Name:	Form:

Personal Development

Year 11

Spring Term 1:

Health and Well-being:

Independence

Ground rules

1

2

3

4

5

6

7

8

Date:

Lesson 1: Emotional well-being

On a scale of 1-5 **circle** how do you feel about your learning this year?

1	2	3	4	5
I am not positive at all about my learning this year.		I am positive about some areas of my learning and not positive about others.		I am totally positive about my learning this year.

Use this space to say why you have responded in this way.

Being healthy

Highlight which parts of Logan's diary show areas of concern?

- **7am** Logan's alarm goes off and he wakes up after a good night's sleep. He checks his phone for messages and to see what's happening on social media sites.
- **11:00** Logan found it hard to concentrate in chemistry; he didn't really understand what was going on. It's break time and he's starving so he gets a sausage roll from the canteen.
- **15:30** Logan and Matt walk home via the chippy, where they get a massive portion of chips to share. Matt lives nearby and comes back to Logan's house for a few hours.
- **18:00** Logan's Dad has made pasta salad and there's more than enough for Matt as well. But after their chip feast they're not hungry, so after briefly pushing food around their plates they head back up to Logan's room.
- **19:00** Matt heads home and Logan gets out his homework. When he tries to start his chemistry assignment he realises just how little he'd understood in class. It's not due in yet, so he'll leave it for now. He logs onto his computer.
- **21:30** Logan's exhausted and crawls into bed with happy thoughts of football but a niggling gnawing feeling about all the things he didn't understand in class today.

Highlight which parts of Celia's diary show areas of concern?

- **08:00** Celia takes one last look at herself in the mirror and wants to cry. That's how she feels most of the time lately. She grabs an apple to eat for breakfast and heads for the bus. She calls a quiet goodbye to her parents who are arguing quietly, thinking she won't notice. They don't notice Celia leaving.
- **13:00** Celia spends her lunchtime in the library. Her friends asked if she wanted to go to the top field where everyone was playing football, but she likes chemistry and wanted to get started on her assignment. She chucks her sandwiches in the bin; you're not allowed to eat in the library and she wasn't hungry anyway.
- **15:30** Celia found it hard to focus on maths at the end of the day. She was a bit distracted, worrying about what was going on at home.
- **19:00** At the dinner table her parents are both forcing smiles – so Celia joins in with a fake smile too. They push their food around their plates for a few minutes but the smell is making Celia feel sick. No one says anything when, having hardly eaten a thing, Celia heads back to her room and her homework.
- **21:00** Celia finishes her homework and goes online. She fakes a smile and takes a selfie. She gets likes and comments from friends who tell her she's losing weight. She cries, quietly, as she falls asleep.

Think about YOU. What does your 'diary' show? Write a few points down about what you will do to ensure your emotional health improves even further.

Further support: need help or guidance?

If you have questions or concerns about your experience of drug and alcohol safety, you can always speak to your parent or carer, your Head of Year or Student Manager, a trusted adult or a teacher in school, for more advice and support.

There are lots of places to get advice about emotional wellbeing or to discuss feelings.

ChildLine:
www.childline.org.uk Phone: 0800 1111
Young Minds:
www.youngminds.org.uk
Samaritans:
www.samaritans.org Phone: 116 123
In a crisis, text 'Shout' to 85258

Date:

Lesson 2 and 3: Recognising mental ill-health and when to get help

On a scale of 1-5 **circle** how much you know about mental ill health.

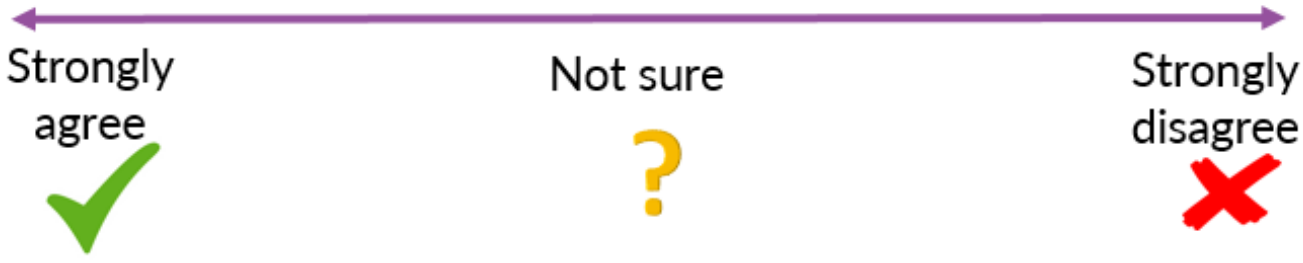
1	2	3	4	5
I know nothing about mental ill-health.		I know some bits about mental ill-health.		I know lots about mental ill-health.

On a scale of 1-5 **circle** how much you know about where to get help for mental ill health.

1	2	3	4	5
I know nothing about where to get help for mental ill health.		I know some bits about where to get help for mental ill health.		I know lots about where to get help for mental ill health.

First thoughts

"People only need help with their mental health when they tell people they need help."



Justify your opinion:

Video Clip Topic	Signs that might mean someone has this mental health issue	Strategies and treatments	Ways others can help
Depression			
Anxiety			
Stress			

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Draw your bucket…is it small? Big? Overflowing? What impacts your water level? How do you release the water?

Read the scenarios on the PowerPoint and consider:

1. What could be happening in this situation?
2. How might the person explaining the situation be feeling?
3. What could the person do in the situation? What would be the first steps to getting help?

Revisit your response

"People only need help with their mental health when they tell people they need help."

Strongly agree ✓

Not sure ?

Strongly disagree ✗

Write a comment adding to, or editing your opinion from the start of the lesson

Justify your opinion:

Further support: need help or guidance?

If you have questions or concerns about emotional wellbeing, you can always speak to your parent or carer, your Head of Year or Student Manager, a trusted adult or a teacher in school, for more advice and support.

There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

ChildLine:
www.childline.org.uk Phone: 0800 1111
Young Minds:
www.youngminds.org.uk
Samaritans:
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In a crisis, text 'Shout' to 85258

On a scale of 1-5 **circle** how much you **now** know about mental ill health.

1	2	3	4	5
I know nothing about mental ill-health.		I know some bits about mental ill-health.		I know lots about mental ill-health.

On a scale of 1-5 **circle** how much you **now** know about where to get help for mental ill health.

1	2	3	4	5
I know nothing about where to get help for mental ill health.		I know some bits about where to get help for mental ill health.		I know lots about where to get help for mental ill health.

Date:

Lesson 4 and 5: Ways to improve your memory and revise

On a scale of 1-5 **circle** how much you know about revising.

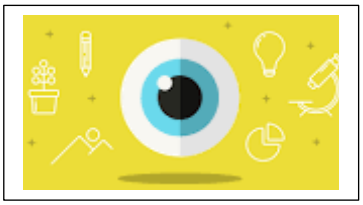
1	2	3	4	5
I know nothing about how to revise effectively.		I know some bits about how to revise effectively.		I know lots about how to revise effectively.

Do not complete the letters until you are told by the teacher.

Verbal learning test.

Trial number…	**The letters I remember are…**
1	
2	
3	
4	
5	
6	

Visual learning test



On a scale of 1-5 **circle** how much you **now** know about revising.

1	2	3	4	5
I know nothing about how to revise effectively.		I know some bits about how to revise effectively.		I know lots about how to revise effectively.

Date:

Lesson 6: Resilience

On a scale of 1-5 **circle** how much you know about resilience.

1	2	3	4	5
I know nothing about resilience.		I know some bits about resilience.		I know lots about resilience.

Define what the term failure means to you.

Where do you think you may experience failure?

How do you feel when you don't do so well at something?

Do you try again or give up? Why?

On a scale of 1-5 **circle** how much you **now** know about resilience.

1	2	3	4	5
I know nothing about resilience.		I know some bits about resilience.		I know lots about resilience.

Further support: need help or guidance?

If you have questions or concerns about your resilience, you can always speak to your parent or carer, your HOY or Student Manager, a trusted adult or a teacher in school, for more advice and support.

You are now at the end of your Spring Term 1 Personal Development work on Health and Well-being: Independence. Please answer the following questions:

1. Have you enjoyed this unit?: Yes No

2. What has made you give that response to question 1?:

3. Is there any other information you would have liked to have received in this unit? (If yes, please indicate what topic you would have liked to have visited.)