

Year 8 PDC Booklet

Mental Health and Wellbeing I



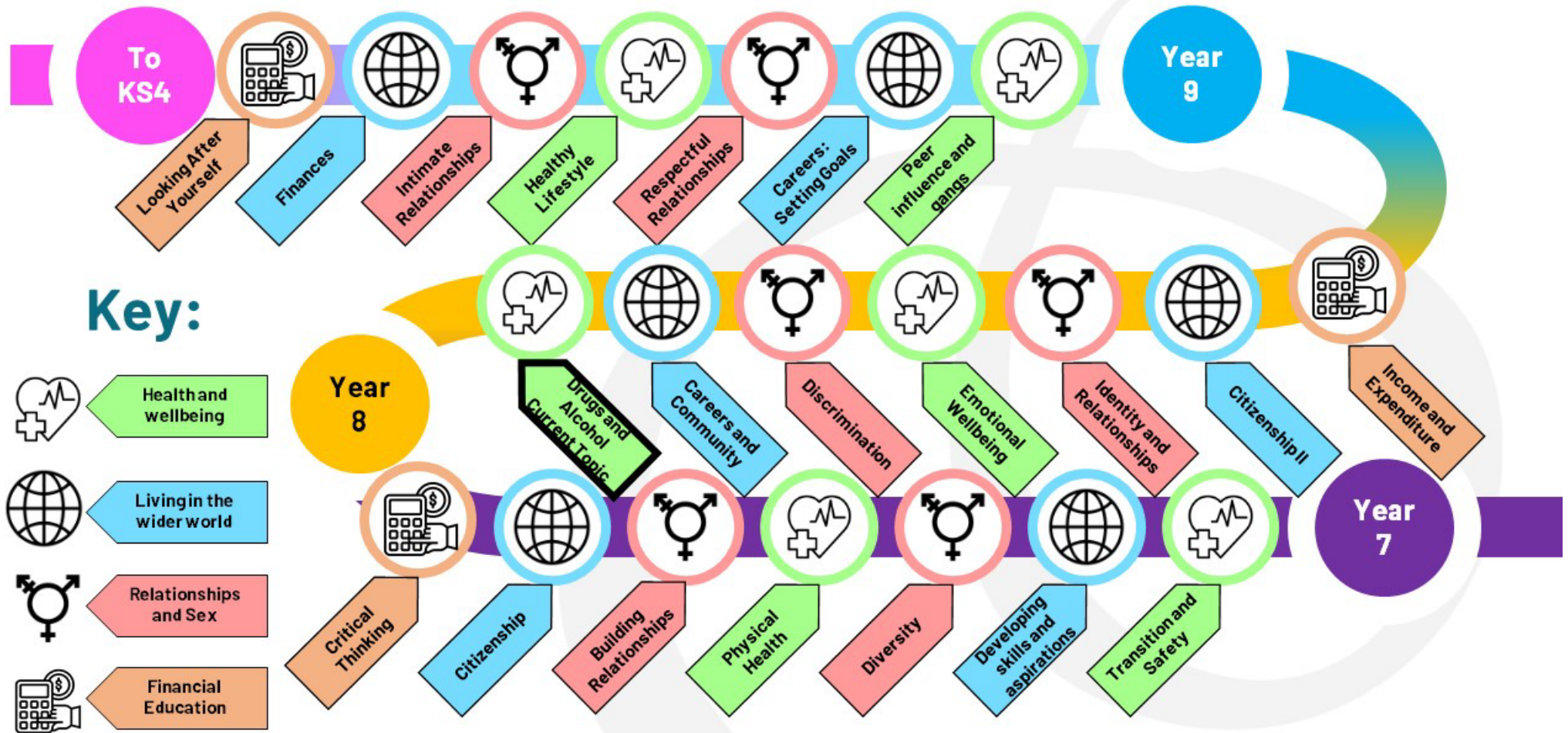
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Personal Development Curriculum KS3 Learning Journey





Year 8 – Block 1: Physical and Mental Health Knowledge Organiser



Key Words		Dangers of Energy Drinks		Vaping and the Law
Drugs	A substance that chemically alters your body	Chemical	Danger	<ul style="list-style-type: none"> You must be 18 or over to purchase e - cigarettes or e - liquids in the UK. It also became illegal for an adult to buy e-cigarettes for someone under the age of 18. Although there is no legal restriction on where you can vape in the UK there are local laws and bylaws in force that prohibit the practice. The choice of whether or not to allow vaping is that of the property owner. Vaping generally is not allowed on the underground, planes, buses or trains and train stations in the United Kingdom. Vaping while you drive could land you with up to nine penalty points and a fine of £2,500.
Caffeine	Caffeine is a drug that occurs naturally in plants like tea, coffee and cocoa. It is added to some medicines to help the body absorb them, and also to some drinks and confectionary	Caffeine	Stimulates the brain and nervous system—can cause insomnia and anxiety	
Nicotine	The addictive, poisonous chemical found in tobacco	Taurine	Offset natural nitrogen balance, decreased metabolic efficiency, kidney strain, stunted	
Tobacco	A preparation of the nicotine-rich leaves of an American plant, which are cured by a process of drying and fermentation for smoking or chewing	Niacin	Liver damage, can cause hypotension and might activate a peptic ulcer	
Stimulant	A substance that raises levels of physiological or nervous activity in the body.	Guarana	High blood pressure, anxiety, glaucoma, osteoporosis, heart problems, diabetes, liver disease	
Depressant	Reducing functional or nervous activity.	Ginseng	Lowers blood sugar—particularly dangerous if you have diabetes	
Vaping	To inhale vapor through the mouth from a usually battery-operated electronic device (such as an electronic cigarette) that heats up and vaporizes a liquid or solid, usually containing nicotine.	Dangers of Vaping		
Medicinal Drug	A substance or combination of substances that is intended to treat, prevent or diagnose a disease	Chemical	Danger	
Recreational Drug	A drug taken for enjoyment, typically illegally, rather than for strictly medicinal purposes.	Nicotine	A highly addictive substance that negatively affects adolescent brain development	
Social Norm	Social norms are shared standards of acceptable behaviour by groups	Propylene Glycol	A common additive in food; also used to make things like antifreeze, paint solvent, and artificial smoke in fog machines	
Where To Go For Support:		Carcinogens	Chemicals known to cause cancer, including acetaldehyde and formaldehyde	Mental and Emotional Withdrawal of Drugs <ul style="list-style-type: none"> Anxiety: Anxiety, panic attacks, restlessness, irritability Depression: Social isolation, lack of enjoyment, fatigue, poor appetite Sleep: Insomnia, difficulty falling asleep or
		Acrolein	High blood a herbicide primarily used to kill weeds, can cause irreversible lung damage	
		Diacetyl	A chemical linked to a lung disease called bronchiolitis obliterans aka "popcorn lung"	
		Diethylene Glycol	a toxic chemical used in antifreeze that is linked to lung disease	
		Heavy Metals	These include nickel, tin and lead which are all poisonous	
Teachers and School Staff, Parents, Friends, Parents		Physical Withdrawal of Drugs		<ul style="list-style-type: none"> Head: Headaches, dizziness Chest: Chest tightness, difficulty breathing Heart: Racing heart, skipped beats, palpitations GI: Nausea, vomiting, diarrhoea, stomach aches Muscles: Muscle tension, twitches, tremors,
NPSCC	www.nspcc.org.uk			
Childline	www.childline.org.uk			
NHS Stop Smok-	www.nhs.uk/live-well/quit-smoking			

Date:

Title: Learning To Learn: Metacognitive Talk

Retrieval Practice

1. Metacognition refers to thinking about your own
2. Looking back and on what strategies worked or didn't work is part of the metacognitive process.
3. There are a number of learning strategies that form part of metacognition
4. An example of this is where you expand on an answer and say why
5. is a metacognitive process where an expert tells you how their thought process works for you to copy

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is metacognitive talk?	<p>.....</p> <p>.....</p> <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. Why is metacognitive talk important?	<p>.....</p> <p>.....</p> <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: Practice Practice Practice

Example:

Your class is planning a field trip to a nearby city for a cultural exchange program. You need to organise transportation, accommodation, and meals within a limited budget provided by the school. How would you plan the trip to ensure everyone enjoys and stays within budget?

Verablise your thought process with your partner out loud.

Then use the space below to write your thought process

- "First, I'll research transportation options like bus rentals or public transport to find the most cost-effective solution."
- "I need to survey classmates to determine dietary preferences and allergies for meal planning."
- "I'll create an itinerary with activities and cultural sites to visit, considering entry fees and scheduling to optimize our time."
- "Throughout the planning, I'll keep track of expenses using a budget sheet to ensure we stay within the allocated funds."

Scenario 1:

Your school is organizing a fundraiser to support a local animal shelter. You need to plan fundraising activities, coordinate volunteers, and promote the event to maximize donations. How would you organise the fundraiser to achieve your goal?

Verablise your thought process with your partner out loud.

Then use the space below to write your thought process

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2.
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3.
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Scenario 2:

Two classmates disagree on how to organise a group project. One prefers a creative approach, while the other prefers a structured plan. How would you help resolve the conflict to ensure the project is successful?

Verablise your thought process with your partner out loud.

Then use the space below to write your thought process

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Scenario 3:

Your school is hosting an inter-school sports competition, and you are preparing to compete in the 100-meter sprint. How would you prepare yourself physically and mentally to perform well on competition day?

Verablise your thought process with your partner out loud.

Then use the space below to write your thought process

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Date:

Title: Energy Drinks and Their Dangers

Retrieval Practice

1. Metacognitive talk involves _____ the strategies out loud that you use to think and learn.
2. Asking questions like "What _____ do I need to solve this problem?" encourages metacognitive talk.
3. _____ and thinking back on why a particular approach was chosen is an example of metacognitive talk.
4. During group work, you can use metacognitive talk to _____ your strategies and progress.
5. Metacognitive talk can help _____ areas of difficulty that you might need support on.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. Describe someone who you would classify as a drug user	<p>.....</p> <p>.....</p> <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. Give some examples of common drugs	<p>.....</p> <p>.....</p> <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: Rate Caffeinated Drinks

	Mug filter coffee
	Energy drink shot
	Milk chocolate bar
	Mug tea
	Small energy drink
	Can of cola
	Plain chocolate bar
	Large energy drink
	Mug instant coffee

Task 2: Scenario

Jordan started drinking energy drinks as he wanted to make the school first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very 'up and down' and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he felt too tired to do anything.

1. Why is Jordan drinking energy drinks?

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2. How do you think they are affecting his health?

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3. What are the risks if he continues to consume them?

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4. Are there any laws or recommendations on caffeine Jordan should be aware of?

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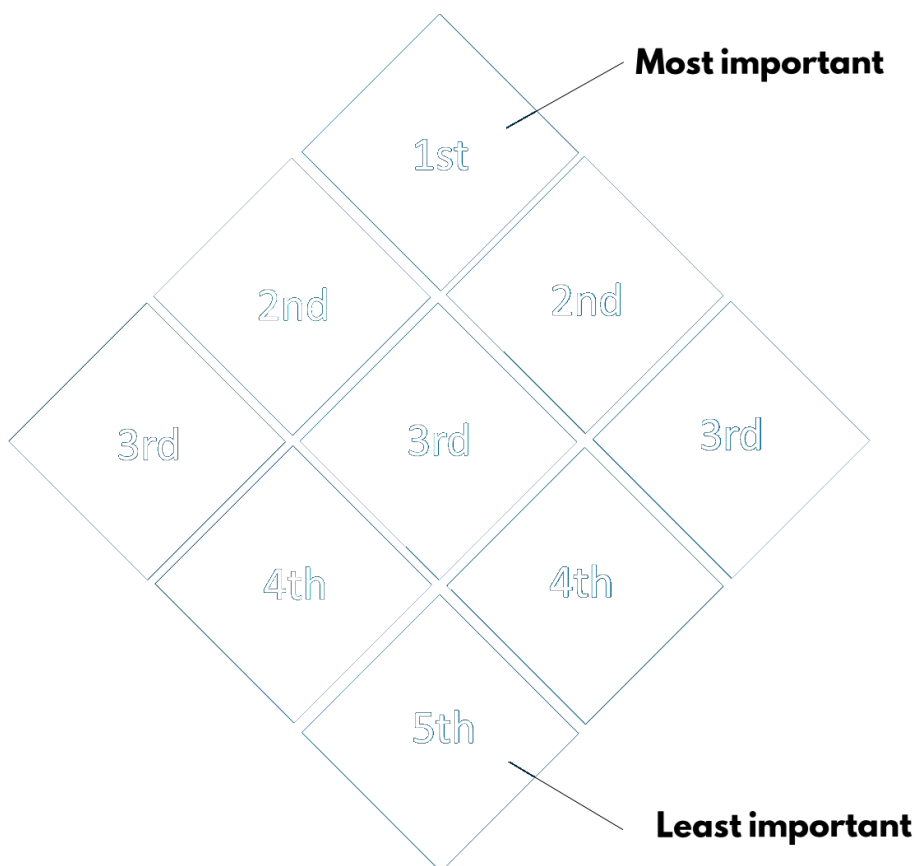
5. What advice could you give Jordan to help him stop drinking energy drinks?

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Task 3: Diamond 9

Write the number of the statement in the diamond where you think it belongs most. Be ready to justify your answer to your teacher

1. Gradually reduce intake of caffeinated products day by day
2. Switch to decaffeinated or non-caffeine-containing products
3. Establish healthy sleep habits to reduce the feeling of 'needing' an energy boost
4. Switch to healthier energy boosting foods/drinks e.g. fruit or porridge
5. Avoid 'temptation' where possible, e.g. by not going into the shop before school
6. Talk to a trusted adult who can help
7. Avoid skipping meals to reduce the feeling of 'needing' an energy boost
8. Check the ingredients on foods and medicines to see if they contain caffeine
9. Drink more water – staying hydrated helps to maintain energy levels



Date:

Title: Risks of Smoking and Alcohol

Retrieval Practice

1. Energy drinks often contain high levels of _____, which can lead to increased heart rate.
2. Consuming too many energy drinks can cause _____, making it difficult to sleep.
3. Some energy drinks have high amounts of _____, which can contribute to weight gain.
4. Energy drinks can lead to a feeling of increased _____ followed by a sudden crash.
5. Excessive consumption of energy drinks can lead to _____, such as headaches and dizziness.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. Give 2 dangers of smoking and drinking alcohol
2. Why do you need to learn about smoking and alcohol even though it is illegal at your age

Task 1: Risks of Smoking

Risk	Physical	Mental/ Emotional	Social/ Legal
Tooth and gum disease			
Struggling to exercise or participate in physical activity			
Police can confiscate tobacco products if someone is under 16			
Wanting to smoke more frequently			
Decreased ability to taste and smell			
Harm to sperm, which may lead to infertility			
Increased risk of fires			
Cravings causing stress			
Increased risk of different types of cancer			
Lung and breathing problems e.g. bronchitis			
Others can be affected by second-hand/ passive smoke			
Increased worry about how to give up smoking			
Heart problems e.g. increased risk of heart attack in the future			
Increased risk of experiencing stroke			
Friends not wanting to spend time with someone who smokes			
Increased worry about some of the physical and social risks			
Smoking tobacco leads to clothes, hair and fingers smelling of cigarette smoke			
High blood pressure			
Spending money on costly cigarettes means less to spend on other things			
Low confidence if struggling to quit smoking			
Stale breath and stained teeth			
Wrinkling of the skin			
Some people find smoking unattractive in potential partners			
Nicotine cravings can reduce concentration between cigarettes			

Task 2: Spotting Influence

For each of the following scenarios, write your ideas as to what the influence is:

1. I've never smoked anything before but my dad used to smoke cigarettes and is trying to quit. The other day, I found one of his e-cigarettes and thought I might give it a try.

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2. I've known for a while that a friend smokes. Yesterday they offered me a cigarette on our walk home from school. The rest of our group tried one and then it felt like it was my 'go'.

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3. Last week, I was at my best friend's party and walked into his older sister's bedroom. The air was full of smoke and she and her friends were all sitting in a circle smoking. They invited me to join them.

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4. I went to my auntie's wedding which was held at a shisha bar. My cousin called it a "hookah lounge" and said they are part of our cultural heritage. There was a hookah at each table. Lots of people were smoking from them.

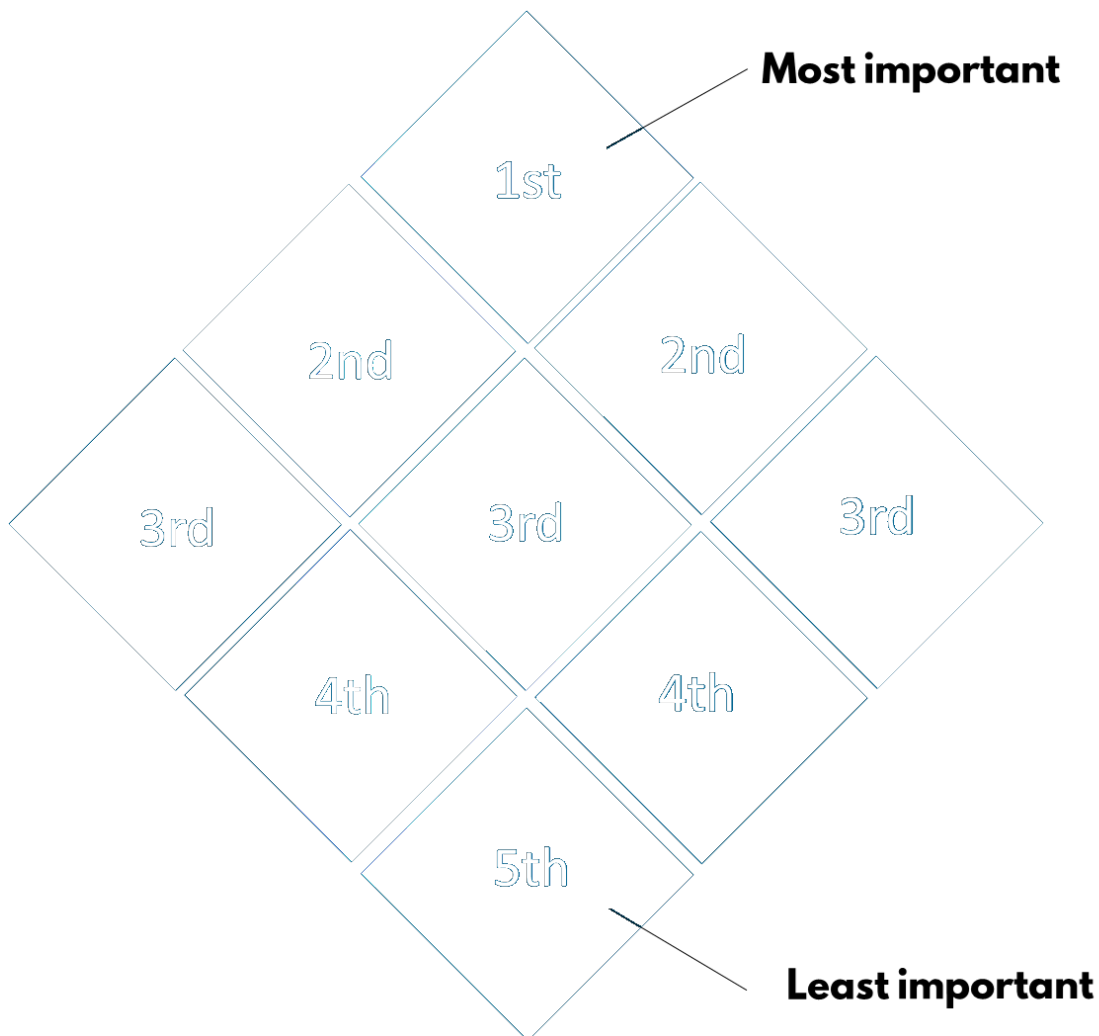
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5. I've never smoked anything before but recently my favourite YouTuber was seen smoking a vape. I've noticed the fruity, sweet smell when I've walked past people on the street vaping. I'm starting to think vaping isn't a big deal.

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Task 3: Diamond Nine

1. Some people drink alcohol because they think it will relieve stress
2. Some people think drinking alcohol makes them look cool and feel more grown up
3. Some people think it makes them feel happy and confident
4. Some people drink because their peers do and they want to fit in
5. Some songs, films/TV programmes and sporting events promote drinking alcohol
6. Some people think alcohol is an important part of social events or celebrations
7. Alcohol is easily available
8. Some people like the taste of alcohol
9. Some people think alcohol can help them forget their problems



Date:

Title: Risks of Vaping

Retrieval Practice

1. Smoking is a major cause of _____ diseases, such as lung cancer and emphysema.
2. Long-term smoking can lead to _____ addiction, making it hard to quit.
3. Alcohol consumption can impair accidents, increasing the risk of _____.
4. Excessive drinking can cause _____ damage, leading to conditions like cirrhosis.
5. Binge drinking can lead to _____ poisoning, which can be life-threatening.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. Why are vapes dangerous?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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 you do to help others avoid the danger of vaping?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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: TJ's Timeline

	Who or what is influencing the characters?	What impact might this have on them?	What ideas might TJ develop about vaping as a result?
<p>TJ gets ready for school and goes downstairs for breakfast. There are some pamphlets on the kitchen table about quitting smoking, and how vaping can help. TJ sees Mum through the window using her new vape.</p>			
<p>On the way to school, TJ sees a group from the year above at school, laughing and joking together. One is showing the rest of the group their new vape, and they are passing it around to all have a taste. As they walk past, TJ breathes in and thinks it smells nice.</p>			
<p>At lunch, TJ's friend Ben says he thinks his brother will get them some vapes if they ask. The vape shop advertises all the different flavours and colours they have in stock, and TJ is really tempted to say yes. Ben says that if there is a whole shop just for vapes, and they advertise so openly to people their age, it must be ok to do.</p>			
<p>TJ is scrolling through social media feeds after school. There seem to be vapes in a lot of the photos and videos online - nobody is trying to hide what they are doing, not even influencers. And besides, even TJ's mum vapes! TJ decides to speak to Ben about getting a vape tomorrow.</p>			

Task 2: Four Corners

Environmental Consequences

Health Consequences

Other Consequences

Legal Consequences

Vape Fact File

- In the UK, two disposable vapes are thrown away every second. Over a year, this is enough lithium to make around 1,200 electric car batteries (lithium is needed for batteries, decreasing reliance on fossil fuels).
- Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be riskier for young people than for adults.
- Organisations are free to make their own policies about where people can vape. This may mean that someone has to separate from their friends/family and go to a designated area where they are allowed to vape.
- It is not illegal to smoke or vape underage, but anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.
- The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.
- More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.
- Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).
- The liquid and vapour in vapes contain some chemicals found in cigarette smoke (although at lower levels) that may be harmful.
- Vapes are an age-restricted product because there is potential for users to become addicted to nicotine-containing vapes, and because the long-term effects of vaping on health are unknown.
- Vaping can be addictive, mostly due to the presence of nicotine and the ease with which it can be taken and become part of someone's daily routine.
- The vaping industry continues to grow (with some vaping companies backed by the tobacco industry) and is solely focused on making a profit.

Date:

Title: Medicinal and Recreational Drugs

Retrieval Practice

1. Vaping can introduce harmful _____ into the lungs.
2. E-cigarettes often contain _____, which is addictive.
3. Vaping can cause _____ problems, including coughing and wheezing.
4. Teenagers who vape are more likely to start smoking _____.
5. Vaping can weaken the _____ system, making it easier to get sick.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is the difference between medicinal and recreational drugs?
2. What is the consequence of using recreational drugs?

Task 1: Quick Questions

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