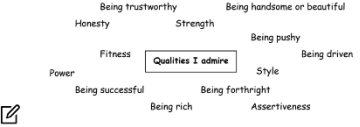


Year 9 – Life skills POS 2023

Half term/Key questions.	Topic	In this unit of work, students learn.....	Lesson title and Collins book reference	Learning check
Autumn 1 – Autonomy and advocacy	Developing self-confidence, risk management and strategies to manage influence.	To think about how to become a responsible teenager. How to manage difficulties and challenges. How to assertively communicate value and beliefs in challenging situations. To focus on how people, make mistakes and how to apologise. To look at what influence's decision making. Exit strategies in risky or dangerous situations and how to access support.	<p>L1 - Introduction RCH PPT</p> <p>L2 – Being responsible Bk 2 1.3 P10-11.</p> <p>L3 – Coping with challenges and changes AND Problem-solving Bk 3 1.3 and 1.4 P10-13</p>	<p><u>Baseline and revisit</u> Life Skills is the subject that teaches young people about..... Life skills is the school subject that teaches young people how to.....</p> <p><u>Baseline and revisit</u> The responsibilities I have now are..... The responsibilities I will have at 18 are..... Three things I will do as a result of this lesson.....</p> <p><u>Written task and role play</u></p> <p>Role play a scene where one of you is Olivia and the other is someone giving her advice.</p> <p>WRITE Write a short statement beginning: 'When times are hard, remember these three key things ...'</p> <p><u>Written task and revisit</u></p> <p>In the centre of your page write down Qualities I admire in a box. Then make a word cloud like the example of Tariq and Stacey's below of the qualities you most admire in other people. Do this in purple pen.</p> 

		<p>To recognise the new opportunities that change can bring.</p>	<p>L4 – Who do you admire? Bk 1 4.2 P24/25</p> <p>L5 – Regrets and saying sorry Bk 1 4.3 P26/27</p> <p>L6 – State management and What influences your decisions? Bk1 10.1 and 10.2 P56-59.</p>	<div><div><div>WRITE</div><div>Think about the person you most admire. Write a short paragraph about what qualities you admire in them, and why.</div></div><div><div><div><div>task</div><div>Task</div></div><div>Using the text, identify the following -</div><div><div>Identify the following from the text.</div><div>Who? –will help you with balanced breathing?</div><div>What? – is responsible for how we perceive the world?</div><div>Give ? – the highest function of the head brain.</div><div>Where? Do we find most of our courage?</div><div>How? – do we need to be before we start to make decisions?</div><div>Why? – is the highest function of the heart brain compassion?</div></div></div><div><div><div>Ranking activity</div><div><div>YOUR CHOICE</div><div>In pairs, look at the following list of things that influence you. Rank them in order of which you think has the most impact on your life, and which has the least. Then compare your answers with another pair. Give reasons for your views.</div><div><div>a) Parents</div><div>b) Siblings</div><div>c) Grandparents</div><div>d) Extended family such as cousins</div><div>e) Close friends</div><div>f) Classmates at school</div><div>g) The internet</div><div>h) Facebook, Twitter, Instagram or other social media sites</div><div>i) Local newspaper</div><div>j) National newspaper</div><div>k) Magazines</div><div>l) Celebrities</div></div></div></div></div><div><div><div>Baseline and revisit</div><div>When saying sorry I think it is important to.....</div><div>Reading</div></div></div></div></div>
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L7 – Youth crime Bk
3 11.1 P56-57.

Reasons young people commit crimes are.....

If you have broken the law and caught the following will happen.....

YOUR CHOICE

Study the cases below. What sentence would you give from the following options?

- a) a discharge
- b) a custodial sentence
- c) a reparation order
- d) a CBO

Case 1 Trevor was arrested for drunken and threatening behaviour towards people in the town centre.

Case 2 Kester was selling MDMA tablets at a festival.

Case 3 Ameena was caught stealing an old lady's purse.

Case 4 Khaled broke into a neighbour's flat and tormented their cat.

Case 5 Toni sprayed graffiti on a bus shelter.

Write down the answers
in full sentences.



Answer

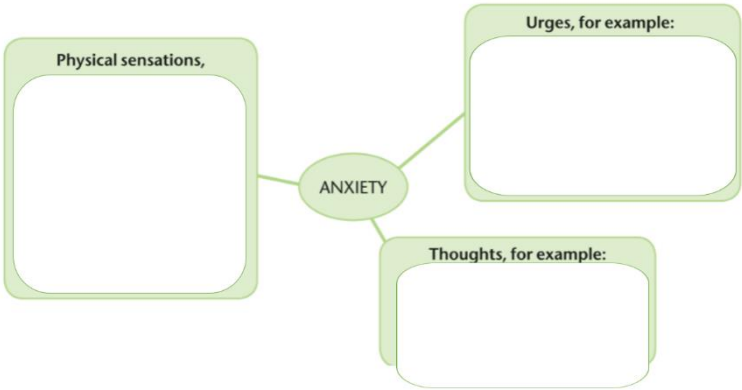
			L8 – Gangs and knife crime Bk 3 11.2 P58-59	<div data-bbox="1151 193 1697 448" data-label="Image"> </div> <div data-bbox="1151 448 1697 560" data-label="Text"> <p><u>Worksheet on Knife crime.</u></p> </div>
Autumn 2 – Choices and influence	Developing empathy, compassion and strategies to access support.	About maintaining mental health and emotional wellbeing including healthy coping strategies. To understand what anxiety and depression is and the common forms in which it presents as a disorder To recognise warning signs of unhealthy coping strategies including self-harming and	L8 – Mental illness – Bk 3 13.3 P 70-71.	<div data-bbox="1055 564 2206 639" data-label="Text"> <p><u>Baseline and revisit.</u> Mental health is</p> </div> <div data-bbox="1084 639 2206 687" data-label="Text"> <p>What words do you associate with each stage?</p> </div> <div data-bbox="1084 724 1697 1023" data-label="Diagram"> </div> <div data-bbox="1055 1043 1594 1326" data-label="Text"> <p>NHS The NHS survey 'Mental Health of Children and Young People in England', published in 2018, suggests that young women aged 17–19 were twice as likely as their male peers to experience poor mental health.</p> <p>Why might this be?</p> <p>I think young women aged 17-19 are twice as likely to experience poor mental health because</p> </div>

eating disorders.
How to access support in relation mental health and emotional wellbeing.
To evaluate the risk of engaging in substance abuse and risky behaviours.

Different names for different problems

Mental health problems are usually defined carefully so that professionals can give people the appropriate care and treatment. These are some of the common mental health problems that can affect children, teenagers and adults:

L9 – Managing anxiety Bk 3 13.5 P74-75.



Worksheet 13.5 Common anxiety disorders	
Anxiety disorder	What you may experience and how you may behave, if you have the disorder
Social anxiety (or social phobia)	If you suffer from social phobia, you are very fearful of social situations, especially where you think you may be judged by others. You are very anxious when you're with other people, and very self-conscious – your thoughts focus on how badly you are coping or coming across. As this causes a lot of distress, you will typically try to avoid or escape from social situations as much as you can, or keep yourself 'safe' by various means (avoiding conversation, looking for escape routes, etc).
Generalised anxiety disorder (GAD)	You are suffering from GAD if you worry excessively about a number of events and activities, and the worry causes you great distress or negative effects such as muscle tension, lack of concentration, poor sleep, irritability, restlessness and fatigue. You are overly concerned about events that you cannot control or predict, and you may avoid such events. You may even worry about the effects of worrying, but you still seem to be unable to stop.
Panic disorder and agoraphobia	If you have recurrent panic attacks, or have had panic attacks in the past, you may have a persistent fear or worry about having attacks in the future. Basically, you are fearful of experiencing fear, and the slightest indication from your body (or mind) that you are fearful can be enough to trigger a 'fight or flight' reaction.

Have a look at the handout on common anxiety disorders.

a) Choose one anxiety condition and describe the symptoms you might experience from physical and the one on ideas.

Baseline assessment activity.



On your own can you complete the statement?

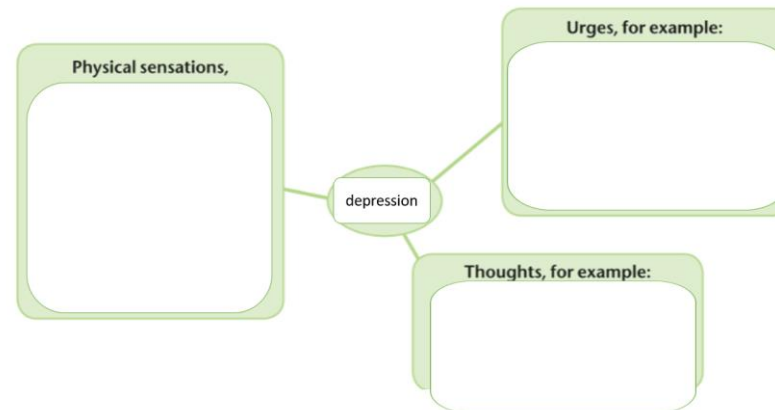
•On a scale of 1-10 how confident do you feel that you know how to manage anxiety?

1 – not very confident.
10 – very confident.



L10 –L11 Managing depression including self-harm. Bk 3 13.6 P76-77. Getting and giving help/mindfulness. Bk 3 13.2 and 13.4 P68-69 and P72-23

Retrieval questions, last lesson, last week.



YOUR CHOICE

Discuss things you can do to help yourself if you are suffering from depression. Design a self-help card and keep a copy of it on your phone. Include a list of the people you can talk to. Put the best person to talk to at the top of the list.

L12 – Rights respecting schools lesson on mental health. **Article 24 – Every child has the right to the best possible health**

L13 – Eating disorders Bk 3 10.1 P54-55.

Students will look at Article 24 and how it relates to mental health world day. They can complete a secondary activity of your choice from the slides.

Retrieval questions, last lesson last week.

Worksheet 10.1a Eating disorders

- Group A Read the section on 'Bulimia' on page 55 and answer questions 1–5.
Group B Read the section on 'Treating anorexia, bulimia or an eating disorder' on page 55 and answer questions 6–10.
Group C Read the section on 'Signs and symptoms that you may have an eating disorder' on page 55 and answer questions 11–15.

Then, in groups of three, with one person from each group, discuss your answers, giving reasons for your group's choices.

Group A – questions on bulimia:

1. Is bulimia an easy problem to spot?
2. Do people with bulimia binge eat?
3. Can bulimia be dangerous?
4. What other problems has bulimia been linked to?
5. What is another problem of bulimia?

Group B – questions on treating anorexia, bulimia or an eating disorder:

6. How should we treat anorexia and bulimia?
7. Can anorexia and bulimia be addictive?
8. Is a diet a long-term solution for these conditions?
9. What is the key to dealing with anorexia and bulimia?
10. Will people suffering from bulimia and anorexia need professional support?

Groups of three
Complete the task.

L14 – Safety at parties Bk 3 5.1 P32-33.

Worksheet 10.1b Eating disorders: case studies

In pairs, read the case studies below and think about the following questions:

- What eating disorder might the person be suffering from in each case?
- When did each eating disorder start?
- What help should each person seek and from whom?

Give reasons for your views.

Brian, Kate and Joe

Sources of support in the front of books for all of the mental health lessons.

Task: Imagine you have been invited to a party in the evening some distance from where you live.

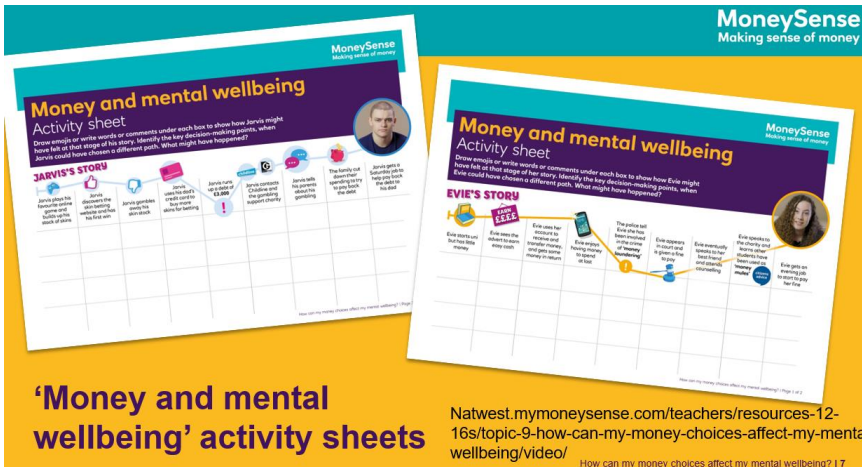
Task: Under the heading 'Reducing the risks at parties', write down 3 things you could do to stay safe whilst at a party

			L15 – Disabilities and learning difficulties. Bk 2 94-95	Students design a school to meet everyone's needs.
Spring 1 Independence and aspirations.	Futures and options.	How to make informed decisions on and sources of advice for GSCE options. How to manage the impact of the media. About saving, borrowing and how to manage money. How to seek help and advice and look at the risks associated with gambling. To identify sources of fraud online.	L16 – JRM. L17 – JRM. L18 – JRM. L19 – Controlling money.PPT RCH NATWEST MONEY SENSE	<p>Students will have a lot of options they are interested in and will have completed the skills assessment on the National careers website. They will also have researched three careers and looked at the pathways for these. They also have the opportunity to look at colleges.</p> <div> <p>Task One: Take the 2 quizzes / interactive activities. You may need to sign up with an account on your school email.</p> <p>https://natwest.mymoneysense.com/challenge/to-buy-or-not-to-buy/</p> <p>https://natwest.mymoneysense.com/challenge/how-do-i-stay-in-control-of-my-money-quiz/</p> <p>Task two: Rank the different advertisement types from favourite to least favourite. Explain why your favourite is your favourite and why your least favourite is your least favourite.</p> </div> <p>Your turn.</p> <p>Design an advert for a product using one of the persuasive techniques that you have found out.</p> <p>OR</p> <p>Write a paragraph about an advert that you know about and how persuasive techniques have been used.</p>

L20 – Money and
mental health PPT
RCH. NATWEST
MONEY SENSE

Three things that might have an effect on mental health are:

- Gambling.
- Money mule schemes
- Unmanageable debt

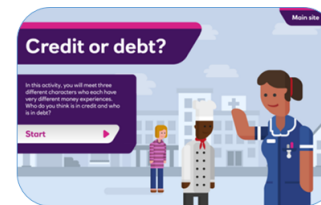


L21 – Credit and debit PPT RCH
NATWEST MONEY SENSE

<https://natwest.mymoneysense.com/challenge/credit-or-debt/>

MoneySense
Making sense of money

Before this lesson, please complete the 'Credit or debt?' interactive activity at home.



Pay now or later? Activity sheet

MoneySense

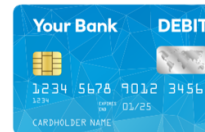
Learning objectives/intentions:

1. Pupils know which different payment cards are suitable to use in different situations.

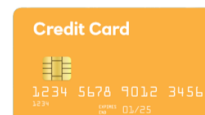
Look at all the different cards below. Identify how each card works using the following options:

- Pre-paid
- Money is taken out of your account immediately
- You must pay this off within a certain time frame or you will be charged interest

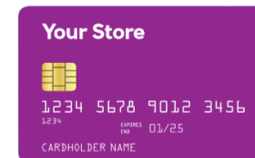
CASH/DEBIT CARD



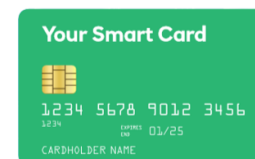
CREDIT CARD



STORE CARD



SMART CARD



L22 - Gambling and
online fraud Bk 3
14.1/14.2 and 14.3
P78-83.

1.What is the meaning of the word
gambling?



2. How many different types of
gambling can you think of?

What is the legal age for:



1.Gambling in a casino?

2.Gambling online?

3.Taking part in the national lottery?

Reasons why young people gamble

Page 123-124

Read through the different types of methods used to carry out identity thefts.

Complete the Activity on page 124.



ACTIVITY

Use the information on the 10 different methods used to carry out identity theft (physical, digital and social) to draw a two-column table with method of fraud in column one and how to prevent the fraud in column two.

In pairs or groups, complete the table by adding at least two tactics to stop the intentions of the fraudsters. The first one has been done for you in the example below:

METHOD OF FRAUD	TACTICS TO STOP THE FRAUD
Bank card skimming	Don't let anyone take your card away to make a purchase. Always cover your hand when putting your PIN into an ATM to withdraw cash.
Bank card	

L23 – Social media
and body image. Bk3
9.1 p52-53

With the development of social media, there is more pressure than ever for young people to conform to a certain image. At every moment of the day, you can see other people's posts, selfies and photos and know that they will be looking at yours and forming opinions about you.



<https://www.youtube.com/watch?v=z2T-Rh838GA>

<https://www.youtube.com/watch?v=bM7PfzSt2-Y&list=PLct19d3Dm92mmMNnQg1fVWX7ctmwXCHQ-9&index=7>

				<p>YOUR CHOICE</p> <p>1. Read through the list of digital techniques that can improve the way a model looks in a photo. Which do you think are acceptable? Which are not? Give reasons for your views.</p> <ul style="list-style-type: none"> a) Changing the lighting on a model's face or body. b) Changing the skin tone of a model to make them more or less tanned. c) Adding 'makeup' to a model digitally to make them look more attractive (for example, smoothing skin or adding colour to the lips). d) Changing a model's hair to give them a different look. e) Changing how fat or thin a model looks by digitally altering their waistline. f) Making a male model look more muscular than he really is. g) Changing the colour of a model's eyes. h) Changing the size of a model's eyes, nose or lips. i) Making a model's legs longer or thinner. j) Smoothing out a model's skin tone and removing blemishes and wrinkles. <p>2. What other possible digital changes can you think of that would be acceptable or unacceptable?</p> <p>RESEARCH</p> <p>In 2011 a project from Global Democracy and Idea 9 suggested that there should be a global international standard disclaimer to say when a photograph has been digitally enhanced. Using the internet, research this disclaimer. Do you think this is a good idea? Give reasons for your views.</p>
Spring 2 Autonomy and advocacy	Healthy, unhealthy relationships. Consent. Attitudes to sexuality.	The features of a healthy intimate relationship, including that they should be equitable and pleasurable. Recognising healthy and unhealthy relationship behaviours	L24 – Different types of partnerships. Bk 3 8.1 p48-49.	<div> <div>YOUR CHOICE</div> <div>WE Do</div> <div>DISCUSS</div> <div>YOU Do</div> </div> <p>1. Discuss why you agree or disagree with the opinion below.</p> <p>‘Living together is a good way to have some of the benefits of marriage without the formal and legal commitments of marriage.’</p> <p>2. Read Anil's and Krishna's views on arranged marriages below. What do you think?</p> <p>‘Arranged marriages take the stress out of finding a partner, and strengthen the bonds between the two families. Love between husband and wife slowly grows, which makes for a more stable relationship.’ Krishna</p> <p>‘Arranged marriages reduce your choice. If you really dislike the person your family has chosen, you are sentenced to a life of misery.’ Anil</p> <p>1. Discuss the different views about marriage given above. What are your own views?</p> <p>2. Why do you think young people are choosing not to marry or to marry later?</p>

including grooming and child abuse. About stable committed relationships and features of family life.

- A marriage is ... *the legally recognized union of two people as partners in a personal relationship*
A reason why someone may want to get married is *the relationship is more stable as you can't just leave so it is a more stable background for children to be brought up in*

- A civil partnership is...
A reason why someone may want to have a civil partnership is....

- Cohabiting is.
A reason why someone may want to cohabit is.....

- An arranged marriage is.
A reason why someone may want to have an arranged marriage is.....

The new law brought in Feb 2023 is in the Power Point. Age raised to 18 for marriage and civil partnerships in England and Wales.

L25 – What makes a relationship work?
Bk 3 8.2 p50-51.



There are lots of different types of Relationships.



Write down as many different types of relationships that you can have with other people that you can think of. E.g. Friends



				<div>Building explanation and evaluation skills...</div> <div><p>1) "Committed relationships are good for your health" Copy out the statement. Give two reasons why some may agree with this statement and two reasons why some may disagree.</p><p>2) Create a mind map of the best things about a committed relationships. Use the ideas from the textbook but try to think of some of your own. Complete the following sentence: I think the best thing about being in a committed relationship is... The reason I think this is better than the other good things is because....</p><p>2) Create a mind map of tips to maintaining a successful relationships. Use the ideas from the textbook but try to think of some of your own. Complete the following sentence: I think the best tip for maintaining a successful relationship is... The reason I think this is more important than the other tips is because....</p><p>Extension: Write a text message conversation for both the discuss scenarios on page 18.</p></div>
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Summer 1
Choices and
influence

L26 – Grooming Bk 2
5.2 p32-33
REAL LOVE ROCKS
RESOURCE

Match the meaning worksheet.

Activity 1
Match The Meaning
Definition Cards

Extremism

When people have very strong views, these could become extreme, they could have certain beliefs or ideas about politics, religions or culture which are hateful or dangerous or against the law. Extremists may use harmful behaviour, like hate, violence and fear, sometimes even acts of terrorism. Terrorism may be carried out by anyone young or old, any gender, any race, they may use politics, religion or culture to make it seem like violence, hate and discrimination are Ok.

Radicalisation is when someone starts to extreme views, they could be pressured by some behaviours, in person or online, to do illegal thing their own beliefs and behaviours.

Case Studies

F

UMAR - 12

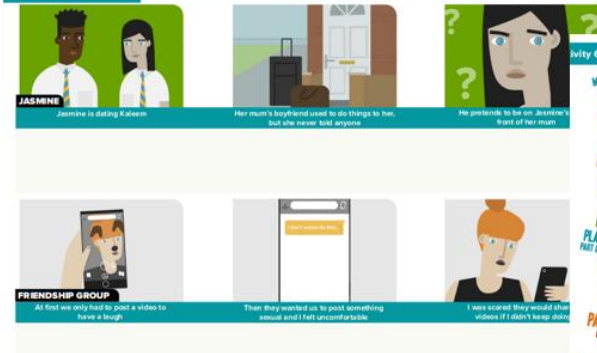
Umar attended an after school club. Over a period of time Umar was shown a lot of violent images and videos at the after school club. Umar felt shocked and confused by what he saw.

Task – Glue in the storyboard

What impact could being groomed have on them?
Who could they go to for help and support?

Activity 5

Grooming - Storyboards



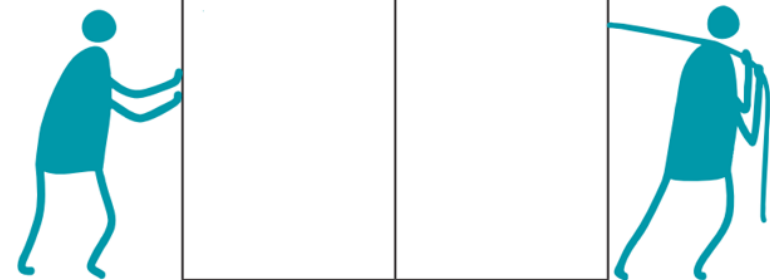
Activity 6

Grooming Behaviours



Activity 12

Push & Pull Factors



Push factors are things that drive the child to detach from people who keep them safe. This, in turn, leaves them vulnerable for exploitation and abuse. Pull factors are actions that lure the child in.

	<p>Developing decision making, risk management and supports seeking skills. Sexually transmitted infections. Contraception.</p>	<p>How to make informed decisions about sexual health and access reliable support and advice. About Sexually transmitted infections and how to reduce the chances of transmission. How to choose and access contraception. About the consequences of unplanned pregnancy and how to access support.</p>	<p>L30 – (Contraceptive kit available.) Bk 2 4.1 P24-25 Contraception</p>	<h2>DIFFERENT TYPES OF CONTRACEPTION</h2> <p>Barrier methods stop sperm from reaching the egg.</p> <p>Hormonal methods stop eggs being released from the ovaries.</p> <p>Barrier methods protect you more from STI's but not 100%.</p> <div data-bbox="1137 689 1939 1142" data-label="Image"> <p>The infographic is titled 'CONTRACEPTION' in a green banner. It displays 12 different contraceptive methods arranged in a grid-like fashion. At the bottom, there is a row of condom packaging labeled 'Condoms'. The methods shown are: Emergency pill (orange pill), The pill (green and white pills), Intrauterine system (IUS) (white T-shaped device), Sterilisation (blue coiled tube), Natural family planning (circular diagram with phases), Vaginal ring (orange ring), Intrauterine device (IUD) (white T-shaped device), Contraceptive implant (small white rod), Contraceptive injection (syringe), Contraceptive patch (white patch on a hand), Caps and Diaphragms (tan diaphragm), and Condoms (various colored condom packages).</p> </div>

L30 – Symptoms of STI's. Bk 2 4.2 P26-27
L31 – Sexual Health clinics Bk 2 4.3 P 28-29

L32 – Pregnancy and what to do. Bk 3 7.1 and 7.2 p40-43

RESEARCH ■ Use the computer to find out what the symptoms are for each of these diseases and any possible testing and treatments.

■ <https://lancashiresexualhealth.nhs.uk/sti-information/>

STI name	Symptoms	Testing and treatment

How does pregnancy happen?

- Using the information at the top of **page 40 in book 3**, answer the following questions.

1. What has to come into contact with an egg for pregnancy to occur?
2. When is a woman most likely to get pregnant after vaginal sex?
3. What happens during (answer to Q2)?
4. How long can sperm survive inside a woman's body for?

How does pregnancy happen?

To become pregnant, semen (containing sperm) has to come into direct contact with an egg. This can happen through vaginal sex or through a fertility treatment such as IVF, and occasionally by sperm coming into contact with a girl's or woman's vagina.

You are most likely to become pregnant around the time of ovulation. This is when an egg is released from one of the ovaries and travels down the fallopian tube to the womb. Ovulation usually occurs about 14 days after the first day of a girl's period, but some girls have shorter cycles so it can be earlier.

Although the egg only lives for about 24 hours, sperm can survive inside a woman's body for up to seven days. The 'fertile window' can therefore be up to 8 days long.

What to do if you are pregnant



- What are your 3 options?

1. keep the baby

2. terminate (end) the pregnancy

3. go through with the pregnancy and have the baby adopted

L33 – Teenage
parents Bk 3 7.3
p44-45
(documentary?)

Teenage mum

What she needs to do for her child:

- 1.
- 2.
- 3.

What she needs to do for herself:

- 1.
- 2.
- 3.

What she needs to do for her partner:

- 1.
- 2.
- 3.

Teenage dad

What he needs to do for his child:

- 1.
- 2.
- 3.


What he needs to do for himself:

- 1.
- 2.
- 3.

What he needs to do for his partner:

- 1.
- 2.
- 3.

Extension: Write a letter giving advice to a teenager who has just had a baby.

			<p>L34 – Good parenting Bk 3 7.4 p46-47</p>	<div> <div>Task </div> <div>Split your page into 4 sections and label:</div> <div> <div>Baby</div> <div>Toddler</div> <div>Primary School Age</div> <div>Adolescence</div> </div> </div>
Summer 2 Choices and Influence	Cancer awareness. First aid revisit.	About health prevention measures such as immunisations, cancer awareness and the importance of self-examination. To revisit and further develop first aid and lifesaving skills.	<p>L35 – Immunisations/health checks and allergies. Bk 2 9.1 and 9.2 p54-57</p>	<p><i>Copy down and complete.</i></p> <p>Aged 12-13 the HPV vaccine is given to protect against.....</p> <p>Aged 14+ the 3 in one teenage booster vaccine is given to protect from</p> <p>The <u>MenACWY</u> is also given to protect against.....</p>

The influence of the portrayal of sex in the media including pornography, on self-concept, relationship values and expectations. Factors that may affect the capacity to consent.

Worksheet 9.2 Allergies

1. Read the statements below and decide which are true and which are false.

Statement	True	False
1. You can catch asthma off other people.		
2. Playing with dirt can be good for children as it activates their immune system and they get fewer allergies later in life.		
3. Doctors have a vaccination that can cure you of nut allergies.		
4. A wasp sting is less likely to cause anaphylactic shock to a person than a bee sting.		
5. Eczema is contagious, so you should always wash your hands if you have it.		
6. Allergies are always hereditary – if one of your parents has an allergy, you will have it as well.		
7. Hay fever is worse in the summer.		
8. Asthma is worse in big cities that have air pollution.		
9. You should never use another person's inhaler – you don't know what is in it.		
10. Hay fever can be treated with medicine from a pharmacy to reduce its effects.		

L36 – First aid revisit
– Bk 1 20.1 P 96-97.

CPR dolls in Life skills cupboard x15 of them.



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

1. If not already done so practice CPR using the mini resuscitation Annie dolls. Watch the video again if it helps.
2. Use this website to produce a leaflet explaining how to give CPR.

Success criteria.

1. What does CPR stand for.
2. Explain how to approach a casualty.
3. Explain how to ask for help.
4. Explain how to give CPR.
5. Explain what to do next.



**Call
Push
Rescue**
bhf.org.uk/cpr

			<p>L37 – Cancer awareness. PPT needs to be made to compliment GCSE Biology.</p> <p>L27 – What influences your attitude to sexuality and gender? (pornography) Bk 3 2.2 P16-17</p> <p>L28 – Am I ready for sex and teenagers' experiences. Bk 2 3.2 and 3.3 P20-23</p> <p>L29 – Child abuse. Bk 2 5.1 P30-31.</p>	<p>This is covered in the Autumn term of Year 10.</p> <p>Covered in Year 8 and will be covered again in Year 10.</p>
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