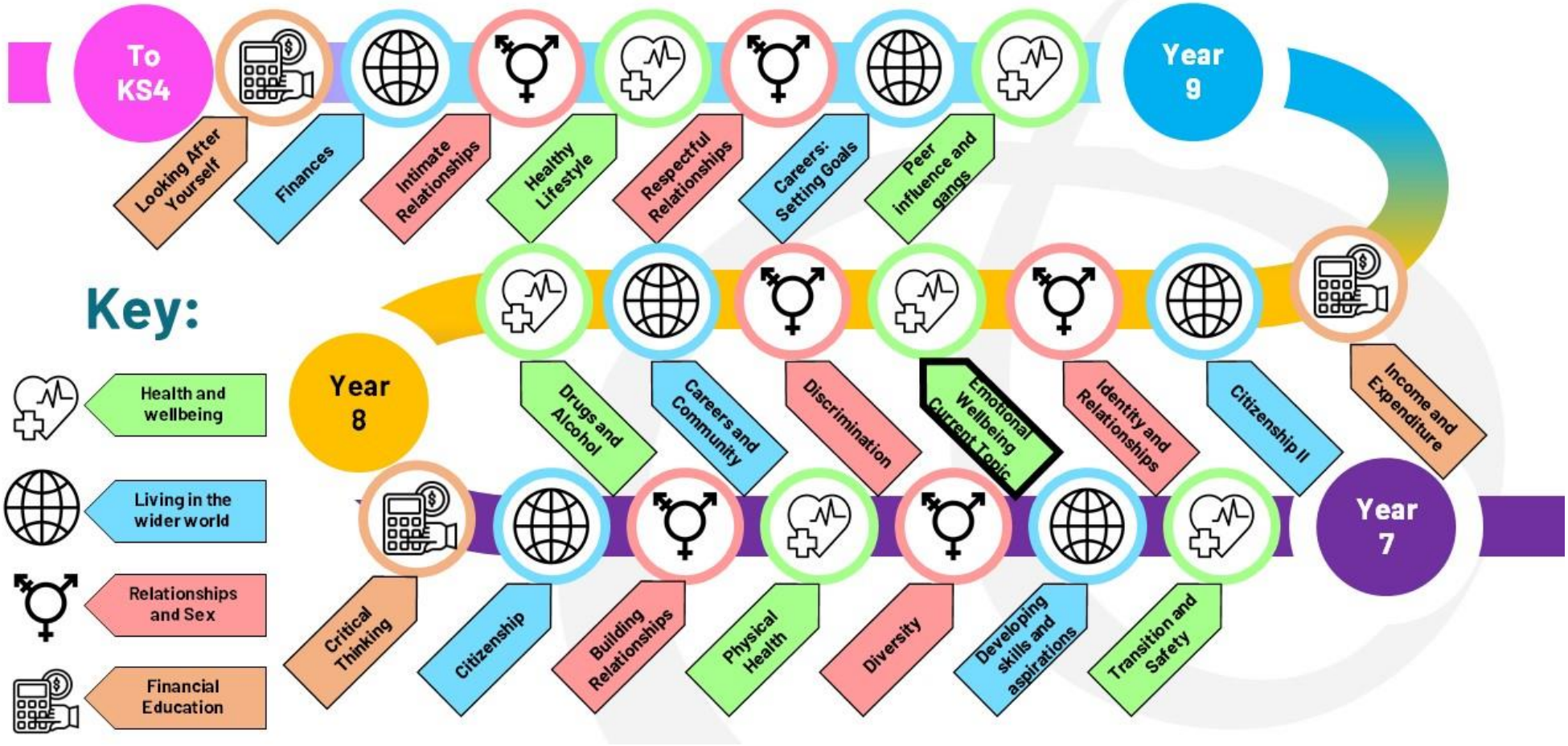
Year 8 PDC Booklet

Physical and Mental Health II

Name: .....

Form: .....

Personal Development Curriculum KS3 Learning Journey



Year 8 – Block 4: Physical and Mental Health Knowledge Organiser

Key Words	
Mental Health	A person's regard for their physiological and mental well-being
Mental Illness	A range of problems and symptoms that can only be diagnosed by a doctor. These generally can include abnormal thoughts, emotions, behaviours and relationships with others.
Wellbeing	Wellbeing is where you judge yourself positively and feeling good
Resilience	The capacity to withstand or to recover quickly from difficulties
Coping Strategy	A tactic to manage or overcome distressing events, conditions or demands a person may face.
Emotional Literacy	The ability to understand and express feelings. Having self-awareness and knowing how to manage feelings.

Signs of Good and Poor Mental Wellbeing	
Good Mental Wellbeing	**Poor Mental Wellbeing**
• Feeling relatively confident in yourself and have positive self-esteem • Feeling and express a range of emotions • Building and maintaining good relationships with others • Feel engaged with the world around you • Live and work productively • Cope with the stresses of daily life • Adapt and manage in times of	• Erratic changes in mood and behaviour • Distancing from friends and family. • Loss of interest in things that they used to be interested in. • Excessive sleeping or not sleeping. • Increased alcohol consumption. • Poor concentration and being easily distracted • Finding it hard to make decisions

Healthy and Unhealthy Coping Strategies	
Healthy	**Unhealthy**
• Exercise • Talking to a trusted person • Healthy eating • Seeking professional help • Relaxation techniques • Problem-solving	• Drug or alcohol use • Overeating • Procrastination • Sleeping too much/too little • Social withdrawal • Self-harm/aggression

Impacts of Social Media	
• FOMO (Fear of missing out) • Addiction • Cyberbullying • Unrealistic expectations	• Unhealthy sleeping patterns • Depression • Negative body image

10 Strategies for Staying Safe Online	
1. Don't post any personal information online	6. Don't meet up with people you've met online
2. Think carefully before posting a photo or video—it could be downloaded and shared	7. If you see something that makes you feel uncomfortable or unsafe, leave the website and tell a trusted adult
3. Keep privacy settings high	8. Think carefully about what you say online before you say it
4. Never give out passwords	9. Respect other people's views, even if you disagree with them.
5. Don't befriend people you don't know	10. Remember not everyone is who they say they are online

Daily Wellbeing—Things You Can Do	
1	Connecting with others
2	Staying active
3	Giving to others
4	Learning a new skill
5	Mindfulness

Emotional Resilience	
What is it?	• Removing mental thinking • Adapting to and coping with stress • Bounce back after stressful situations • Not dwelling on experiences
Dealing with emotions	• Having a good support network (family/friends) • Thinking about daily wellbeing (above) • Managing your time effectively

Where To Go For Support:			
Teachers and School Staff, Parents, Friends, Parents			
NPSCC	www.nspcc.org.uk	MIND	https://www.mind.org.uk
Childline	www.childline.org.uk	Young Minds	https://youngminds.org.uk

Contents

Title: Learning To Learn - Modelling 5

Title: Challenging Stereotypes: Mental Health 8

Title: Daily Wellbeing 11

Title: Developing Resilience 13

Title: Healthy and Unhealthy Coping Strategies 16

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

Task 1: Planning Yourself

You are now going to plan your weekend using the prompt below.

"Imagine it's Friday afternoon, and you have two important things to prepare for next week: a history test and a group presentation. You also want to finish your geography homework and spend time with family or friends. How will you plan your weekend?"

Planning	Monitoring	Evaluating
What tasks do you need to complete? When will you do them?	How will you check if your plan is working?	How will you know if your plan is successful?
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Plan

Day	Activities	Notes
Saturday		
Sunday		

Date: .....

Title: Challenging Stereotypes: Mental Health

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 are some mental health stereotypes?	.....	.....
2. How can we combat these mental health stereotypes?	.....	.....

Task 1: Mental Health Conditions

Discuss with your pair and make a list of mental health conditions.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....

Task 2: Match Up

Match up the stereotype to the reality for people who suffer with mental health conditions.

Violent		Although symptoms of some mental orders involve disturbances in communication, most people with mental disorders, even those in acute psychiatric stress, can communicate with others and tell them at least some of what is happening with them
Comical		You do not develop a mental disorder by being around someone with one
Not curable or poor outcome		The fact that these disorders respond to clinical treatment and that they can be devastating to a person's life belie the belief that they are feigned
Morally deficient – God's judgement for sinful behaviour		This common stereotype is vastly exaggerated by the media. In fact, although some mental disorders (anti-social personality disorder and the acute stage of some psychotic disorders) do have aggression and violence as possible symptoms, recent research has shown that using alcohol and drugs is a much more reliable predictor of violent behaviour than a mental disorder. It is only when a mentally ill person abuses alcohol and illegal drugs that they are somewhat more likely than a non-mentally ill person to be violent. By any measure however, the vast majority of violent acts are committed by people without a mental disorder
Fear that it is "catching"		This was the prevailing thought before the 18th century when the need for humane care became widely recognised. It has no place in today's world
Mental illness is evidence of character flaws, and if you are weak you need to seek help		Many people with and without mental disorders have mystical experiences. The true meaning of the experiences depends on the meaning felt by the person having the experience
Mental illness is a result of poor parenting		Tragically, this baseless stereotype keeps many people from getting the help they need, and that is readily available
Mentally ill people are unreliable and unpredictable		For some disorders, this may be true when a person is in a crisis but not generally true otherwise, and it is not true for all disorders
Some people "don't believe in" mental disorders or psychotherapy		The media sometimes depict the experience of mental illness as being comical. This is disrespectful of the agony of those in these circumstances and can be harmful to them.
Spiritual experiences of mentally ill are not true religious experiences		Mental illness is caused by a variety of inherited and environmental factors. Abusive parenting can contribute to mental disorders. But good parenting may not be able to shield a child from mental illness, since many causative factors are not in the power of a parent to affect
You cannot communicate with people with mental disorders		As many as 80% of people suffering from mental illness can effectively return to normal, productive lives if they receive appropriate treatment. Many others have their suffering significantly reduced.

Date: ……

Title: Daily Wellbeing

Retrieval Practice

1. It's important to break down _____ surrounding mental health to prevent bullying around mental health.
2. People with mental illnesses should be _____ to help them rather than judged.
3. Avoiding harmful _____ can contribute to a supportive environment.
4. Mental health is a spectrum, and everyone's experience is _____; avoiding generalisations is key.
5. Educating ourselves about mental health helps correct _____ that people may have.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What do we mean by daily wellbeing?	…… …… …… …… …… ……	…… …… …… …… …… ……
2. What are some positive methods of managing daily wellbeing?	…… …… …… …… …… ……	…… …… …… …… …… ……

Task 1: Scenarios

What activity do you recommend the person does to get fit?

I am determined to get fit and healthy. I am overweight for my height and want to get started but don't know how. As long as I am outdoors then I will want to do it!

.....

.....

.....

I have been doing gym classes for many years but feel another challenge is needed for me to keep going. I am always dancing or aerobics but I want to mix up what I do at the gym

.....

.....

.....

I injured myself again doing running. I keep injuring the same part of my leg and need an alternative sport to do whilst my leg is recovering, any ideas?

.....

.....

.....

Date: ……

Title: Developing Resilience

Retrieval Practice

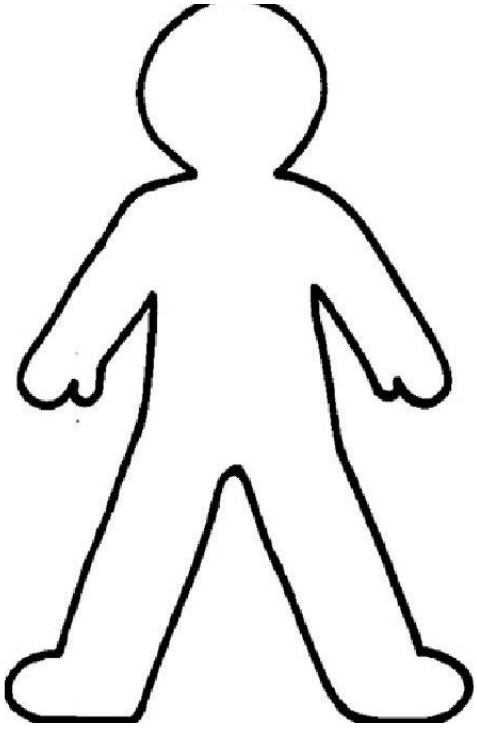
1. Resilience is the ability to bounce back from _____ and adapt to challenges.
2. Viewing challenges as opportunities for growth can _____ resilience.
3. Building a _____ network and seeking help when needed are important aspects of improving resilience
4. Developing a positive mindset and practicing self-_____ contribute to resilience.
5. Learning from setbacks and developing problem-solving skills are important for building _____.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. Why is it important to have resilience?	…… …… …… …… …… ……	…… …… …… …… …… ……
2. How can we help someone build resilience	…… …… …… …… …… ……	…… …… …… …… …… ……

Task 1:

Write down a list of personal positive qualities in your person about yourself. Are any of them demonstrating resilience?



Task 2: Write down a few strategies to your person that you would like to add to cope better with stressful situations.

Task 3: Case Studies

Using your knowledge from the lesson, provide advice for these people to be safer and more resilient online.

1. I really want a nose job in the future as I have seen so many beautiful shapes that would suit me better than my own. I want it to feel more confident

   .....

   .....

2. I am talking to this guy on FIFA. He is so cool and we have so much in common. I have planned to meet him tomorrow just where I live. Can't wait to see him and catch-up.

   .....

   .....

3. I am struggling for money at the moment but I am still going to lunch with my friends. I am not cancelling a third time and missing out

   .....

   .....

4. I am so tired right now. My school and job is becoming too much and I cannot sleep. Every time I try and sleep there is an email or message from people in WhatsApp.

   .....

   .....

5. I shared my password with my friend yesterday so she could check something on my phone. Then she went on Instagram and posted something really stupid without me asking.

   .....

   .....

6. I am feeling really anxious right now. There was an argument in school today with my friends and they know all my secrets. I hope they keep them that way.

   .....

   .....

Date: ……

Title: Healthy and Unhealthy Coping Strategies

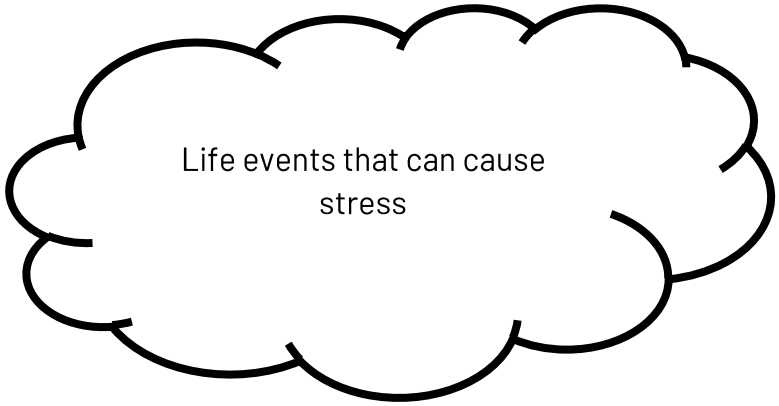
Retrieval Practice

1. Online challenges and setbacks are part of the digital world, and developing _____ helps navigate them.
2. Digital awareness involves understanding the _____ of online actions on yourself and others.
3. Creating strong, unique _____ is an essential practice for digital security.
4. Developing the ability to _____ cyberbullying and report incidents is important for online resilience.
5. Setting _____ for screen time and balancing online activities contribute to digital well-being.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. Why are coping strategies useful?	…… …… …… …… …… ……	…… …… …… …… …… ……
2. Why should people use healthy coping strategies?	…… …… …… …… …… ……	…… …… …… …… …… ……

Task 1: Life events that can cause stress



Task 2: Healthy and Unhealthy Coping Strategies

Look at the following strategies, decide which are healthy coping strategies and which are unhealthy. Highlight them in two different colours on the diagram. Once you have decided whether it is healthy or unhealthy, you must then write a reason why like the example below. Pick 3

e.g. **Thinking about the past and go over it again and again in your head.**

This is unhealthy because dwelling on the past is not going to change it. You should look back to see if there is anything you could have done differently, but don't stare.

Highlight this in the colour you are using for **Healthy Coping Strategies**	Highlight this in the colour you are using for **Unhealthy Coping Strategies**

Strategy: .....

.....

Why is it healthy/unhealthy: .....

.....

.....

Strategy: .....

.....

Why is it healthy/unhealthy: .....

.....

.....

Strategy: .....

.....

Why is it healthy/unhealthy: .....

.....

.....