

Year 8 – Life skills POS 2022

[illegible]

			<p>L4 – Radicalisation Bk 3 12.2 P62-63.</p> <p>L5 – Online literacy and responsibility. Bk 3 12.3 P64-65</p>	<p>Written task - On your own compose an email for your headteacher to send to all Year 8 students. It should include five bullet points about radicalisation, what the signs might be and how to prevent it.</p> <div data-bbox="1189 344 1767 545" data-label="Complex-Block"> <p>WRITE</p> <p>In pairs, draw up a list of things that people should and should not do online that can be used as a code of conduct for using the internet in your school. Give reasons for each of the points in your list.</p> </div> <p>Written task -</p>
Autumn 1 – Autonomy and advocacy	Stereotypes, prejudice and discrimination, including racism. Promoting diversity and equality.	The importance of equality and diversity. How to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others.	<p>L6 – What is stereotyping? Bk 2 6.1 P36-37</p> <p>L7 – What is prejudice? Bk 2 6.2 P38-39</p>	<p>Baseline and revisit. Stereotyping means..... An example of stereotyping is..... Ways to tackle stereotyping include.....</p> <p>Definition of prejudice. Plenary task - Is there a difference between stereotyping and prejudice?</p>

		How to recognise and challenge stereotypes. How to recognise racism and the impacts of it. Strategies to communicate concerns about, and challenge racism, prejudice and discrimination.		
Autumn 2 –	Citizenship.	How to recognise racism and the impacts of it. Strategies to communicate concerns about, and challenge racism, prejudice and discrimination. To understand the different types of bank account that exist. To identify the different ways of saving and borrowing.	<p>L8 – Racism in education and work. Bk 3 4.1 P28-29</p> <p>L9 – Racism in society Bk 3 4.2 p30-31</p>	<p><u>Baseline and revisit.</u> What is racism. Can you give an example of racism. <u>Worksheet on combating educational racism.</u> <u>Retrieval questions.</u> What is fake news? What is radicalisation? Can you name all of the British values?</p>

L10 –
Pressure
groups &
ageism Bk 2
15.3 P90-91
16.2 P96-97

At PGHS our equality policy expects all
students to.....

I think this is important because.....

Retrieval questions last lesson, last week.

What is discrimination?

Retrieval questions, last lesson, last week.

Definition and example of a pressure group.

Definition of ageism,



L11 – You and
the bank Bk 2
13.1 P78-79

Retrieval questions last lesson, last week.
Baseline and retrieval.

- On a scale of 1-10 how confident do you feel that you know all about bank accounts?
- On a scale of 1-10 how confident do you feel that you know how to budget?

1 – not very confident.

10 – very confident.

Use page 78 to complete the following
questions. 10 mins.

1. A bank account is an arrangement with the bank to keep hold of your money and let you withdraw it.
2. I can open a bank account at 18.
3. A current account lets you withdraw your money instantly.
4. The rate of interest is a reward you get for keeping your money in the bank.
5. A savings account is for money you don't need instantly.
6. Banks make money by lending money to others and charging interest.
7. Online banking is where you can interact with the bank online.
8. A bank card is card you can use to take money out of a machine or pay for things in store or online.
9. A cash machine is where you can withdraw money and check your balance.
10. My balance is the amount of money in my account.
11. My pin code is a four digit secret number used to withdraw money or purchase goods.
12. A Contactless payment is where you don't need to use your pin.

SA

Budgeting sheet.

make a mind –map of the different
ways that you can remember to
borrow money.

Needs making

			L13– Consumer rights/Financial choices Bk 3 15.1 and 15.2 P84-87	
Spring 1 Choices and influences	Drugs and alcohol. The facts and peer influence. Managing time including online.	How to make positive and informed choices relating to substances including drugs, alcohol and nicotine use. The laws relating to substances. How to balance time online with other activities.	L16 - Recreational drugs and new psychoactive substances. BK 2 7.1/7.2/7.3 P 40-45 Bk 3 6.1 L17 – Recreational drugs and new psychoactive substances. BK 2	<p>In Science last year you looked at recreational drugs.</p> <p>Your baseline task is to create a mind map of all that you know about recreational drugs, legal and illegal.</p> <div> <p>Your baseline revisit task is to use what you have learned over the last two lessons to add to the mind map of all that you know about recreational drugs, legal and illegal.</p> </div>

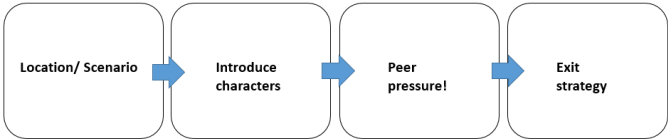
L18-19 —
peer pressure
and drugs.

Peer pressure and use of Drugs

pgHSuccess

LO: To develop an understanding of how to manage the influence of peer pressure and social expectations on drug use

NOW COMPLETE YOUR COMIC STRIP WITH AN EXIT STRATEGY



Class	Drug	Possession	Supply and production
A	crack cocaine, cocaine, ecstasy (MDMA), heroin, LSD, magic mushrooms, methadone, methamphetamine (crystal meth)	Up to seven years in prison, an unlimited fine, or both.	Up to life in prison, an unlimited fine, or both.
B	amphetamines, barbiturates, cannabis, codeine, ketamine, methylphenidate (Ritalin), synthetic cannabinoids, synthetic cathinones (e.g. mephedrone, methoxetamine)	Up to five years in prison, an unlimited fine, or both.	Up to 14 years in prison, an unlimited fine, or both.
C	anabolic steroids, benzodiazepines (diazepam), gamma hydroxybutyrate (GHB), gamma-butyrolactone (GBL), piperazines (BZP), <u>khat</u>	Up to two years in prison, an unlimited fine, or both (except anabolic steroids – it's not an offence to possess them for personal use).	Up to 14 years in prison, an unlimited fine, or both.

[Gov.UK]



A written description of county lines.



L20 – How do you spend your time/Internet gaming addiction/ Are you addicted to your mobile phone? Bk 1 17.1/17.2 P86-89 Bk 2 7.4 P46-47

How much time do you spend each day:

1. Surfing the internet:
a) less than half an hour
b) up to 1 hour
c) more than an hour?
2. Playing video games:
a) up to half an hour
b) up to 2 hours
c) 2 hours or more?
3. Texting your friends:
a) less than an hour
b) 1–2 hours
c) more than 2 hours?
4. On your hobby:
a) none
b) up to an hour
c) more than an hour?
5. Earning pocket-money by doing chores:
a) none
b) up to 15 minutes
c) over 15 minutes?
6. Alone in your bedroom:
a) half an hour
b) up to 3 hours
c) 3 hours or more?
7. Out of doors:
a) none
b) up to an hour
c) more than an hour?
8. Taking part in a sport or other physical activity:
a) none
b) up to an hour
c) more than an hour?
9. Watching TV or a film:
a) up to an hour
b) 1–2 hours
c) more than 2 hours?
10. Reading a book:
a) none
b) up to an hour
c) more than an hour?
11. Hanging about outside with your friends:
a) none
b) up to an hour
c) more than an hour?
12. Feeling bored:
a) none
b) less than quarter of an hour
c) more than quarter of an hour?

Completion of quiz.

				<p><u>How could you tell if someone is addicted to internet gaming?</u></p> <p>Think of as many physical, emotional and mental signs as you can.</p> 
Spring 2 Autonomy and advocacy	Developing communication skills, clarifying personal values. Healthy relationships. Change and loss in families. .	About the features of healthy relationships. Dealing with change and loss. The importance of families. About sexual orientation, gender identity and diversity in sexual attraction.		 <div>Improve your mind map in green pen!</div>

			<p>L21 – You and your family. Bk 1 5.1 P28-29.</p>	<h2 style="text-align: center;"><u>Are you addicted to your mobile phone?</u></h2> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Task 1: Read the information on page 46 and 47.</p> <p>Then answer the following questions in your book...</p> <ol style="list-style-type: none"> 1) Do you think you are addicted to your mobile phone? Why? 2) Have you ever felt ill or anxious after using your phone? 3) Do you think you are addicted to social media? Why? </div> <div style="width: 45%;"> <p>Task 2: “The benefits of smart phones outweighs the problem”</p> <p>Copy the statement into your book and create a table of reasons for and against the statement.</p> <p>Extension: Create an information poster for teenagers about mobile phone addiction. Use the information on pages 46 and 47 to help teenagers identify if they are addicted to their phones and how they can stop.</p> </div> </div> <div style="margin-top: 20px; border: 1px solid blue; padding: 10px;"> <p>Silent Starter:</p> <p>What do you think the difference between a nuclear family and a blended family is?</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>Write</p> </div> <div style="text-align: center;">  </div> </div> </div> <p style="margin-top: 20px;">Baseline and revisit in green pen – silent starter</p>
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L22 –
Managing
grief. Bk 1 15.2
P78-79.



Answer

1. What do you learn from each of them about the type of family the person lives in?
2. What do you learn about the relationships within that family?

- a) 'My mum is the one who gives me the praise, and it's my dad who always tells me off.' Sasha, London.
- b) 'I live just with my mum, so she's the one who does everything.' Tom, Leeds.
- c) 'I live in a traditional family. My mum does all the cooking and cleaning, and my dad is the one who goes out to work.' Ismil, Birmingham.
- d) 'I never argue with my dad, but always argue with my mum.' Cheryl, Newcastle.
- e) 'I have a lot more contact with my mum because my dad is always working.' Will, Plymouth.
- f) 'My mum works, and my dad does all of the housework, and I get to hang out with my dad more.' Sophie, Manchester.
- g) 'I have two dads, who both do everything equally with me.' Amy, Portsmouth.
- h) 'I have foster-parents who have been really good to me.' Joe, Doncaster.



Research: Child Bereavement service.

Task 1: Imagine you are helping a friend through the grief process. Write at least 1 detailed paragraph explaining how you would help them.

Success Criteria

- Think carefully how to start it
- Try to explain the grief cycle to them
- Also explain coping strategies

Possible sentence starters...

I'm so sorry for your loss...

The grief cycle is...

When you feel ...(emotion)... something that may help is...

Task 2: Create a mind map for the child bereavement service

Success criteria...

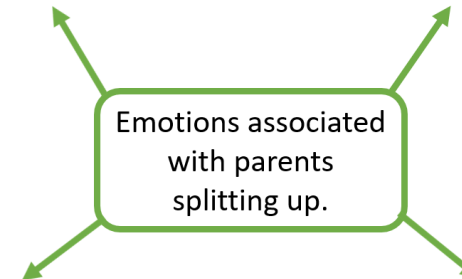
- Who is the service aimed at helping?
- What do they do? Be specific
- Where can people get support from? (internet/in person etc.)
- When was the service started?
- Why is it an important service?
- How have they helped people? (case study?)



L23 – Dealing
with divorce
and parents
splitting
up/problems
with parents.
Bk 1 15.3 p80-
81 Bk 2 1.2
P8-9



Silent Starter: Why might children experience
grief if their parents split up?



Green pen after video.

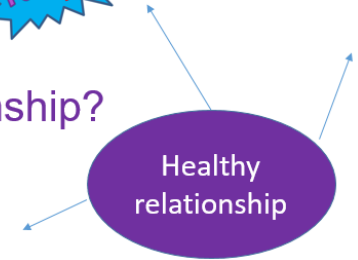
				<p>Task: Write Erica's reply to Rashida</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none">- How is it connected to grief?- Advice on how to deal with divorce- Advice on how to deal with the loss- In school support that pupils could access. <p><u>Impero confide.MHFA/Head of year.</u> A trusted adult. Young minds</p> <p>In your books create a spider diagram:</p> <p>What are the qualities of a close friendship?</p> <p>L24 – Close relationships Bk 2 2.1 P12-13.</p>
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				<table><thead><tr><th>Friends</th><th>Close friends</th><th>In love with</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table> <div>OR</div> <table><tbody><tr><td>Trust completely</td><td>Like to spend time with them</td></tr><tr><td>Like to be around</td><td>Take an interest in their life</td></tr><tr><td>Think about them every day</td><td>Like to do the same things</td></tr><tr><td>Miss them when not with them</td><td>Like to play games / have fun with them</td></tr><tr><td>Can tell them a secret</td><td>Can talk to them when upset</td></tr></tbody></table> <div>Trust completely – all three Like to be around – all three Think about every day – just in love with</div>	Friends	Close friends	In love with																Trust completely	Like to spend time with them	Like to be around	Take an interest in their life	Think about them every day	Like to do the same things	Miss them when not with them	Like to play games / have fun with them	Can tell them a secret	Can talk to them when upset
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<p>Task 1: Read page 12 “What does being in love mean?” and “How do you know that you’re in love?”. Then write your answer to discussion questions 1 and 2. Read the opinions on discussion question 3 and complete the sentence: I agree with X the most because...</p> <p>Task 2: Read page 13 and “sharing your thoughts and feelings” and complete the 2 write tasks in your book.</p> <p>Task 3: Read page 13 “ask Erica” and write your reply.</p> <p>Extension: Read Jay and Tanya’s dilemma and explain what you think Jay and Tanya should do to sort it.</p>																																

L25 – What makes a healthy relationship?
Bk 2 2.2 P14-15

In your books create a spider diagram:

What do you think makes a healthy relationship?



Here is what some teenagers said when they were asked what quality they valued most in a friend.

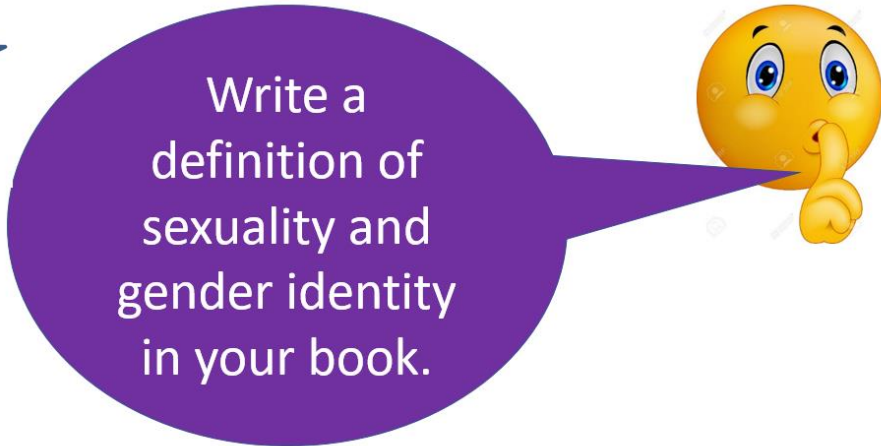



Did you get any of these?

Were there any other ones that you thought of?

			<p>L26 – Unhealthy relationships and feelings of rejection. Bk 2 2.3 P16-17.</p>	<p><u>What makes a healthy relationship? (p.g. 14-15)</u></p> <p>Task 1: Read the information on page 14. Write a paragraph to explain which you think is the most important in a friendship and why. <i>I think ... is the most important quality in a friendship because...</i></p> <p>Task 2: Read Adams story on page 15. What do you think Callum should say to Adam? <i>I think Callum should say...</i></p> <p>Task 3: Read the 10 tips for good relationships on page 15. Pick out the 3 that you think are best and copy them into your book. <i>I think the top tips for a good relationship are...</i></p> <p>ASPIRE: The reason I picked these 3 is because...</p> <p>Extension: Add 2 more of your own tips to the list.</p> <p>Min map in purple pen about What are the qualities of a healthy relationship? Challenge: how might an unhealthy relationship be different?</p>
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				<p><u>Signs of an unhealthy relationship.</u></p> <p>Control. Betrayal. Refusing to discuss. Blame. Physical violence. Jealousy. Threats. Put-downs. Unpredictable.</p> <div><p>The three I think that are most damaging are..... because</p></div>
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				<table><tr><th>Problem</th><th>Solution:</th></tr><tr><td>A friend is lying to you about little things, but you have caught them out.</td><td></td></tr><tr><td>A friend keeps letting you down at the last minute after you have arranged to see them.</td><td></td></tr><tr><td>A friend keeps gossiping about everyone, and it's beginning to annoy you.</td><td></td></tr><tr><td>A friend often interrupts you and speaks over you when you are talking.</td><td></td></tr><tr><td>You told a friend a secret and then found out from another friend that they told them about it.</td><td></td></tr></table>	Problem	Solution:	A friend is lying to you about little things, but you have caught them out.		A friend keeps letting you down at the last minute after you have arranged to see them.		A friend keeps gossiping about everyone, and it's beginning to annoy you.		A friend often interrupts you and speaks over you when you are talking.		You told a friend a secret and then found out from another friend that they told them about it.	
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Summer 1 Autonomy and advocacy	Developing communication skills, clarifying personal values. Boundaries and consent. Sexting. Managing conflict. Introduction to contraception. LGBT+ inclusivity	About sexual orientation, gender identity and diversity in sexual attraction. How to assertively communicate and negotiate boundaries in a relationship. Strategies to assess readiness for	L27 – Your developing sexuality. Understanding gender identity Bk 3 2.1 P14-15. Bk 3 2.3 P18-19	<div><p>Write a definition of sexuality and gender identity in your book.</p></div>												

intimacy and manage pressure in relationships. Skills and strategies to manage conflict. About contraception and how to access support and advice in relation to sexual health. How to manage requests to share intimate images, including when and where to report concerns.

Sex	
Sexuality	
Gender	
Gender Identity	
Cis or Cisgender	
Trans	
LGBTQIA+	
Intersex	



Task 1 Developing Sexuality

A) Page 14: Read and then answer the 3 discussion points.

B) Page 15: Read the 'coming out' article on and answer the 2 discussion questions in your book.

C) Page 15: Copy one of the 'ask Ericas' into your book and write a reply.

Task 2 Gender Identity

A) Page 18: Read and then answer the 2 discussion points.

B) Page 19: Read the 2 stories and answer the 2 discussion questions.

Extension

Create a "gender identity" poster.

Success Criteria:

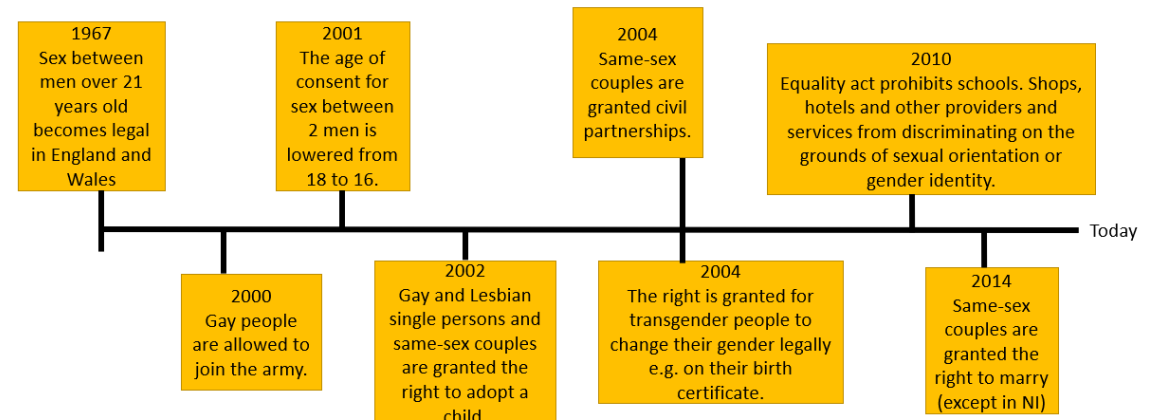
- Include key terms (fact check p.18)
- Some truths
- Make your poster positive and aim to increase other peoples understanding of gender identity.
- Where someone can get support from if they are struggling (p.19)

L28 – LGBT +
rights BK 3 3.4
26-27

Task

- Draw a timeline into your book.
- Stick the statements in in the correct order and add the dates.

Extension: Did any of the dates surprise you? Why?



Task: Create an anti-homophobia poster for school

Success Criteria:

- Explain what homophobia is
- Explain how it effects the victims and why it is wrong
- A positive slogan/message or some flags.
- Include who someone should speak to if they see or are bullied.



L29 – Sex facts and myths/Sex and the law – Bk 1 6.1 P34-35. Bk 1 6.2 P36-37

Reducing the risks of sex



Not all STIs have symptoms
To be safe, always use a condom

For more information
search 'protect against STIs'



Task: Copy and complete the following:

- You can remove the risk of STI's and STD's by...
- You can remove the risk of being emotionally hurt by...
- You can remove the risk of unwanted pregnancy by...

Sex and the law

Task:

- Read the information on page 36.
- For each scenario A-D explain which you would do 1-4 and why.
- Write in full sentences.

For scenario A/B/C/D I would give the punishment of... I would give this because...

Extension: Create a mind map explaining and giving the laws on...

- Age of consent
- What consent means
- Rape and sexual assault
- Indecent Exposure
- Indecent Images

L30 – Giving your consent.
Bk 2 3.1 P18-19. Safer sex contraception
Bk 1 6.3 P38-39

Your turn

Create an information leaflet to explain to another Year 8 student the following.

1. What consent means.
2. The 5 things you should know about consent.
3. How to ask for consent.
4. How to tell if someone is uncomfortable about consent.

Read the information about safer sex on pages 38-39 of book 1.

Create an information poster to summarise what contraception is and what it is for and the 3 examples of contraception given

Success Criteria for each type of contraception:

- What is it?
- Does it prevent pregnancy?
- Does it prevent STI's?
- How do you get it?
- How effective is it?
- Information about it e.g. side effects.

Extension: Copy out each 'Ask Erica' question and write a response to each.

UNIT 8: YOU AND YOUR KNOWLEDGE ABOUT SEX

6.3 Safer sex: contraception

If and when you decide that you are ready to have sex, it is important that you discuss what forms of contraception you are going to use. Although most forms of contraception, apart from condoms, are used by the girl, this should be a joint decision and a shared responsibility.

If you are aged 13 to 16, you have the same rights as an adult to obtain free and confidential advice from a doctor, nurse or pharmacist. They will recommend the best method for you and can supply contraceptives without telling your parents.

There are a number of methods you can use. However, to have the best chance of avoiding catching an STI you should use a condom. Some people use a condom in addition to another method of contraception.

Where can you get condoms?

Condoms are available free from some GP surgeries, sexual health clinics, some young people's services and contraception clinics. If you join the C-Card scheme, you will be able to get free condoms from different centres and pharmacies in your local area. You can also buy them from pharmacies, supermarkets, online and from vending machines in some public toilets.

Always buy condoms that have the British Standards Institution kitemark as a guarantee of their quality and do not use a condom if it is past its sell-by date.

Condom facts

The male condom fits over a boy's erect penis. It acts as a barrier, preventing sperm from entering his partner's body when they ejaculate.

It is made of latex rubber, synthetic rubber or a very thin plastic. It must be put on before the penis comes into contact with the vagina, anus or mouth, and stay on all the time you are having sex. If it splits, tears or comes off, you must stop and put on another one. If this happens, there may be a risk of pregnancy or a sexually transmitted infection.

Once the couple has finished having sex and there is no longer any contact between them, the condom can be removed. A condom can only be used once. When using a lubricant, remember it must be water-based. Oil-based lubricants can stop a condom working.

The contraceptive pill

This is a very effective method of avoiding an unwanted pregnancy. It is 99 per cent effective if taken properly. However, it does not protect you against STIs. The most common form is known as the combined pill, which consists of two hormones – oestrogen and progestogen – which stop a girl from ovulating.

For the combined pill to be effective, a girl must take one at the same time every day. If she forgets to take a pill, she should take it as soon as she realises, even if that means taking two pills in one day and she will still be protected. However, if she misses two or more pills, the pill won't be effective and you will need to use another type of contraception (e.g. condoms).

Having an upset stomach can stop the pill working effectively. If a girl vomits within two to three hours of taking a pill, her body won't have absorbed it. She should take another pill as soon as possible after the vomiting stops. If it continues for more than 24 hours, she should consult a doctor or nurse.

L31 – Sexting
Bk 2 5.3 P34-
35

**Task 1 – copy and
complete the 2
sentences.**

Sexting is...

The law on sexting is.....



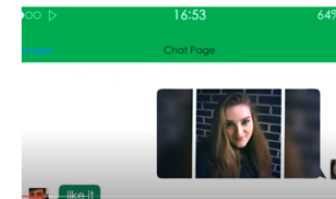
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**Task 2 Consequences of sharing revealing photos and
videos of yourself online.**

Write a paragraph on the
consequences of sending the picture.

Write a paragraph on the
consequences of sharing the picture.

<https://www.youtube.com/watch?v=65aNokVDM08>



				<p><u>Sexting (PAGE 34)</u></p> <p>Task 3: Read Amy's story on page 34 of book 2. Create a table 'agree and disagree' and put the statements into the columns based on your opinion.</p> <p>Extension: The statement I agree with most is... because... The statement I disagree with most is... because...</p>	<p>Task 4: Read the 'what happens next' section and create a list to summarise 'what happens next'. E.g. Your parents report it to the police, the SET team intervenes.</p> <p>Extension: Write a response to the 'Ask Erica' comment on page 35.</p>
Summer 2 Choices and Influence	Maintaining positive mental health. Importance of physical activity.	About the link between physical and mental wellbeing. About the importance of positive and mental health and how to maintain these, including dealing with negative emotions.	L32 – Attending to your wellbeing. Bk 3 13.1 P66-67	<p>Task  </p> <ul style="list-style-type: none"> • Read the newspaper article. Discuss with your partner, why do you think the wellbeing of children has declined in recent years? • Consider these factors: <ul style="list-style-type: none"> ➤ Social media ➤ Appearance ➤ Pressure to fit in with society's expectations ➤ Friendships ➤ School ➤ Gender stereotyping ➤ Family relationships 	

L33 – Signs of stress Bk 2 12.1 p72-73.

What are you doing to improve your wellbeing?



- Complete the quiz on the worksheet provided
- Check your scores using the purple box at the bottom of the quiz
- Discuss with a classmate what you have learned about yourself and what you could do to help yourself.
- Can you offer suggestions for your friend so they can improve their wellbeing?

Personal wellbeing and mental health

What are you doing to improve your wellbeing?

- Having fun.** Doing things that cheer you up is an obvious way of feeling better. How often do you let yourself feel happy, for example by being with friends who make you laugh, or treating yourself with something you like?
a) often, b) sometimes, c) hardly ever/never
- Self-esteem.** Accepting yourself as a person builds your resilience. How good are you at feeling OK about yourself even when you don't achieve your aims, or when you get criticised?
a) pretty good, b) sometimes good, sometimes not, c) not very good
- Eating well.** Your diet is more important for mental health than you may think. Do you:
a) have a balanced diet, b) have slightly too much unhealthy food/drink, c) have a lot of junk food and sugary drinks?
- Sleep.** Not enough sleep, or poor-quality sleep, affects our energy and mood. How is your sleep?
a) good (8+ hours per night), b) average (7-8 hours), c) poor (6 or fewer hours)
- Getting active.** Physical exercise is a mood-booster. Regular walking is just as good as aerobic exercise. How often each week do you exercise for 30 minutes?
a) most days, b) some days, c) rarely/never
- Sharing your feelings.** Talking to someone you trust about how you are makes problems more manageable and builds emotional intelligence. How good are you at sharing your feelings?
a) I often do this, b) I sometimes talk about how I feel, c) I always keep my feelings to myself
- Connecting with others.** We are social beings, so developing good relationships with family, friends and community is vital to our wellbeing. How much effort do you put into your relationships?
a) a lot of time and effort, b) a fair amount of time and effort, c) not much effort at all
- Hobbies and interests.** Learning new skills keeps us mentally alert and interested, and connects us with others. What time do you give to learning new skills or to your existing hobbies?
a) a lot, b) some, c) hardly anytime
- Giving to others.** Kindness and helping others gives us a sense of purpose and strengthens our relationships. Volunteering, helping someone or even just a kind word – every little helps. How much do you give to others?
a) a lot, b) some, c) hardly anything/nothing
- Being aware of yourself and the world.** Practising mindfulness (see Unit 13.2) can help us enjoy the world and manage stress. For example, how much do you really notice what's going on in the present moment – in yourself and in the world around you?
a) I regularly take time to notice things, b) sometimes I stop and notice how I am feeling, c) I always race from one activity to another

What's your score?

What are the signs of stress?

Task: Create a table to show the mental and physical signs of stress.

Then discuss in your pairs what you have come up with.

Add any of theirs that you didn't get to your table.



L34 – What stresses you and coping with stress. Bk 2 12.2/12.3 P74-77



Complete the worksheet.

- Task 1: Look at the list of the top 10 most stressful situations. Rank them in order of the most stressful to the least stressful.
- Task 2: Look at the list of people. Rank them in order from who causes you the most stress to the least.

Extension: Discuss your answers with a partner. Do you agree?

What stresses you?

Task 1

Being late
Public speaking
Exams
Homework
Sports team trials
Being on your own
Being in a large crowd
Being with people you don't know
Being with animals
Fear pressure

Other situations that cause me stress are:

Task 2

Teachers
Best friend
Peer group
Siblings
Strangers
Parents
People who criticise you
Members of the same sex
Member of the opposite sex
Yourself

Give reasons for why you chose #1 and #10

Coping with stress – page 76-77


Task 1: Read the blue box on page 76. Then write in your book which 3 you think would work for you the best to help cope with stress. Explain why for each.

Task 2: Read Caitlin's coping strategies on page 76. Which part of her advice do you think is best? Why? Write your response in full sentences.

Task 3: Complete the 2 tasks in the 'write' box on page 77. You should write your response to each as a full sentence.

Extension: Using the information on page 75, create a timetable for your next week to include some of the ways suggested to avoid stress.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School	School	School	School	School	Lie in	Up early
HW	HW	HW	HW	HW	Walk	Read a book
30 mins walk	Meditate	Catch up with friend	Netball	Family time	Friends	Music

			<p>L35 – Dealing with anger and jealousy and fear. Bk 2 11.1/11.2/11.3 P66-71</p>	<p>Role Play </p> <ol style="list-style-type: none"> 1. Imagine you have a high mark on a test but your friend has got a lower mark. Take it in turns to role play how you might deal with the situation. 2. In pairs, act out a simulation in which a friend tries to help another friend who confides in them that they are jealous in someone. <div data-bbox="1361 571 1601 730"> <p>Would anyone like to act their role play out for the class?!</p> </div>
	<p>Futures BRITISH ARMY CAREERS</p>	<p>Understand how integrity is important for learning and the school community – link to Army careers. Demonstrate resilience by completing a task under pressure Use compassion and empathy to suggest a resolution to a conflict.</p>		<p>Character education Lesson 1 Respect Character Ed Lesson 2 Integrity Character Ed Lesson 3 Resilience Resilience EHO Character Ed Lesson 4 Courage Character Ed Lesson 5 Compassion</p> <p>A focus on the core values in the Army with a variety of tasks to complete along side an interactive cyber attack scenario.</p>

		Understand how the value of compassion can contribute to a healthier society		
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