

Health Matters - Year 8



Theme Assembly

THEME: Health Matters

ASSEMBLY TITLE

Addicted - Kaspar

INTENDED OUTCOMES

For students to consider the consequences of addictive behaviours and potential risks to their health

RESOURCES

Recommended resource for this assembly:

Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people

Brian Radcliffe - Optimus Education 2008

Pages 121-124

ASSEMBLY PRESENTATION

The assembly describes the consequences of addiction to computer games and is presented as a dramatised interview based on an article from The telegraph magazine (October 2007).

The assembly describes what can happen and also then looks at solutions or alternatives and enables students to reflect on their own experiences.

REFLECTION

What is addiction?

How can addiction affect us?

How in control are we of our own lives?

Addicted

Kaspar



Key Stage 4 and 5

SEAL Key Aspect: Managing feelings

Summary:

In this assembly students are encouraged to consider the addictive effect of computer gaming. Strategies to tackle such addiction are explored.

Resources:

- Two readers.

Taken by: _____

Date: _____

Given to: _____

Comments:

Engagement

Leader

I'd like you to meet Kaspar. This dramatised interview is based on an article from the *Telegraph* magazine (20 October 2007).

Reader 1

I was about 10 when I first became interested in computers. I just thought they were really fun.

Reader 2

Were you good at gaming from the start?

Reader 1

Yes, that's one reason why I got so involved. I became very popular because of my skill. That was important to me.

Reader 2

So gaming was something you did with other people?

Reader 1

Most of the time no. I learned alone in my bedroom at home. By the age of 13 I was spending four hours a day on my own on the computer. I was able to impress others in school because of what I'd discovered.

Reader 2

Did your school work suffer?

Reader 1

Not noticeably. I could get by quite easily but I doubt if I was reaching my potential.

Reader 2

When did the addiction really take hold?

Reader 1

By the time I was 16 I was spending every penny on new games and the latest software. I must admit that, when I ran out of my own money, I stole from my parents' wallets. I stopped reading and playing sport. My schoolwork did begin to

Addicted

suffer then. By the age of 17 I'd lost touch with most of my real friends and spent all of my time in online gaming groups. I gained quite a reputation and people looked up to me.

Reader 2

What kind of games were you playing?

Reader 1

They were either war games or violent urban games like Carmageddon. I was shooting people's heads off or running them down in my car.

Reader 2

What was your parents' reaction to your gaming?

Reader 1

My parents could see early on how involved I was but they didn't try to intervene. They were very patient with me and I love them to bits for that. Eventually we clashed and I ended up having a real physical fight with my dad.

Reader 2

Do you admit that you were an addict?

Reader 1

No doubt about it.

Reflection

Leader

Addiction is a powerful force. You may think you have it under control but it changes your life.

First, it stops you doing the things you really need to do. For some people this means that they forget to eat, drink and sleep or go for long periods

without these essentials. For most people it interferes with the necessary routines of school and work. Absences become more common and there's little energy to devote to learning. Creativity and enquiry are replaced by drop-down menu options.

Second, an addiction breaks down what is a fundamental part of being human, that is the ability to make real relationships with real people. It becomes essentially a solo, private activity. This means it's impossible to become a fully developed human being with normal mental, emotional and social understanding. Virtual experience replaces real encounters.

Third, life is lived in order to get the adrenaline rush. Real life seems dull and ordinary by comparison. Gratification is harder and harder to attain.

All of this applies to computer gaming.

(Pause)

And I think there are some of you here today who have to admit that you're an addict.

(Pause)

Computer gaming is a very real issue for today's society, and we don't fully know what sort of effect it has on our lives. It appears to affect boys more than girls and the younger you get involved the more chance there is that it will prevent normal brain development. Most worrying is the possibility that gaming, by encouraging a focus on what's going on here and now, the buzz of the moment, leads to the underproduction of chemicals that help the brain to process the consequences of what we do. There's a fear that killing and maiming in a computer game can spill

Addicted

over into real violence against real people. It's just that the gaming addict has lost the ability to tell the difference.

Response

This is serious stuff but, as with any addiction, there are steps that we can take to tackle the issues. These are just a few of them.

Reader 1

Accept you have a problem. This has to be the first step. It was with Kaspar.

Reader 2

Discover other ways to get the blood pumping and adrenaline rushing. Sport can give a real high, as can travel. Developing a close relationship can be mind blowing. Kaspar is now involved in both tennis and swimming.

Reader 1

Eat and drink properly.

Reader 2

Structure your day so there is variety and you're able to meet essential deadlines.

Reader 1

Be with people. Enjoy their company. Contribute something to their lives. Tell both your parents and friends that they are to tell you if they sense you're again showing signs of your addiction.

Meditation/prayer

Think about the words of this response. Make it your own prayer if you wish.

Do I have control over how I spend my time or do my addictions have control over me?

(Pause)

Am I exploring new relationships or am I tempted to retreat into isolation?

(Pause)

What sort of a brain am I allowing to develop?

(Pause)

May I take steps to retain my freedom.

(Pause)

May I have the courage to protect the freedom of my friends.

Amen

Leading questions

1. Are all computer games bad?
2. What might be some of the beneficial effects?
3. Which games are potentially the most dangerous and why?

Something to do

Ask students to collect reviews of the current most popular computer games.

In groups write an alternative review for a game, warning users of the potentially dangerous effects the game may have.

Create a simple warning strapline to be placed on the game.

Health Matters

Thought for the week

How much do we think about the effect of the things we put in our body?

A background image of two young women sitting together, smiling and laughing. The woman on the left has her arm around the woman on the right. They are both wearing dark-colored tops. The image is overlaid with a semi-transparent pink filter.

Health Matters

Thought for the week

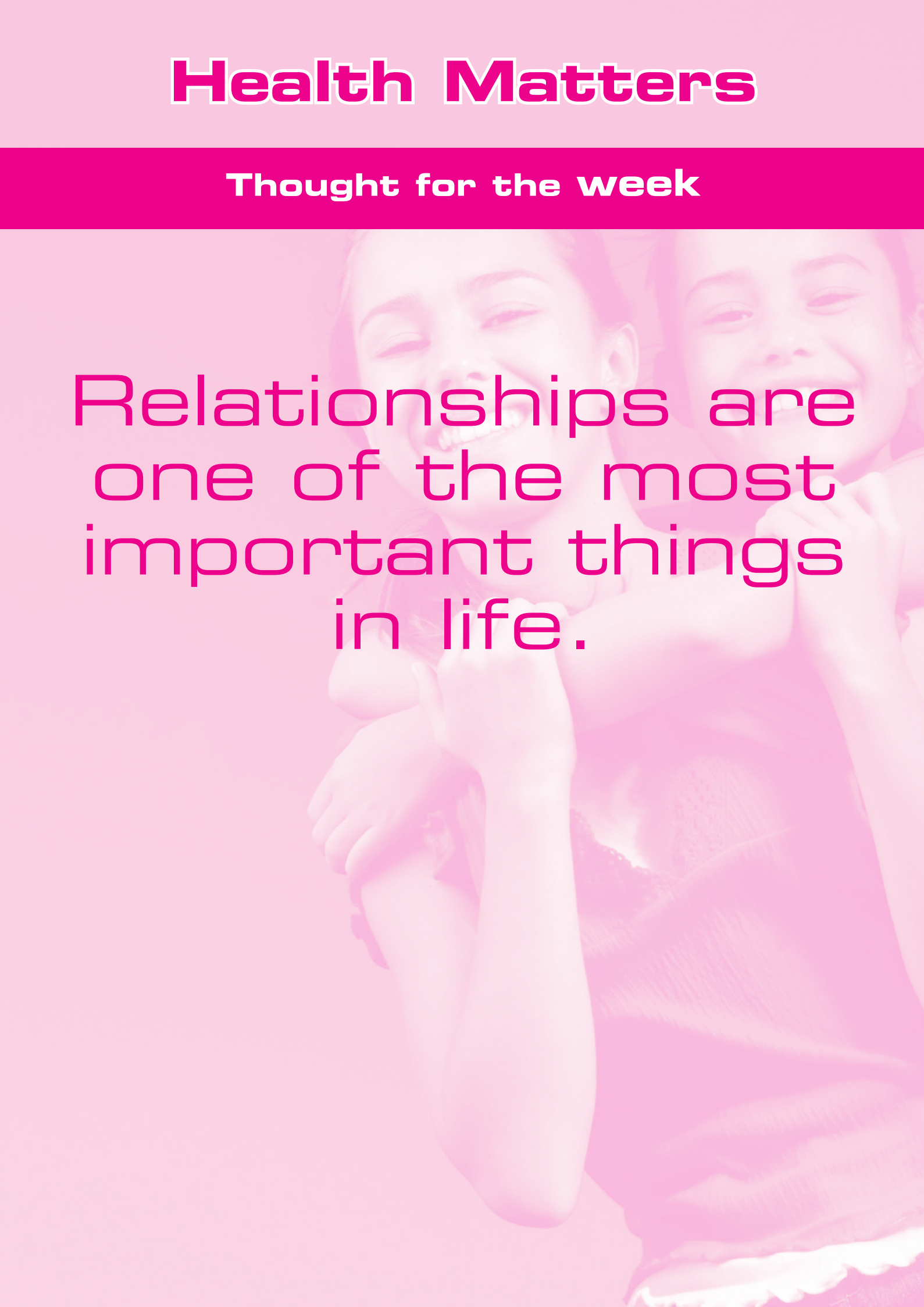
Why do
people drink?

A photograph of two young women laughing and hugging. The woman on the left is wearing a white top and has her arms around the woman on the right. The woman on the right is wearing a dark top and has her arms around the woman on the left. They are both smiling broadly and looking towards the camera. The background is a soft, out-of-focus indoor setting.

Health Matters

Thought for the week

Relationships are
one of the most
important things
in life.



Health Matters

Thought for the week

What makes
a healthy
relationship?

A photograph of two young women with dark hair, smiling and hugging each other. They are wearing patterned tops. The image is overlaid with a semi-transparent pink filter.

Health Matters

Thought for the week

Would I know
what to
do in an
emergency?



Health Matters

Thought for the week

A photograph of two young girls with dark hair, smiling and hugging each other. The girl on the left is wearing a blue and white plaid shirt, and the girl on the right is wearing a blue and white striped shirt. The background is a soft, out-of-focus indoor setting.

Part of
growing up is
being responsible
for looking
after myself.

Kaleidoscope - Related Aspects - Health Matters Year 8 - Summer Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.2.a Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.</p> <p>P1.2.b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.</p> <p>P2.2.a use knowledge and understanding to make informed choices about safety, health and wellbeing.</p>	<p>E 1.2.d Becoming critical consumers of goods and services.</p>	<p>Be Healthy Physically healthy Mentally and emotionally healthy Sexually healthy Healthy Lifestyles Chose not to take drugs</p>	<p>1 PSHE 1. uses the PSHE framework to deliver a planned programme of PSHE, inline with DCSF/QCA guidance. 1 PSHE 8. has arrangements in place to refer cyp to specialist services who can give professional advice on matters such as contraception, sexual health and drugs.</p>	<p>Self awareness Managing feelings Motivation Empathy Social Skills</p>	<p>12 I can use my knowledge and experience of how I think, feel, respond, to choose my own behaviour, plan my learning, and build positive relationships with others. 17 I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. 19 I can set goals and challenge for myself, set criteria for success and celebrate when I achieve them. 30 I can take responsibility for my life, believe that I can influence what happens to me and make wise choices 31 I can work out how people are feeling through their words, body language, gestures and tone. 39 I can communicate effectively with others, listening to what others say, as well as expressing my own thoughts and feelings 41 I can assess risks and consider the issues involved before making decisions about my personal relationships</p>	<p>I can identify what my triggers are for feeling scared or anxious. I know how to make myself feel focused and energised when I am learning. I can recognise what mood I am in and what might help me change it if I need to. I can plan to develop areas of learning that I find difficult I can make choices about what I really want I know that it is usually down to me, not just bad luck or other people when things go wrong I can usually work out what people are feeling even if their words are saying something different.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily. Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others. Article 24 - Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P2.2.e know when and how to get help</p> <p>P3.d sexual activity, human reproduction, contraception, pregnancy, and how high-risk behaviours affect the health and wellbeing of individuals, families and communities (Amended)</p> <p>P3.e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others</p> <p>P3.h a knowledge of basic first aid</p>					<p>43 I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome</p> <p>46 I can give and receive feedback and use it to improve mine and other people's achievements.</p>	<p>I can listen to others, giving them my full attention and know some things to say or do to make people feel good about themselves.</p> <p>I can use strategies to help people find solutions for themselves.</p> <p>I can resist peer pressure from a group of friends</p> <p>I can moderate and deal with intense relationships and know the feelings that are experienced by me and others</p>	<p>Article 33 - The government should provide ways of protecting children from dangerous drugs.</p> <p>Article 34 - The government should protect children from sexual abuse.</p> <p>Article 36 - Children should be protected from any activities that could harm their development.</p>

Overview of Lessons

Theme: Health Matters-My Health, My Choices

Year: 8

Lesson Title	Intended Learning Outcomes
1. My Health, My Choice	<ul style="list-style-type: none"> I recognise that a healthy lifestyle is dependant on making responsible choices (P.1.2a) I understand young people are perceived in a range of ways. (SEAL 31) I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. (SEAL 43)
2. Drugs or No Drugs	<ul style="list-style-type: none"> I can identify different types of drugs and recall some of the legal drugs. (PSHE 3.e) I can identify and recall basic facts about tobacco and its effects on health. (SEAL 12)
3. Alcohol and Me	<ul style="list-style-type: none"> I can identify and recall the basic facts about alcohol and its effects on health. (PSHE 3.e) I can give advice on how to be responsible with alcohol. (SEAL 30,39) (PSHE4d, 4e)
4. Pregnancy - Your Choice	<ul style="list-style-type: none"> I can understand the importance of discussing important things such as contraception in a relationship. (SEAL 39,41) (PSHE 1.3a, 2.3b) I can identify some main forms of contraception and recall key facts about them. (PSHE 2.2a,2.2e 3d)
5. Operation Fashion Show	<ul style="list-style-type: none"> I can understand the consequences of my actions. (PSHE 2.2a) (SEAL 30) I can synthesize my learning so far and present it in a creative way (SEAL 43) I can work and learn well in groups taking on different roles, cooperate with others to achieve a joint outcome. (SEAL 43)
6. Assessment: The Fashion Show	<ul style="list-style-type: none"> I can understand that some of my actions/ decisions may involve my taking risks.(SEAL 41,43) (PSHE 1.3a) I can give and receive feedback and use it to improve mine and other people's achievements (SEAL 46) I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them. (SEAL 19)

End of Theme Product/ Project Outcome:

Fashion show - T shirt designs with core messages on them

Fashion show could be for other students or could form a parents evening presentation.

THEME: Health Matters: My Life, My Choices

LEARNING INTENTION/'I'

I recognise that a healthy lifestyle is dependant on making responsible choices
 I understand young people are perceived in a range of ways.
 I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.

Reflective learners

Communicate their learning in relevant ways for different audiences

VOCABULARY

Health, choices, drugs, smoking, alcohol, safe.

RESOURCES

- You tube clip - <http://www.youtube.com/watch?v=VThxg70UjQU>
- Design Task - Invitation (1 per group)

TEACHING/LEARNING ACTIVITIES

Engagement

On the board is the slogan - 'My health, my choices'
 Ask the students to think about what that means to them. Feed back ideas and flipchart.
 Then show the following fashion show clip
 Gok wan fashion show clip - <http://www.youtube.com/watch?v=VThxg70UjQU>

Core Activity

Ask the students to get into 'Design and marketing teams'. Ideally there needs to be six students per group.

Give out the Design task invitations and with the teacher in role explain the task as follows:

We have been commissioned to hold a fashion event to market the 'New Choices' range of T shirts for young people.

Design brief:

- There are to be four T-shirts per range
- All T-shirts must carry a logo design
- Each T-shirt should carry a slogan - no more than 6 words
- Must appeal to young people's market
- Each T-shirt must portray a positive life image of young people making positive life choices

The fashion show will need:

- Four models (4 T-shirts)
- Appropriate music
- A compare - commentary on each T-shirt design which describes the key messages

Audience - Other students? Parents? (this needs to be decided and supported by the teacher maybe prior to the lesson or in discussion with students).

In Design teams the students design T-shirts about what the slogan 'My health, my choices' means to them.

The designs must have a positive focus about promotion of health and choices with positive messages and elements.

There needs to be a slogan (no more than 6 words) and logo on the T-shirt.

Plenary

Each team comes back together and shares their T-shirt designs with each other. The team then choose the T-shirt in the group that presents the messages most positively and is the best design. The teams then share their chosen first design to the rest of the class or the other design teams.

Draw out what are the key messages that young people want to share with older and younger generations about their attitude to life.

The chosen design is then placed into the team design folder as a developing portfolio.

KEY QUESTIONS

What are the positive messages about life that we want to share as young people with others and particularly older generations who may perceive teenagers in a negative light?

AFL

Peer evaluation in selecting and sharing T-shirt designs.

Discussion about the key messages young people want to portray.

DIFFERENTIATION

By outcome.

CROSS CURRICULAR OPPORTUNITIES

Art and Design

Citizenship - perception of young people within the community

NOTES

In planning for this unit of work it is important to think about the final show in terms of organisation, venue, audience and timing for the event.

FASHION SHOW INVITE

You have been commissioned to design and present your own collection of T shirts for a fashion show event:

Design Brief:

There are four T shirts per range

- All T shirts should carry a slogan of no more than six words
- All T shirts must carry a logo design
- The T shirts must appeal to young people's market
- Each T shirt must portray a positive image of young people making positive life choices

Your fashion show will need:

- Four models (Four T shirts)
- Appropriate music
- A compare - commentary on each T-shirt design which describes the key message(s)



THEME: Health Matters: Drugs or No Drugs?

LEARNING INTENTION/'I'

I can identify different types of drugs and recall some of the legal drugs.

I can identify and recall basic facts about tobacco and its effects on health.

VOCABULARY

Tobacco, quitting, chemicals, cancer, disease, smoke, nicotine, tar, legal, illegal.

RESOURCES

- PowerPoint
- Recent relevant newspaper headlines - depicting local teenagers
- 4 cards labelled drug/no drug, legal/not legal (1 per group)
- 2 cards labelled true/false (1 per group)

TEACHING/LEARNING ACTIVITIES

Engagement

Share the power point slides with the students to show portrayal or the images of teenagers in the media. In groups brainstorm what do these images suggest about young people? How would the groups like to see teenagers portrayed?

Share with them that as design and marketing teams for the 'New choices' range of T-shirts we have been commissioned to promote positive images of young people that contradict what is often presented in the media or perhaps by the older generations.

Therefore as part of their market research how can we take these images and re-format or re-present the ideas in a positive way?

Core Activity

Use the power point slides to flash up picture of different drugs or substances. In groups use the idea of 'Deal/No Deal' (Noel Edmonds game show) for the groups to hold up a drug or no drug card and a legal or not legal card. (Each group needs to be given four ready made cards that are labelled: Drug, no drug, legal, not legal.) When the pictures come onto the screen the group holds up two of the cards drug or not drug and legal or not legal. After each picture share responses and discuss key points and correct answers so that the students are provided with the knowledge and understanding. Discuss why and allow for questions and clarification.

The final picture is of a cigarette and focuses on tobacco which is to be the focus of their next T-shirt design.

The power point then leads into giving a definition of a drug and highlights the effects - share with the students and discuss as appropriate.

The power point ends back with tobacco and smoking.

Why do many young people choose to smoke?

What are the effects of smoking?

How could a young person avoid smoking?

In design groups students then complete the smoking quiz (As on the power point). Groups have two cards for the quiz that they hold up as a group - 'True' and 'false'. After each question the group confers and then holds up the relevant card, true or false. The teacher gives the correct answer after each question and describes why.

After the quiz each design team is then given the task - (10 minutes) to quickly brainstorm ideas for an anti-smoking T-shirt as one of their core designs. Let them know that in their ultimate range and in the show there will be an anti-smoking T-shirt. It needs to provide a clear and strong message and promote the positive choice against smoking.

Plenary

Each group shares one idea that they have for their anti-smoking T-shirt design and shares one key learning point that they have gained from the lesson.

The teams place their ideas into their design folder or portfolio.

Independent enquirers

Explore issues, events or problems from different perspectives

KEY QUESTIONS

What are the disadvantages of smoking?
If people are aware of the huge physical and financial costs of smoking, why do they start?
What should I think about before taking any kind of drugs?
Why do many young people choose to smoke?
What are the effects of smoking?
How could a young person avoid smoking?

AFL

Use of think pair and share
When going through the answers to the smoking quiz and the plenary questions, check students' understanding.
Anti-smoking T-shirt designs and key messages.

DIFFERENTIATION

By outcome. Slides from the power point such as the quiz could be adjusted and printed out for lower ability groups or students.

CROSS CURRICULAR OPPORTUNITIES

Science - the effects of smoking.
Citizenship - the cost to the National Health Service in treating smoking related diseases.

NOTES

Health Matters - Drugs or No Drugs?



Health Matters

Year 8
Lesson 2



TEEN'S DRUNK
IN PARK




TEEN'S DRUNK
IN PARK



Abortion tops 50%
for pregnant
teenagers in Briton


Drug or not drug?
Legal or not legal?



Drug or not drug?
Legal or not legal?



Drug or not drug?
Legal or not legal?



Health Matters - Drugs or No Drugs?

Drug or not drug?
Legal or not legal?



Drug or not drug?
Legal or not legal?



Drug or not drug?
Legal or not legal?



Drug or not drug?
Legal or not legal?



Definition of a drug

- A **drug**, broadly speaking, is any substance that, when absorbed into the body of a living organism, alters normal bodily function.
- "a **chemical** substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being." Drugs may be prescribed for a limited duration, or on a regular basis
- **Recreational drugs** are chemical substances that affect the **central nervous system**. Some drugs can cause **addiction**.

Effect of drugs on the brain

- Some drugs including alcohol and marijuana can alter sense of time and reduction in the ability to do things.
- Can affect memory and concentration
- Can cause craving, addiction
- Can cause paranoia and low self esteem
- Alcohol affects vision, muddles speech, impairs judgement, dulls senses, reduces coordination
- Drugs can have damaging affects on our brain and body.

Health Matters - Drugs or No Drugs?

Tobacco

- Tobacco is a legal drug that has damaging effects on the body.
- Some of these include increased risk of cancer, loss of taste and smell even premature wrinkles and a lower sperm count in men.



True or False.....

1. In Britain, there are more smokers than non-smokers.
2. Smoking less than 10 cigarettes a day is not harmful to health.
3. The earlier a person starts smoking, the greater the risk of developing lung cancer and other diseases.
4. Smokers who stop smoking can never repair the damage that has been done to their bodies.
5. Cigarette smoking kills more Britons every year than road accidents.
6. There are 4,000 harmful chemicals in cigarette smoke.

True or False

7. Children whose parents smoke are more likely to take up smoking themselves.
8. Low tar cigarettes are healthy.
9. Each cigarette a person smokes causes the blood pressure and heart rate to rise straight away.
10. Smoking does not affect you until you are over 30.
11. Smoking is not expensive.
12. It is expensive to get help to stop smoking.
13. You can get help and advice from your GP, school nurse.

The Answers....

1. **FALSE.** 62% of Britons don't smoke.
2. **FALSE.** The more cigarettes a person smokes a day, the higher the risk of lung cancer and other diseases.
3. **TRUE.** Death rate in men aged 45+ who started smoking before the age of 15 and who smoke 10-19 per day is 55% greater than those who began after the age of 25.
4. **FALSE.** The air passages in the lungs are covered by tiny hair-like structures called cilia which sweep out impurities. Smoking paralyses these structures and leaves the lungs exposed to condensed tar. Within 24 hours of stopping smoking, the body begins to repair some of the damage.

The Answers

5. **TRUE.** Smokers are about 33 times more likely to die from a smoking related illness than in a road accident.
6. **TRUE.** Many are poisonous and over 40 are cancer causing.
7. **TRUE.** Figures suggest that children are twice as likely to take up smoking if their parents smoke.
8. **FALSE.** Smokers who smoke low tar cigarettes tend to smoke more because each cigarette contains less of the nicotine they 'need'.

The Answers

9. **TRUE.** Blood pressure goes up each time a person smokes and stays up to about 5 minutes afterwards. The heart is also stimulated by nicotine to beat faster.
10. **FALSE.** The effects on health are cumulative. It may take several decades before a serious illness develops. However, effects of smoking can be detected in children who smoke. They cough more, have colds more often, produce more phlegm, have a higher incidence of chest infections and tend to become breathless more easily than non-smokers.
11. **FALSE.** Get the students to do the maths – how much would a smoker spend a month if they smoked 20 cigarettes a day?
12. **FALSE.** Help to stop smoking is free on the NHS. Specially trained counsellors can help you.
13. **TRUE.** There are local advice centres and advice can be gained from GP and school nurse.

THEME: Health Matters: Alcohol and Me

LEARNING INTENTION/'I'

I can identify and recall the basic facts about alcohol and its effects on health

I can give advice on how to be responsible with alcohol

VOCABULARY

Alcohol, booze, overdose, spirits, nausea, vomiting, dehydration, hangover, sexually transmitted diseases, inhibitions, impaired, depression, psychological, dependence, vulnerability, obesity, malnourishment.

RESOURCES

- PowerPoint
- Binge drinking: Boys night out http://www.youtube.com/watch?v=mo_49X7B53o&feature=related
- Binge drinking - Girls night out
- <http://www.youtube.com/watch?v=HAml1MJECZ4>
- Glass, coloured water. Measuring cylinder or other device to measure 10ml and 5 ml could be used to show what a unit looks like.

TEACHING/LEARNING ACTIVITIES

Engagement

Show students images of drinks and headlines of teenagers and alcohol on the power point. If you have any local, recent relevant newspapers then these could be shared as well.

A youtube clip could also be shown of teenagers drinking where appropriate.

Ask the students: What impression do these images and headlines give of teenagers?

Is it realistic? How does it make you feel?

In pairs look at the newspaper headings and change them to a positive impression about alcohol and teenagers.

Core Activity

Show the youtube clips below of the 2008 advert with the message; You wouldn't start the night like this, so why end it that way?

Binge drinking: Boys night out www.youtube.com/watch?v=mo_49X7B53o&feature=related

Binge drinking - Girls night out

www.youtube.com/watch?v=HAml1MJECZ4

Discuss the student reactions and thoughts about the adverts and the messages they are trying to give.

Complete the alcohol quiz with the students in an interactive way. Have three areas of the room labelled; 'True', 'false' 'depends'. When the questions are read out the students have to go and stand in the area they think is the right answer. The teacher then goes through the answer after each question to ensure students are made aware of the reality.

Share the power point with the students to provide the core information about alcohol.

Teacher explains that alcohol has many effects both physical and social. With class, suggest and discuss some of these. Touch upon the effects of alcohol which could include taking part in behaviour that they may not normally do if sober, link this to sexual activity which will be covered next lesson.

After the quiz each design team is then given the task - (15 minutes) to quickly brainstorm ideas for a positive choices and alcohol T-shirt as one of their core designs. Let them know that in their ultimate range and in the show there will be a positive choices alcohol T-shirt. It needs to provide a clear and strong message and promote the positive choice alcohol.

Possible activity - ask students about what constitutes a unit of alcohol. Using a glass and coloured water, ask for a volunteer to pour a unit of wine, a unit of beer/lager/cider and a unit of spirits. After each 'measuring', ask students whether it is correct. When they do get the correct answer (or you may have to demonstrate), ask if that surprised them.

Ask students what are the recommended units of alcohol a week for an adult male and an adult female. Check students' understanding of alcohol quiz by asking them is this a reasonable amount to drink or not?

Plenary

Each group shares one idea that they have for T-shirt design and shares one key learning point that they have gained from the lesson.

The teams place their ideas into their design folder or portfolio.

Effective participants

Act as an advocate for views and beliefs that may differ from their own

KEY QUESTIONS

What are the short and long term effects of using alcohol?

What is a unit?

What is the recommended weekly limit for adult males and females?

Why does alcohol affect different people differently at different times?

What are their views on government restrictions on alcohol sales?

AFL

Through student responses to the key questions. T-shirt design slogans.

DIFFERENTIATION

By outcome

CROSS CURRICULAR OPPORTUNITIES

Science - the effects of alcohol

Citizenship - the link between alcohol, crime and teenage pregnancy. Also the cost to the National Health Service of treating alcohol misuse and the increase in accident cases admitted to accident and Emergency departments.

NOTES

Most of your students will probably consider drinking excessive amounts of alcohol is 'cool'.

In year 9, there is a lesson on addiction. If you feel it is appropriate to your class, then include the problems of addiction to alcohol in the plenary section.

Health Matters - Drugs or No Drugs?



Health Matters

Year 8
Lesson 3



TEEN'S DRUNK IN PARK

Alcohol adverts

Binge drinking: Boys night out
<http://www.youtube.com/watch?v=mo49X7B53o&feature=related>

Binge drinking – Girls night out
<http://www.youtube.com/watch?v=HAml1MJECZ4>

Drug or not drug?
Legal or not legal?



ie379-039 fotosearch.com

Health Matters - Drugs or No Drugs?

Definition of a drug

- A **drug**, broadly speaking, is any substance that, when absorbed into the body of a living organism, alters normal bodily function.
- "a **chemical** substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being." Drugs may be prescribed for a limited duration, or on a regular basis
- **Recreational drugs** are chemical substances that affect the **central nervous system**. Some drugs can cause **addiction**.

True, false, depends?

Alcohol quiz

There are three labelled areas in the room; true, false, depends.

When you hear a question move to the part of the room you think is the answer.

The answers will be discussed after each question.

Alcohol quiz

1. It is possible to drink so much alcohol in one night to overdose and die.
2. Some religions do not allow people to drink, but some do.
3. Alcohol kills more people in the UK than all other illegal drugs put together.
4. People often do silly things when they are drunk.
5. Drinking alcohol will make you think straight.
6. It takes an hour for your body to get rid of a pint of beer.

7. People often drink to forget their problems.

8. Black coffee or a cold shower will sober you up.

9. Some parents do not approve of their parents drinking.

10. Drinking spirits is more dangerous than drinking beer.

11. Drinking alcohol makes people violent.

12. Alcohol cheers people up.

13. It is safe to drink alco-pops as they do not contain a lot of alcohol

14. You can tell when someone is drunk.
15. Alcohol affects men and women.
16. Alcohol makes you fat.
17. People have accidents when they drink alcohol.
18. You are far more likely to end up in hospital if you get drunk.
19. Drinking alcohol can get you in trouble with the police.
20. Getting drunk will impress your friends
21. It is illegal to buy alcohol if you are under 18

Alcohol quiz

- | | |
|-------------|-------------|
| 1. True | 12. Depends |
| 2. True | 13. Depends |
| 3. True | 14. Depends |
| 4. True | 15. True |
| 5. False | 16. Depends |
| 6. False | 17. Depends |
| 7. True | 18. True |
| 8. False | 19. True |
| 9. True | 20. Depends |
| 10. Depends | 21. True |
| 11. Depends | |

Effect of alcohol on the brain

- Alcohol can alter sense of time and reduction in the ability to do things.
- Can affect memory and concentration
- Alcohol affects vision, muddles speech, impairs judgement, dulls senses, reduces coordination
- Deep inside the brain alcohol affects areas that control aggression, hunger, thirst, pleasure, pain and body temperature.
- This occurs because alcohol inhibits blood from transporting oxygen to blood cells.
- It is illegal to buy alcohol if you are under 18

THEME: Health Matters: Pregnancy - Your Choice

LEARNING INTENTION/'I'

I can understand the importance of discussing important things such as contraception in a relationship.
I can identify some main forms of contraception and recall the key facts about them.

VOCABULARY

Relationship, decision, discussion, condoms, contraceptive pill, pregnancy.

RESOURCES

- PowerPoint
- Youtube - teenage pregnancy clip

TEACHING/LEARNING ACTIVITIES

Engagement

Share the you tube clip of teenage pregnancy. www.youtube.com/watch?v=1HzG5pX9NAQ
Discuss in pairs: "Your life, your choice"
Discuss: "Whose life, whose choices?" - Did the mum have a choice? Did the baby have a choice? Did the dad have a choice?
Highlight the implications on school life, social life etc.
In groups of four complete the Life choice - pregnancy handout. Students fill in positives and negatives.

Core Activity

Share the contraception power point with the students. Discuss and allow questions.
It may be useful to have a question box that students can write questions for so that these can be answered later and to provide anonymity for students.
Ask students to discuss in pairs the key messages for them. Feedback.
In design teams design T-shirts to promote contraception and safer sex. The group can then choose one of the designs to share in the plenary.

Plenary

Design teams have selected the T-shirt from their group to share. Each team shares their design and then the class vote for the best design that promotes the message the most creatively and clearly.
NB. Remind students that they will need to bring their selected music for the fashion show for next week.

KEY QUESTIONS

What things should we discuss before taking big steps in a relationship?
What are the pros and cons of some of the most popular forms on contraception?
How can I keep myself safe?

AFL

Peer assessment and sharing of the T-shirt design and core message.

DIFFERENTIATION

By outcome.

CROSS CURRICULAR OPPORTUNITIES

Science - how some contraceptives work in the body



NOTES

Ensure governors have ratified the Sex and Relationship Education policy and are therefore aware of the content of the Year eight lessons.

NB. The school nurse or sexual health professional may be invited to deliver/support this lesson.

Life Choice - Pregnancy

Positives	Negatives

Health Matters - Pregnancy - Your Choice

Health Matters

Year 8
Lesson 4



Contraception

What's that?



It's what we do.....
keeping safer.....
and not getting
pregnant

Ground Rules

- Confidentiality
- Don't be afraid to ask (no question is too silly)
- Respect and listen to each other
- Can you think of any other ground rules that we could set?

What is the legal age of consent for:

Heterosexual Boys?

Heterosexual Girls?

Homosexuals (Gay Men)?

Lesbians (Gay Women)?



So the legal age of consent is **16**

- But that doesn't mean you have to do it !!!
- It's OK to say No !!!
- Consent means 'you agree' !!!

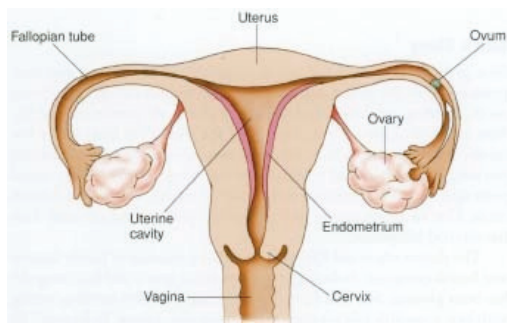


REVISION

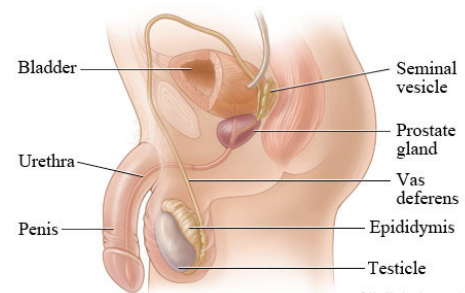
- What does your body look like?
- How does it work?

Health Matters - Pregnancy - Your Choice

Recap – The Female Body



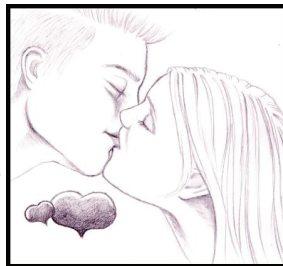
Recap - The Male Body



Relationships.....

Your choice.....

However.....
If you choose to
become sexually active...



So how can you **AVOID**
getting pregnant?

- **Don't have sex**
- **Or use contraception**

Contraception.....your choices



The Male Condom

- 98% effective if used properly
- Free from young people's advice centres and through the C-Card Scheme.



Health Matters - Pregnancy - Your Choice

The Contraceptive Pill

- 2 types – combined and progesterone only pill
- 99% effective if taken correctly
- Can only be obtained by prescription from a health professional



Remember

Abstinence is the only 100% effective way of not getting pregnant and avoiding sexually transmitted infections.

Condoms are the only type of contraception to prevent pregnancy AND protect against Sexually Transmitted Infections.



Any questions?



THEME: Health Matters: Operation Fashion Show

LEARNING INTENTION/'I'

I can understand the consequences of my actions.

I can synthesize my learning so far and present it in a creative way.

I can work and learn well in groups taking on different roles, cooperate with others to achieve a joint outcome.

Creative thinkers

Connect their own and others ideas and experiences in inventive ways

VOCABULARY

Health, choices, drugs, smoking, alcohol, safe, contraception, pregnancy, life choices.

RESOURCES

- You tube clip - www.youtube.com/watch?v=VThxg70UjQU
- Blank T-shirts
- Event description invitation cards
- Design role /task cards
- Permanent markers
- Fabric pens

TEACHING/LEARNING ACTIVITIES

Engagement

On the board is the slogan - 'My health, my choices'

Recap with the students what this means to them.

Re-show the fashion show clip from week 1 as a reminder and a re-focusing exercise.

Gok Wan fashion show clip - www.youtube.com/watch?v=VThxg70UjQU

Remind students of their design task by giving out the original task invitations to the groups:

We have been commissioned to hold a fashion event to market the 'New Choices' range of T shirts for young people.

Design brief:

- There are to be four T-shirts per range
- All T-shirts must carry a logo design
- Each T-shirt should carry a slogan - no more than 6 words
- Must appeal to young people's market
- Each T-shirt must portray a positive life image of young people making positive life choices

The fashion show will need:

- Four models (4 T-shirts)
- Appropriate music
- A compare - commentary on each T-shirt design which describes the key messages
- Audience - Other students? Parents? (this needs to be decided and supported by the teacher maybe prior to the lesson or in discussion with students).

Core Activity

Give students the list of roles:

4 x designers

4 models

1 x compere

1x stage and musical director

(members of team will need to double up in roles where appropriate)

Give out the task cards to the design teams and then set the teams off to prepare for their show.

Designers:

From design folder use previous designs to design a t-shirt for each theme:

- Positive life choices
- Tobacco
- Alcohol
- Contraception

Make the T-shirts

Compere

- Interview each designer to gain the key messages and points from their T-shirt design.
- Write script for each T-shirt which explains and markets it to the audience.

Stage and Musical director

- Use the selected music to design the plan for the catwalk and the presentation so that it is synchronised with the music.
- Organise the order, starting and finishing positions
- Prepare a poster/programme to advertise the event.

If time begin to practise.

Plenary

Students to share one of the key messages from their fashion show and if time to show to peers as a rehearsal. Other teams to share positive comments about elements they like about each team's show.

KEY QUESTIONS

What are the positive messages about life that we want to share as young people with others and particularly older generations who may perceive teenagers in a negative light?

AFL

Peer evaluation in selecting and sharing T-shirt designs.

Discussion about the key messages young people want to portray.

DIFFERENTIATION

By outcome.

CROSS CURRICULAR OPPORTUNITIES

Art and Design

Citizenship - perception of young people within the community.

NOTES

Teacher will need to have organised the room or venue for next week's fashion show so that students know how to plan.

Invitations need to be sent out before next week - parents? Another year group?

THEME: Health Matters: The Fashion Show

LEARNING INTENTION/'I'

I can understand that some of my actions/decisions may involve my taking risks.
 I can give and receive feedback and use it to improve mine and other people's achievements
 I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.



VOCABULARY

Health, choices, drugs, smoking, alcohol, safe, contraception, pregnancy, life choices.

RESOURCES

- You tube clip - www.youtube.com/watch?v=VThxg70UjQU
- T-shirts
- Props
- Music
- Peer assessment comments sheet

TEACHING/LEARNING ACTIVITIES

Engagement

Teacher reminds the group of the key messages

- It's your life, your health, your choice
- Young people are responsible and can make positive life choices

Core Activity

Stage the show!
 One team at a time presents and delivers their fashion show.
 Whilst each team is presenting their show the other teams complete the peer assessment/comment sheet which will be shared later.

Plenary

Each group then feeds back their collective group comments to one other group about their fashion show and the key messages that were portrayed. This peer assessment works as a carousel so that each group receives feedback from one other group and gives feedback.
 After receiving their feedback, each group has a chance to respond, to thank, agree, question or offer further explanation.

KEY QUESTIONS

How were the messages portrayed?
 How effective was each fashion show in portraying the key messages?
 What worked well?

AFL

Peer evaluation and self reflection through the peer assessment sheets, feedback and response.

DIFFERENTIATION

By outcome.

CROSS CURRICULAR OPPORTUNITIES

Art and Design

NOTES

Teacher will need to have organised the room or venue.
 It may be beneficial to film the fashion show so that there is an overall record and it can be used to share with other year groups.

My Health, My Choice Fashion Show Peer Assessor Comment Sheet

Team Name

Peer Assessor

Heading	Comment	Score out of 10
Artistic Design		
Clarity of Message		
Stage Production		
Originality		
Team Work		
Overview of Show		
Total Mark		

KALEIDOSCOPE

SS3

Certificate of Achievement

**Health Matters
Year 8**

**has successfully completed the
programme of study on Health Matters**

signed _____

date _____



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students

Photocopy/print, then cut here



Health Matters Resources

Body Image; Puberty; Healthy Eating; Eating Disorders; Drugs; Tobacco; Sex; Contraception; First Aid; STI's; HIV; First Aid

Organisation	Contact Details	Resource
A Chance 2 talk	www.achance2talk.com	Childline website covering Bullying; Neglect; Alcohol; Family Relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy.
Alcohol Concern	www.alcoholconcern.org.uk 020 7928 7377 contact@alcoholconcern.org.uk	The national agency on alcohol misuse for England and Wales. Provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
AVERT	www.avert.org	An international HIV and AIDS charity based in the UK.
BBC	www.bbc.co.uk/one/line	Information for teenagers about personal issues such as relationships, puberty and health, careers. The site is focused for a teenage audience aged 13 - 17 years
British Red Cross Life. Live it	www.redcross.org.uk	Resources to help teach first aid. No experience necessary, Include: free sample PowerPoint presentations, video clips, activity cards, homework sheet, interactive quiz. Introduction to the topics: staying safe, treating an unconscious casualty, making an emergency call, performing CPR, treating bleeds, treating shock.
Brook	www.brook.org.uk helpline 0800 0185 023	Brook provides free and confidential sexual health services and advice for young people under 25 and has a range of publications.
Centre for HIV and Sexual Health	www.sexualhealthsheffield.nhs.uk 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
Channel 4 PHSE resources	www.channel4.com/learning www.4learningshop.co.uk/C4Shop	Educational DVDs and CD-Roms
Children with Aids Charity	www.cwac.org	
Children First - Great Ormond Street Website	www.childrenfirst.nhs.uk/teens	Teen section covers health matters including healthy eating, first aid, puberty, mental health.
Comic Company	www.comiccompany.co.uk 0208 5 168 168	Range of resources for sale to promote good food, fitness, health and activity.
Drink Aware	www.drinkaware.co.uk www.drinkawaretrust.org.uk	Resources and information about alcohol consumption . * Under 18s website - for teenagers

Organisation	Contact Details	Resource
Drug Education Forum	www.drugeducationforum.com	Brings together national organisations from health, education, police and voluntary sectors that deliver or support the delivery of drug education for children and young people.
Drug Scope	www.drugscope.org.uk	Independent organisation providing information about drugs, influencing policy.
Eatwell	www.eatwell.gov.uk	Healthy eating tips for all ages from the Food Standards Agency.
Family Planning Association	www.fpa.org.uk	SRE Publications and teaching packs
Food Standards Agency	www.food.gov.uk	
Frank	www.talktofrank.com Free Helpline 0800 776600	Confidential drugs information and advice, Advice on giving up smoking. A-Z of drugs on website
Gasp	www.gasp.org.uk 0117 955 0101	A wide range of stop smoking educational leaflets, books, activity packs, training materials, displays, DVDs, posters, models, carbon monoxide monitors, testing equipment and promotional items.
Go Smoke Free	www.gosmokefree.nhs.uk	NHS website to support people to stop smoking. Information about second hand smoke and leaflets.
Hastings and Rother health promotion resources	www.harhealthpromotion.co.uk 01424 735678	Healthy lifestyles leaflets for sale produced by NHS Primary Care Trust
Health Promotion Resources and Information - Milton Keynes PCT	www.hp-publications.nhs.uk 01908 217121	Health promotion and health education leaflets and posters for sale
Know Your Units- NHS Choices	www.units.nhs.uk	This site provides advice and information on alcohol units, and how alcohol affects the body. It is the home of the Drink Check unit calculator tool which enables you to assess your drinking.
Like it is	www.likeit.is.org.uk	Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
Need 2 Know	www.need2know.co.uk	Information portal for teenagers with an online magazine and signposting to other useful websites. Sections include health, relationships, money, travel and the law.
NHS Choices Homepage	www.nhs.uk	

Organisation	Contact Details	Resource
No Smoking Day	www.nosmokingday.org	Information and downloadable resources
ROSPA	www.rospace.com	Promotion of safety in all areas of life - downloadable and purchasable material.
Sex Education Forum	www.ncb.org.uk/sef	A collaboration of more than 50 organisations. Its website has access to a range of publications and free factsheets, as well as details of helplines for young people and events for professionals.
Sexwise - Ruthinking	www.ruthinking.co.uk Helpline: 0800 28 29 30. Open from 7am -12.00am every day	For young people aged 12-18. The website gives information on contraception, sex and relationships.
St John's Ambulance	www.sja.org.uk	Resources and online first aid advice.
Tacade	www.tacade.com 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
Teachers TV	www.teachers.tv on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, exciting pupil programmes for use in class, and a daily education news summary. Over 1500 videos available online and download great resources including lesson plans, worksheets etc.
Teenage health website	www.teenagehealthfreak.org www.doctorann.org	
Teen Weightwise (British Dietetic Association)	www.teenweightwise.com	
Terrence Higgins Trust	www.tht.org.uk Helpline: 0845 12 21 200 Open 10am-10pm Mon-Fri	Offers information, advice and support through the helpline to anyone living with HIV or concerned about any sexual health issues.
Viewtech	www.viewtech.co.uk	Distributor of educational and training programme material on videocassette, DVD and CD-ROM
YoungMinds	www.youngminds.org.uk	National charity committed to improving the mental health of children and young people, the site provides access to downloadable booklets aimed at young people. The subjects include bullying, depression, mental illness in the family, self-injury, and sexual abuse.

Local Organisations

Organisation	Contact Details	Resource
Bournemouth Theatre in Education	<p>www.bournemouth.gov.uk/ Education/TIE/ Bournemouth Theatre in Education Oakmead College of Technology Duck Lane, Bournemouth BH11 9JJ Phone: 01202 774660 tie@oakmead.bournemouth.sch.uk</p> <p>East Dorset www.eddaas.org.uk 01202 311600 Parentline: 01202 311600</p>	<p>Programmes of live performance and participatory drama, storytelling, forum theatre, community plays, publications, courses, workshops and training courses for pupils, students and teachers. Wide range of topics such as child protection, drugs awareness, tackling racism, homophobia and bullying. Promoting positive attitudes and behaviour; enabling understanding and awareness of sensitive citizenship issues such as anti-racism and multi-cultural understanding;</p> <p>Advice and information for adults around drugs and alcohol for people in East Dorset.</p>
Drug & Alcohol Advisory Service	<p>www.F-risky.co.uk 07770 266366</p> <p>45 Bargates, Christchurch, BH23 1QD 01202 477354</p>	<p>NHS Bournemouth and Poole website for information on all aspects of sexual health. Text or phone for confidential advice and information on sexual health, or email from website.</p> <p>Young People's Advice Centre</p>
F risky	<p>www.lifeeducationdorset.org.uk 01305 871050 info@lifeeducationdorset.org.uk</p>	<p>Provides drug prevention and health education mainly to primary school children</p>
Ladders	<p>01202 720910 07763101440 listeningear@fsmail.net Kings Park Annexe, Station Approach, Boscombe BH1 4NB</p>	<p>Counselling Service-individual and group, for young people, families and adults working with young people. Parenting courses. Training courses on anger management; grief and loss; self harm; eating disorders</p>
Life Education Wessex	<p>Bournemouth 01202 443035 Poole 01202 711538 Salisbury Area: 01722 425154 Kennet, West Wiltshire and North Wiltshire Areas: 01249 812821</p>	
Listening Ear	<p>Bournemouth and Poole: The Junction, 266 Holdenhurst Road, Bournemouth BH8 8DD. 01202 729219 Dorset: Jimmy Dean, Public Health Promoter (Sexual Health) 01305 361362</p>	<p>Support and advice for teachers around SRE</p>
NHS School Nursing Teams		
NHS Sexual Health Team		

Organisation	Contact Details	Resource
Safe Schools and Communities Team Dorset	Dorset 01202 222844 ssct@dorset.pnn.police.uk	Pan Dorset partnership between Dorset Police and the three local authorities with the aim of preventing/reducing anti-social behaviour, crime and wrong doing. It provides advice, support and interventions in the areas of alcohol and drug misuse, anti social behaviour, offensive weapons, personal safety, internet safety and bullying.
Safer Schools Wiltshire	saferschools@wiltshire.gov.uk	
ShADOWS Dorset	01258 488486 shadows.admin@eddaas.org.uk	Drugs and Alcohol Outreach Service for under 18s.
Solomon Associates	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education.
Stop Smoking Service	Bournemouth and Poole www.quitwithus.nhs.uk 01202 541507 Dorset www.dorsetsmokestop.co.uk* 0800 00 76653 Wiltshire 01380 733891 www.wiltshirepct.nhs.uk	* information for schools
Sussed - Advice and Information for Young People. Bournemouth	01202 574308 (advice/info) 01202 575096 (health)	For young people 11- 25. Information and advice centre providing counselling and support in the following areas: Health, relationships, contraception, sexual health, alcohol/drugs, housing, employment, benefits, and family.
The Junction	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre
Treads	30A Salisbury Street, Blandford DT11 7AR Tel/Fax: (01258) 455448	Blandford Youth Advice and Information Centre
Waves	Waves Project, 52 St Mary Street, Weymouth, Dorset DT4 8BJ 01305 768 768	Information, Advice and Guidance for under 20's on relationship difficulties, problems at home, bullying, drug and alcohol issues, applying for benefits, finding safe accommodation.
Yadas	Bournemouth 01202 319191 Poole 01202 741414 www.eddaas.fsnet.co.uk	Young persons drug and alcohol advice for Bournemouth and Poole.