having a criminal record for a drug conviction can prevent you from getting jobs in certain fields such as education, working with vulnerable adults, Health professions and legal professions
Travel	A conviction for a drug offence can prevent travel to certain countries such as the USA and Australia
Education	A criminal record may stop you from enrolling on a course at the university of your choice, as many universities will ask you to declare any criminal convictions on your application and consider this separately

Exiting Pressured Situations
<ul style="list-style-type: none"> • Just say no. The most simple and straightforward response to being offered drugs is to just say no. • Excuse yourself to the bathroom. Physically removing yourself from the situation can give you a chance to think clearly and make a plan. • Suggest an alternative. Redirect the conversation away from the drug at hand and offer up a different activity, like a board game, movie or going out to eat. • Ignore the suggestion. Do not acknowledge the offer and instead go about whatever you were doing previously. • Avoid uncomfortable situations. If you will be attending a party or social situation where you know drugs may be offered, it is best to avoid the gathering all together.

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Date:

Title: Learning To Learn - Modelling

Retrieval Practice

1. Metacognition means thinking about how you _____ and learn.
2. A good revision strategy is to (delete word) plan/monitor/evaluate your progress and adapt your methods if needed.
3. Revising in short, focused sessions with _____ in between helps improve memory retention.
4. Using _____ practice, such as self-testing, is more effective than simply re-reading notes.
5. Creating a clear _____ for revision ensures you cover all the necessary topics before the exam.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is modelling?
2. How can you use modelling to help you learn?

An Example of Modelling

Task: Plan a Revision Timetable for a Week

- I have a lot of things to do and I'm not sure how to do these.
- My teacher told me how to make a revision timetable in school, and so I am going to use their example as a model, to "think aloud" exactly how to make this timetable step by step.
- I will also use the approach of planning, monitoring and evaluating to get there

Stage 1: Planning

- "I have a science test, an English essay, and maths homework to prepare for this week. I'll need to spread these tasks across the week to make sure I don't leave anything to the last minute."
- "Let me start by checking how many free afternoons and evenings I have after school. I see I'm busy on Tuesday with football practice, so I'll avoid putting a big task there."

Day	Task
Monday	Revise science topic A
Tuesday	Write a draft English essay
Wednesday	Maths Homework
Thursday	Revise science topic B
Friday	Relax into the weekend

Stage 2: Monitoring

- "Okay, I've written my plan, but Tuesday still looks packed. I'll move the English essay draft to Wednesday instead to balance things out."
- "I'm also going to add a notes column, so that I know exactly what I am going to be doing, and things to make sure I don't forget"

Day	Task	Notes
Monday	Revise science topic A	Focus on diagrams and definitions
Tuesday	Write a draft English essay	Needs to be done before football
Wednesday	Maths Homework	Longer session available
Thursday	Revise science topic B	Focus on exam practice
Friday	Relax into the weekend	Revisit if any work needs completing

Stage 3: Evaluating

- "This looks manageable. I've given myself time for breaks and kept the evenings lighter before big tasks. If this doesn't work, I can adjust during the week."

Day	Task	Notes
Monday	Revise science topic A	Focus on diagrams and definitions
Tuesday	Write a draft English essay	Needs to be done before football
Wednesday	Maths Homework	Longer session available
Thursday	Revise science topic B	Focus on exam practice
Friday	Relax into the weekend	Revisit if any work needs completing

Date:

Title: Role Models and Their Influence

Retrieval Practice

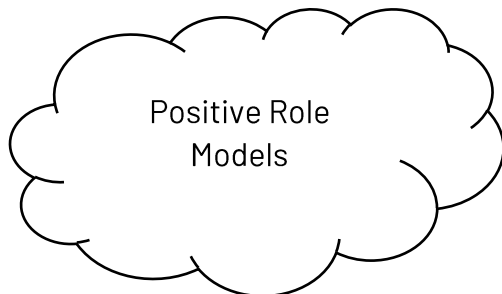
1. Metacognitive modelling involves talking out loud the _____ process while completing a task.
2. It helps you to understand how to _____ complex or challenging problems.
3. You can demonstrate how to plan, monitor, and _____ thinking during learning.
4. By observing others, you can learn strategies to _____ your own learning.
5. Metacognitive modelling encourages you to reflect on what worked and what you can _____ next time.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What qualities should you look for in a role model?
2. What influences do role models have on you?

Task 1: Questions

With a partner, identify as many traits as you can that you think make someone a positive role model by creating a mind map.



Task 2: Positive Role Models

You have been selected to spend a day with Year 6 pupils showing them around your school.

What traits will you display as a positive role model to the Year 6 students?

Trait:

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Why?

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Trait:

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Why?

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Trait:

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Why?

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Date:

Title: Misogyny and It's Impacts

Retrieval Practice

1. A _____ role model possesses qualities and values that align with positive character traits.
2. Look for individuals who demonstrate perseverance and resilience in the face of _____.
3. It's important to choose role models who _____ you to do the right thing and contribute positively to society.
4. Evaluate if your chosen role model exhibits morally _____ (ethical) behaviour and ethical decision-making.
5. Select role models from diverse fields to gain _____ perspectives and insights.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. Why might people be misogynistic?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What can we do to prevent misogyny from taking place?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Push and Pull Factors

Are the following statements factors that push people towards misogyny, or are they factors that pull people into misogyny?

Factor	Push?	Pull?	Why?
Some men feel like no women are romantically interested in them.			
Gurus in the toxic masculine space appear to have everything – money, fame, women, success.			
Some men hear terms like 'toxic masculinity' and think women believe all masculinity is bad.			
Some men are feel as though they have no purpose in life.			
Some men hear misogyny normalised and see it works to get girls in certain YouTube videos..			
Misogynistic individuals are promising easy gains in the toxic masculinity world.			
Some men feel that after many rejections, it's either incels, or give up trying.			
Some men are starting to feel like they can't offer women anything.			
Some men feel they have no masculine role models, so search for some online.			
If you are surrounded by toxic voices, you feel validated by continuing to be there.			

Task 2: Ranking Actions

1. Look at the actions below
2. Discuss the following (30s):
 - a. Who might think this is fair? Who might think this is unfair?
 - b. What problems might this solve? What problems might this cause?
3. Rank these on a scale from worst actions to best actions
(2 mins)

Worst action to take	Best action to take
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1. Give misogyny influencers a fine.
2. Give misogyny influencers a prison sentence.
3. Advise people not to use social media in case they see misogyny.
4. Create education programmes about why gender equality is important.
5. Ban misogyny influencers from social media.
6. Give support to people affected by misogyny online.

Date:

Title: Media Portrayal of Gang Culture

Retrieval Practice

1. _____ is the hatred or prejudice against women, often manifested through discriminatory behaviour.
2. Incel, short for _____ celibate, refers to a subculture promoting hostility towards women due to perceived romantic rejection.
3. It's crucial to address and challenge _____ beliefs and behaviours that contribute to misogyny.
4. Encouraging healthy _____ between genders is essential for creating a more equal and respectful society.
5. Encouraging empathy and encouraging open _____ can help combat the toxic aspects of incel culture.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. When you think of gangs what do you think of?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How might you expect a gang to appear on the TV or on TikTok/Instagram?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Knife Crime – Fact or Myth

Statement	Fact	Myth	Comments
It's only illegal to use a knife, not to carry one			
You can be arrested, charged and sent to prison if someone you are with stabs another person			
Carrying a weapon makes someone safer as they can protect themselves			
The police can stop and search anyone at any time if they think they are carrying a weapon			
Most young people have carried a knife at some point			
It is illegal for a shop to sell knives to anyone under 16			
A person can die from a stab wound in the arm or leg			
Joining a gang will offer protection			
Young people can't be charged with a crime			

Date:

Title: Impact of Drugs and Alcohol on Others

Retrieval Practice

1. Media often portrays gangs in a sensationalised way, contributing to negative
2. media platforms can amplify these portrayals, influencing public perception.
3. It's important to be of media biases and question the accuracy of gang representations.
4. Social media can be a tool for both negatively and positively challenging these stereotypes.
5. Encouraging media literacy helps people to critically gang-related content

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. Why is it dangerous to consume alcohol and take drugs?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What impact can drugs and alcohol have on others around you?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Increase, Decrease, Depends

Do the following actions increase or decrease risk in relation to personal safety and wellbeing? Or does it depend on other circumstances?

	Increase	Decrease	Depends
1. Drinking a glass of water between alcoholic drinks			
2. Mixing alcohol and other drugs			
3. 'Sleeping it off' after binge drinking too much alcohol			
4. Taking drugs or drinking alcohol with strangers			
5. Having a plan for getting home from a party/ night out			
6. Accepting alcohol or other drugs from a friend			
7. Buying drugs online or via a social media app			
8. Drinking alcohol or taking other drugs in a public place, e.g. a park, a high street			
9. Eating a meal before drinking alcohol			
10. Drinking lots of water to 'flush' drugs out of the body			

Task 2: Case Study

Decide how to complete the story by writing down the words Isla could use to manage the moment and get home safely.

Isla and Charlie have arranged a lift home from their classmate Marek's house party, with Charlie's older sister Beth. They agreed to be picked up at midnight, but after a couple of hours at the party, things start getting out of hand. Although they have had a couple of drinks themselves, a lot of people there seem very drunk and some have definitely been using something else on top of the alcohol! They have a sense that trouble's brewing, so they call Beth to ask to be picked up early and she tells them she will leave the pub to collect them now. When she arrives, it is clear she has had several drinks herself. Charlie jumps into the car, but Isla doesn't know what to do. The house is in an unfamiliar area and going with Beth seems like the only option.

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Task 3: Getting Help

- Review the getting help scenario: what could Oscar do?
- Consider the pros and cons of the top three options and decide what you think the best option is in this scenario and why.

Oscar and his friends are at their classmate Marek’s house party. Marek lives in a rural area, so there aren’t any other houses nearby, and this means they can play the music loudly and have some drinks and smoke without upsetting any neighbours. Everyone is having a great night.

As the night goes on, Oscar notices he hasn’t seen Marek in a while and goes looking for him. He finds Marek lying on the floor in another room and can’t wake him up. He tells his friends, but they just laugh, saying Marek must be really drunk and needs to ‘sleep it off’. Oscar doesn’t know what to do.

Options	Pros	Cons
Option 1:		
Option 2		
Option 3:		