Name:	Form:

Thomas Middlecott Academy

Personal Development

Year 9

EQUALITY HEALTH

Spring Term 1:

Year 9

Health and Well-being:

Healthy Lifestyles

Ground rules

1

2

3

4

5

6

7

8

Date:

Lesson 1: Fair and Equal Opportunities to be Healthy

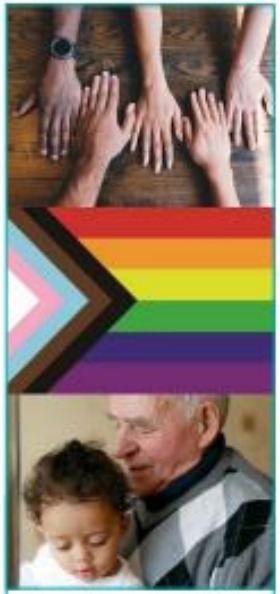
On a scale of 1-5 **circle** how much you know about fair and equal opportunities to be healthy.

1	2	3	4	5
I know nothing about fair and equal opportunities to be healthy.		I know some bits about fair and equal opportunities to be healthy.		I know lots about fair and equal opportunities to be healthy.

(This section is to be used to write any additional information that your teacher requests.)

Resource 1

Timely access to healthcare



Access to care should be **non-discriminatory**

Healthcare should be **affordable** or **free**

Healthcare should be **physically accessible**

Healthcare should be **people-centred**, people should be heard, and be communicated with in a way that is easy for them to understand

Services should be **ethical** and people need to give **consent** to care

People should be able to access **information** and **education** about their health and also to support their health, for example by gaining qualifications that enable them to access safe and rewarding careers

Food security – enough to eat with a range of healthier foods

Access to **housing** that is not overcrowded

Economic security

Working in **safe** conditions

Environmental elements like **safe**, **green spaces**

Community and feeling **connected**

Good **air** and **water** quality

Resource 2

Nina feels stressed about falling behind with schoolwork and she feels quite low.	**Vinnie is reluctant to go to the dentist. When he goes, he usually needs fillings and feels like the dentist blames him.**	**Amirah's feeling low on energy and lonely.**

They aren't taking part in much physical activity or spending time with friends.	The food they eat contains a quite lot of sugar.	The local area doesn't have any free facilities such as outdoor gyms or youth groups, and green spaces don't feel very safe so there's nowhere to socialise.
They live near a small corner shop and don't have a car to get to a bigger shop. Healthier options are more expensive in the corner shop, so they mostly eat ready meals.	They haven't had enough sleep.	They share a room with two younger siblings who sometimes cry at night and keep them awake.

1. What challenges is each of the characters facing in relation to their health and **why**?

Nina's challenges:

Vinnie's challenges:

Amirah's challenges:

Further support: need help or guidance?

If you have questions or concerns about your experience of health inequality, you can always speak to your parent or carer, Head of Year or Year Manager at TMA or a teacher in school for more advice and support.

There are lots of places to get advice about health inequality:

Youth Access
www.youthaccess.org.uk

Childline
www.childline.org.uk
0800 1111

Health Inequalities Toolkit

On a scale of 1-5 **circle** how much you **now** know about fair and equal opportunities to be healthy.

1	2	3	4	5
I know nothing about fair and equal opportunities to be healthy.		I know some bits about fair and equal opportunities to be healthy.		I know lots about fair and equal opportunities to be healthy.

Date:

Lesson 2: Dental Health

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

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

Mind map

Create a mind map around the following question:

‘What can someone do to keep their teeth and mouth healthy?’

Resource 1: Dental health

1. **Which description shows the best steps in caring for teeth each day?**
   - A. *Clean between teeth, brush with fluoride toothpaste, rinse with mouthwash*
   - B. *Brush with fluoride toothpaste, clean between teeth, rinse with mouthwash*
   - C. *Brush with fluoride toothpaste, clean between teeth, spit out excess toothpaste*
   - D. *Clean between teeth, brush with fluoride toothpaste, spit out excess toothpaste*
2. **What makes a good toothpaste?**
   - A. *Recognisable brand name*
   - B. *The right amount of fluoride*
   - C. *Higher cost*
   - D. *All of the above*
3. **If someone has severe dental pain and their dentist is closed for the night they should…**
   - A. *Take some pain killers and wait until it opens the next day*
   - B. *Call their dentist and check if there is an out of hours services*
   - C. *Call NHS 111*
   - D. *Any of the above*
4. **Which food or drink from the options below is the most damaging to teeth?**
   - A. *Whole fruit*
   - B. *Fruit juice*
   - C. *Smoothie*
   - D. *Milk*
5. **Which of the following treatments could be necessary for someone's dental health?**
   - A. *Braces*
   - B. *Veneers*
   - C. *Tooth whitening*
   - D. *All of the above*
6. **Which of the following people is qualified to provide tooth whitening services**
   - A. *Dental nurse*
   - B. *Dentist*
   - C. *Beautician*
   - D. *All of the above*
7. **How can smoking affect dental health?**
   - A. *Slows healing after teeth have been removed*
   - B. *Increases risk of gum disease*
   - C. *Increases risk of tooth loss*
   - D. *All of the above*

Resource 2: Dental health

Dentistry	DH or CP	Dentistry	DH or CP
Having a dental check-up		Getting braces	
Getting veneers (thin pieces of porcelain that cover teeth)		Removal of decayed teeth	
Getting a filling to treat decay		Removing wisdom teeth (the teeth at the back of your mouth)	
Tooth whitening		Scale and polish (when a hygienist removes plaque and tartar from teeth)	
Root canal (treating a dead tooth nerve)		Replacing an existing amalgam (silver) filling with a white filling	
Covering a damaged tooth with a crown			

Resource 3: *Scenarios*.

Bailey

Bailey hasn't been to the dentist in over a year. He hasn't felt any problems with his teeth, so he doesn't think he should go.

He flosses and brushes his teeth twice a day and really tries to avoid sugary foods. Each morning for breakfast Bailey has cereal with milk and some fruit juice. He tries to make as many healthy choices as he can.

Sky

Sky visits the dentist regularly and almost always flosses twice a day before brushing their teeth.

After school Sky knocked a tooth out during an accident at rugby practice and they're pretty sure the dentist is closed! A friend found the tooth and has brought it to them. There hasn't really been much bleeding but Sky's mouth feels really sore.

Jae

Jae drinks lots of cola and coffee and occasionally smokes a cigarette with friends at the weekend. He has developed a stain on his teeth, he's spoken to his friends about it and they have said that they hadn't really noticed.

Jae still wants to get rid of the stains. He's recently bought an electric toothbrush, which has helped a little bit. He hasn't been to the dentist in a while but he did need some fillings last time he was there.

Rhea

Rhea is always careful to brush her teeth daily, and she has decided to only have one soft drink a day, but she has noticed that her gums bleed a bit when she brushes them.

She has never had this before and her mum says that she might be brushing too hard, but Rhea's worried something might be wrong. She went to the dentist a few months ago, but the bleeding has started in the past couple of weeks.

Further support: need help or guidance?

If you have questions or concerns about your dental health, you can always speak to your parent or carer, Head of Year or Year Manager at TMA, a teacher in school or your dentist for more advice and support.

There are lots of places to get advice about dental health:

The **NHS Choices website**
www.nhs.uk
The **Change4Life** website has advice for making healthy choices.
www.nhs.uk/change4life
NHS Direct (Tel: 111) can be called for non-urgent medical issues or for further information.

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

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

Date:

Lesson 3: Change, grief, loss and mental health

On a scale of 1-5 **circle** how much you know about change, grief, loss and mental health.

1	2	3	4	5
I know nothing about change, grief, loss and mental health.		I know some bits about change, grief, loss and mental health.		I know lots about change, grief, loss and mental health.

Resource 1: *Overheard conversation*

Jess: How are things at home now?

Taylor: Not great. Everything is different now they're gone. Nothing is going to be the same.

Jess: I really think you should tell someone how you're feeling.

Taylor: I just don't want to talk about it.

Jess: Miss is probably going to notice something soon though – you've been a bit weird in class lately.

Taylor: If I say something then they'll just call home, and I don't want to stress everyone out more… everyone is so sad already.

Jess: But you're upset too!

Taylor: I'm fine. Just drop it.

Questions for students:

1. What might have happened in Taylor's life?

2. How might Taylor be feeling?

3. What could Jess do to help?

4. Where else might Taylor go for help and support?

Resource 2: *Scenarios*

Jenna's grandma died a few days ago. When her parents told her and her siblings, they all cried, but Jenna didn't. She was really close to her grandma and now feels guilty that she didn't cry like everyone else. She's worried that everyone will judge her at the funeral if she doesn't cry then either.

Meera's parents told her that they were getting a divorce and that they would be moving to different houses. They both keep telling her that it isn't her fault, but she wonders if she could have done more to help them at home and prevented this all from happening. She's starting to feel angry that all the decisions about moving are being made without her – she didn't ask for any of this to happen and just wants her old life back.

Jade's uncle has been struggling with his memory for a while, and recently this has become much worse. When Jade visited him last week, he knew who her dad was, but he didn't recognise her. Jade went home and cried all afternoon. She feels really bad because she wants to see him, but isn't sure she can face the same thing happening again.

Logan hasn't been sleeping well lately. His mum has said that his cousin - who's really unwell at the moment - isn't going to get better. Logan feels confused and really uncertain about what is going to happen in the next few months. He's feeling quite overwhelmed but doesn't want to ask his mum any questions in case he upsets her.

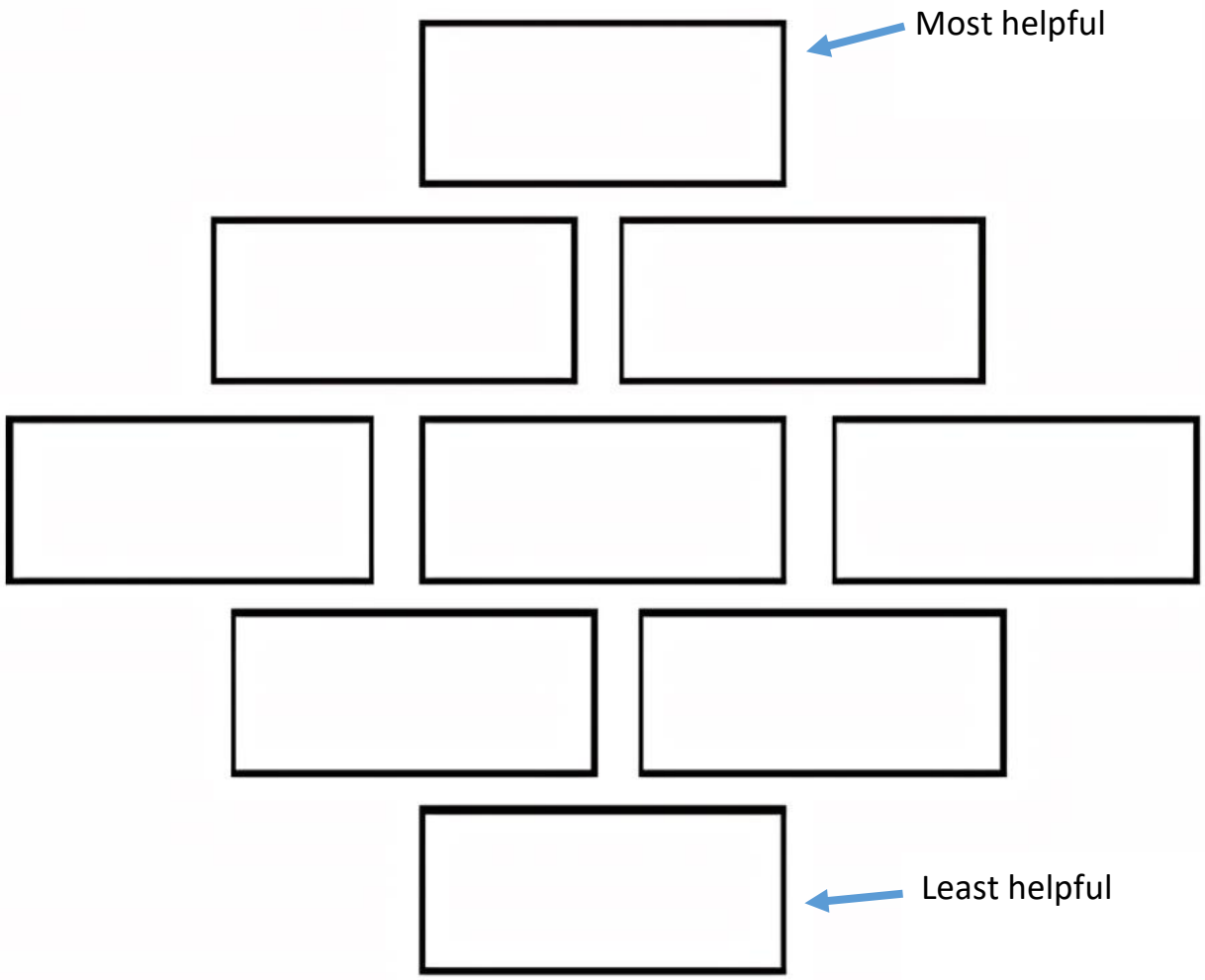
Rai's cat went missing a few months ago. His friends helped him look for her at the weekends at first, but now everyone seems to have just stopped looking. Even his family haven't mentioned the cat for a while. He understands that his cat might never come back, but feels guilty when he doesn't spend time looking for her. It's making him feel really hopeless; he feels constantly drained of energy.

List as many responses to loss as you can.

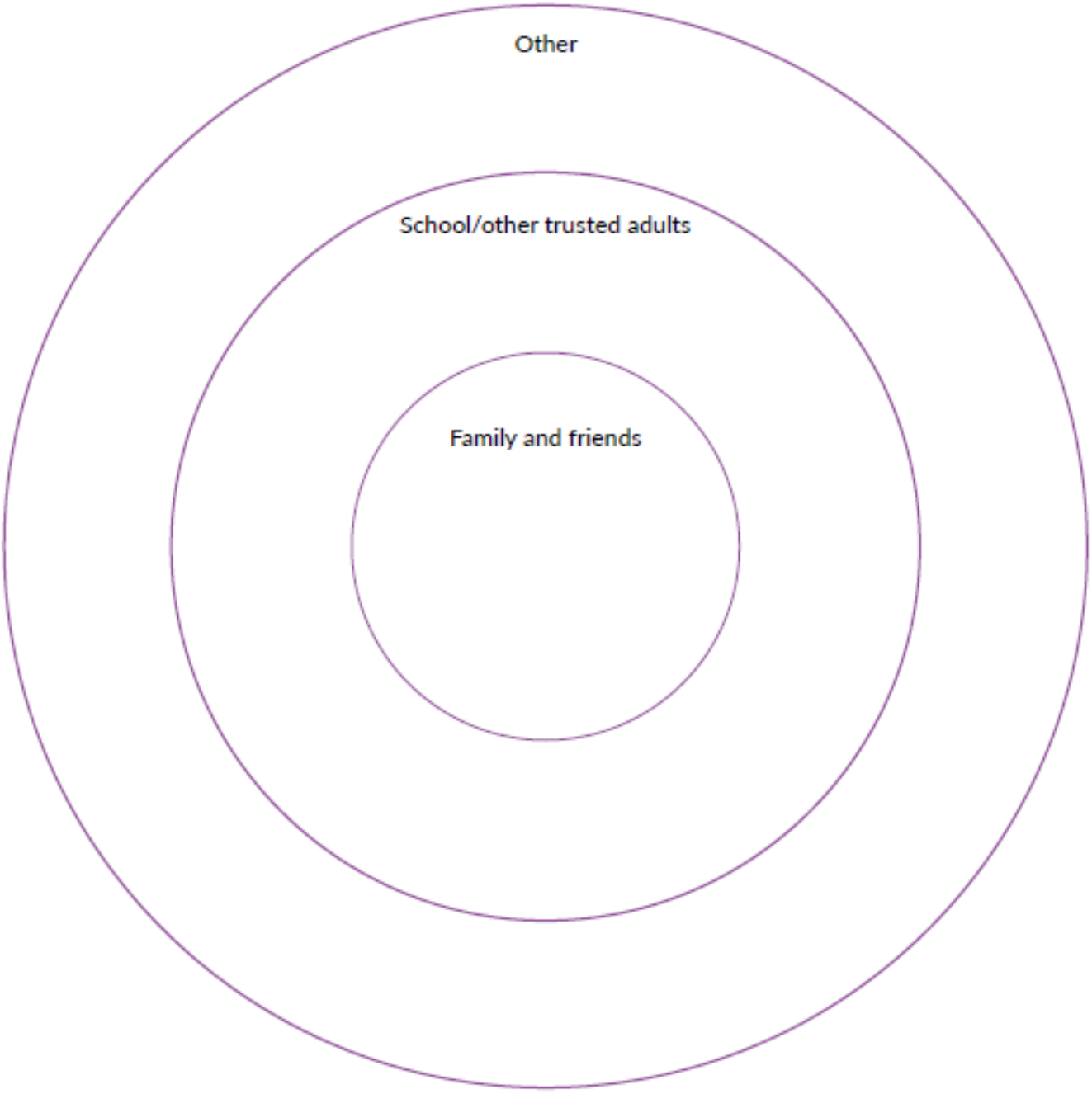
Resource 3: *Diamond 9*

Prioritise the strategies for managing grief, according to which you think would be most helpful for one of the main characters in the previous scenarios.

1. Seek professional help and support, such as counselling	6. Explore ways to express feelings, such as through music, poetry or art
1. Find people who have had a similar 2. experience through support groups, online or offline	7. Establish and stick to a routine (e.g. eat, sleep, go to school, exercise)
3. Create a memory box, scrap book, or similar, to remember good times	8. Talk to a family member, friend, teacher, or other trusted adult
4. Spend time with friends or family socially (e.g. go to the park, cinema etc.)	9. Write in a diary or write a letter to express feelings – this does not need to be sent
5. Cry, scream, shout – express emotions	



Resource 4: Circles of support



Further support: need help or guidance?

If you have questions or concerns about your experience of change, grief or loss and the effect on your mental health, you can always speak to your parent or carer, a teacher or trusted adult in school or your HOY or SM for more advice and support.

There are lots of places to get advice about change, grief or loss and the effect on your mental health.

NHS Support Services
www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/bereavement-and-young-people

Winston's Wish
www.winstonswish.org
08088 020 021
Online chat

Child Bereavement UK
www.childbereavementuk.org
0800 02 888 40
Face to face groups and support sessions

Childline
www.childline.org.uk
0800 1111
Chat to a counsellor online

On a scale of 1-5 **circle** how much you know about change, grief, loss and mental health.

1	2	3	4	5
I know nothing about change, grief, loss and mental health.		I know some bits about change, grief, loss and mental health.		I know lots about change, grief, loss and mental health.

Date:

Lesson 5: FGM

On a scale of 1-5 **circle** how much you know about female genital mutilation.

1	2	3	4	5
I know nothing about female genital mutilation.		I know some bits about female genital mutilation.		I know lots about female genital mutilation.

Resource 1: *Oliver and Amira*

Oliver just had a lesson on FGM in school. It's got him thinking about a conversation he had with his friend Amira recently. Amira was telling him that she went on holiday last year, and had to take part in a special ceremony. Amira said her little sister would go to the same ceremony next year, but then she got a bit upset and didn't want to talk about it anymore. Oliver wasn't worried at the time – he thought that if Amira and her sister were with their family everything must have been fine - but now he's not so sure. He doesn't know what to do.

What do you know or have you heard about FGM?

What could Oliver do?

Why might Amira not want to talk about it?

Resource 2: Myth Busting

Statement	Myth or fact?
1. FGM is part of becoming a woman	
2. FGM is illegal	
3. FGM makes the vagina more hygienic	
4. FGM can lead to medical problems	
5. If it is not cut, the clitoris will continue to grow	
6. FGM is child abuse	
7. FGM is a religious requirement	
8. FGM is an unsafe procedure	
9. If a girl or woman consents to FGM, the person performing the procedure can't get in trouble	
10. If a girl or woman has undergone FGM, nothing can be done to help her	

Further support: need help or guidance?

If you have questions or concerns about your experience of FGM, 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.

There are lots of places to get advice about FGM:

Your doctor/GP

ChildLine:
0800 1111
www.childline.org.uk

NSPCC FGM helpline: 0800 028 3550;
fgmhelp@nspccc.org.uk
Police: 101 (emergency: 999)

Now, think back to the Oliver and Amira scenario from the beginning of the lesson. Answer the following:

What do you now know about FGM?

What help could Amira get for her sister?

What help could Amira get for herself?

What could Oliver do?

On a scale of 1-5 **circle** how much you **now** know about unhealthy coping strategies (self-harm and eating disorders).

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

Date:

Lesson 6: First Aid - CPR

On a scale of 1-5 **circle** how much you know about healthy coping strategies.

1	2	3	4	5
I know nothing about CPR		I know some bits about healthy coping strategies		I know lots about CPR

Work through the lesson material with the teacher and list all the questions/concerns you have below about CPR.

Further support: need help or guidance?

If you have questions or concerns about your experience of cardiac arrests or CPR, or wish to have some more training on delivering CPR, 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.

There are lots of places to get advice about CPR.

Keep your heart healthy:

uk/publications/heart-conditions/keep-your-hearthealthy

The role of the British Heart Foundation (BHF):

bhf.org.uk/about-us/what-we-do

CPR and life saving skills:

0300 330 3311 to talk to a cardiac nurse.

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

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

You are now at the end of your Spring Term 1 Personal Development work on Health and Well-being: Healthy Lifestyles. 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.)