

# Year 8 PDC Booklet

## Mental Health and Wellbeing I



**LIONHEART** EDUCATIONAL TRUST

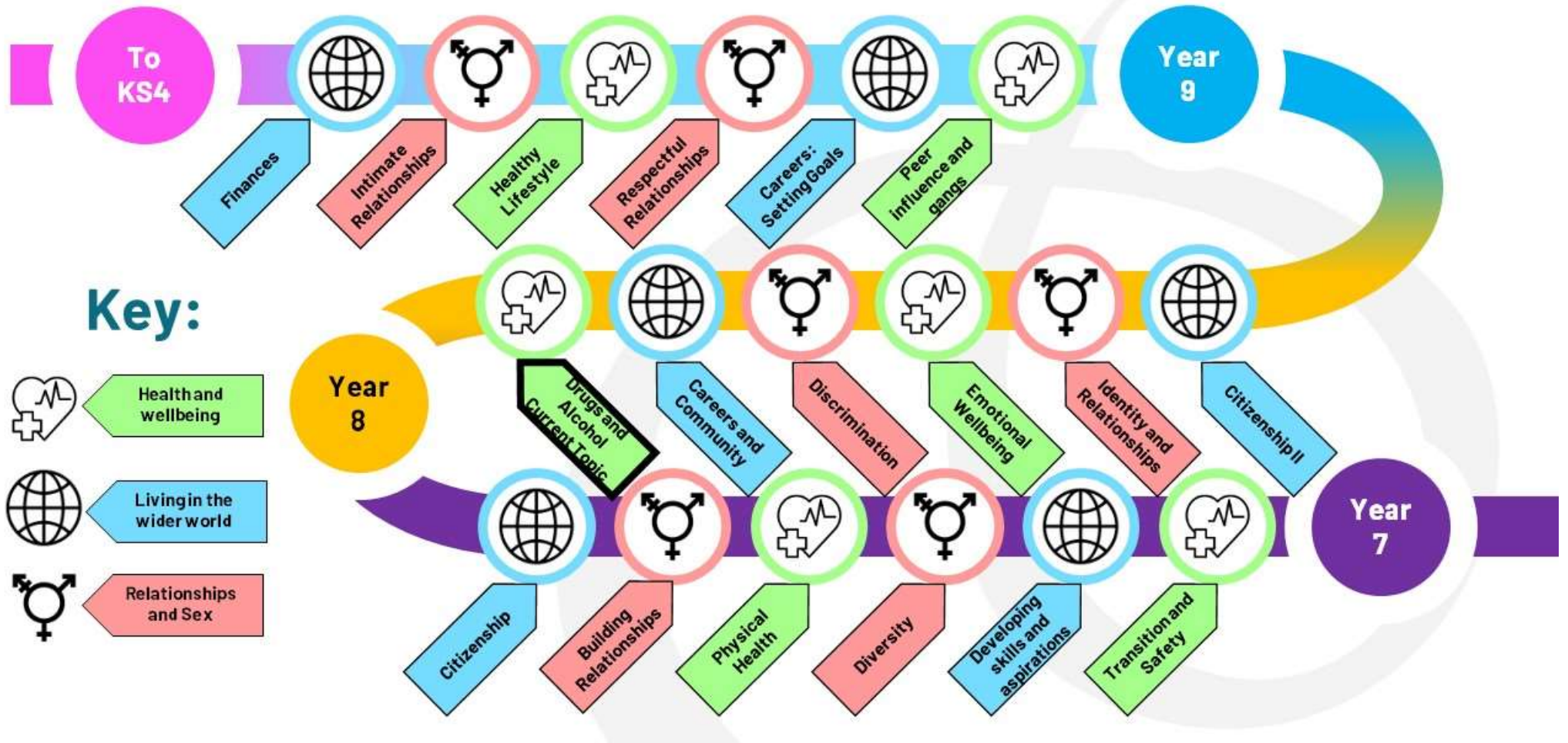
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# Contents

Energy Drinks and Their Dangers.....	5
Risks of Alcohol and Smoking .....	9
Risks of Vaping .....	13
Medicinal and Recreational Drugs .....	18
Using Medication Safely .....	20
Promoting Positive Social Norms.....	23

# Personal Development Curriculum KS3 Learning Journey





## Year 8 – Block 1: Physical and Mental Health Knowledge Organiser



Key Words		Dangers of Energy Drinks		Vaping and the Law
Drugs	A substance that chemically alters your body	<b>Chemical</b>	<b>Danger</b>	<ul style="list-style-type: none"> <li>You must be 18 or over to purchase e - cigarettes or e - liquids in the UK. It also became illegal for an adult to buy e -cigarettes for someone under the age of 18.</li> <li>Although there is no legal restriction on where you can vape in the UK there are local laws and bylaws in force that prohibit the practice. The choice of whether or not to allow vaping is that of the property owner.</li> <li>Vaping generally is not allowed on the underground, planes, buses or trains and train stations in the United Kingdom.</li> <li>Vaping while you drive could land you with up to nine penalty points and a fine of £2,500.</li> </ul>
Caffeine	Caffeine is a drug that occurs naturally in plants like tea, coffee and cocoa. It is added to some medicines to help the body absorb them, and also to some drinks and confectionary	Caffeine	Stimulates the brain and nervous system—can cause insomnia and anxiety	
Nicotine	The addictive, poisonous chemical found in tobacco	Taurine	Offset natural nitrogen balance, decreased metabolic efficiency, kidney strain, stunted	
Tobacco	A preparation of the nicotine-rich leaves of an American plant, which are cured by a process of drying and fermentation for smoking or chewing	Niacin	Liver damage, can cause hypotension and might activate a peptic ulcer	
Stimulant	A substance that raises levels of physiological or nervous activity in the body.	Guarana	High blood pressure, anxiety, glaucoma, osteoporosis, heart problems, diabetes, liver disease	
Depressant	Reducing functional or nervous activity.	Ginseng	Lowers blood sugar—particularly dangerous if you have diabetes	
Vaping	To inhale vapor through the mouth from a usually battery-operated electronic device (such as an electronic cigarette) that heats up and vaporizes a liquid or solid, usually containing nicotine.	<b>Dangers of Vaping</b>		<p style="text-align: center;"><b>Mental and Emotional Withdrawal of Drugs</b></p> <ul style="list-style-type: none"> <li><b>Anxiety:</b> Anxiety, panic attacks, restlessness, irritability</li> <li><b>Depression:</b> Social isolation, lack of enjoyment, fatigue, poor appetite</li> <li><b>Sleep:</b> Insomnia, difficulty falling asleep or</li> </ul> <p style="text-align: center;"><b>Physical Withdrawal of Drugs</b></p> <ul style="list-style-type: none"> <li><b>Head:</b> Headaches, dizziness</li> <li><b>Chest:</b> Chest tightness, difficulty breathing</li> <li><b>Heart:</b> Racing heart, skipped beats, palpitations</li> <li><b>GI:</b> Nausea, vomiting, diarrhoea, stomach aches</li> <li><b>Muscles:</b> Muscle tension, twitches, tremors,</li> </ul>
Medicinal Drug	A substance or combination of substances that is intended to treat, prevent or diagnose a disease	<b>Chemical</b>	<b>Danger</b>	
Recreational Drug	A drug taken for enjoyment, typically illegally, rather than for strictly medicinal purposes.	Nicotine	A highly addictive substance that negatively affects adolescent brain development	
Social Norm	Social norms are shared standards of acceptable behaviour by groups	Propylene Glycol	A common additive in food; also used to make things like antifreeze, paint solvent, and artificial smoke in fog machines	
<b>Where To Go For Support:</b>		Carcinogens	Chemicals known to cause cancer, including acetaldehyde and formaldehyde	
		Acrolein	High blood a herbicide primarily used to kill weeds, can cause irreversible lung damage	
Teachers and School Staff, Parents, Friends, Parents		Diacetyl	A chemical linked to a lung disease called bronchiolitis obliterans aka "popcorn lung"	
NPSCC	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	Diethylene Glycol	a toxic chemical used in antifreeze that is linked to lung disease	
Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>	Heavy Metals	These include nickel, tin and lead which are all poisonous	
NHS Stop Smok-	<a href="http://www.nhs.uk/live-well/quit-smoking">www.nhs.uk/live-well/quit-smoking</a>			

## Retrieval Practice

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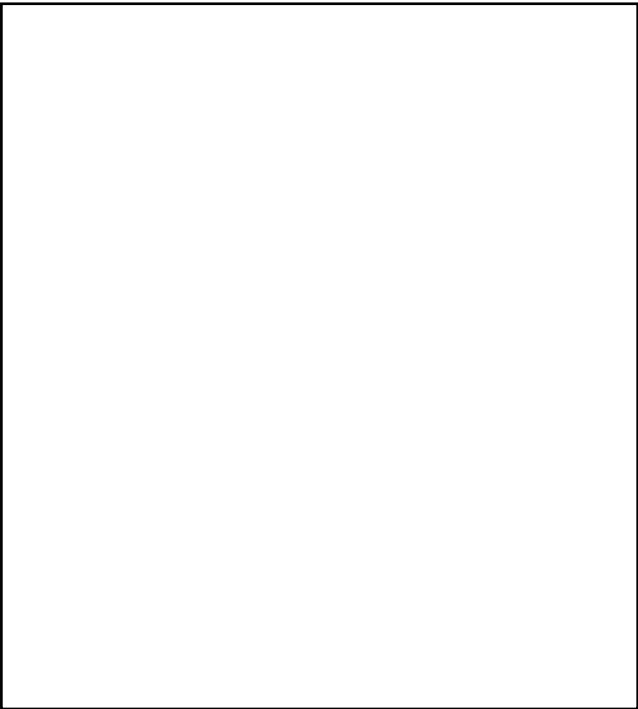
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## Baseline Assessment

- Draw someone who uses drugs
- Now add the drugs they use
- Draw or write what the drugs looks like and how they are used
- Add any ideas you have about why this person uses them
- Add any of the effects of taking the drugs
- Add what the consequences might be for the person using the drugs



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### Task 1: Rate Caffeinated Drinks

	Mug filter coffee
	Energy drink shot
	Milk chocolate bar
	Mug tea
	Small energy drink
	Can of cola
	Plain chocolate bar
	Large energy drink
	Mug instant coffee

### Task 2: Scenario

Jordan started drinking energy drinks as he wanted to make the school first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very 'up and down' and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he felt too tired to do anything.

1. Why is Jordan drinking energy drinks?

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2. How do you think they are affecting his health?

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3. What are the risks if he continues to consume them?

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4. Are there any laws or recommendations on caffeine Jordan should be aware of?

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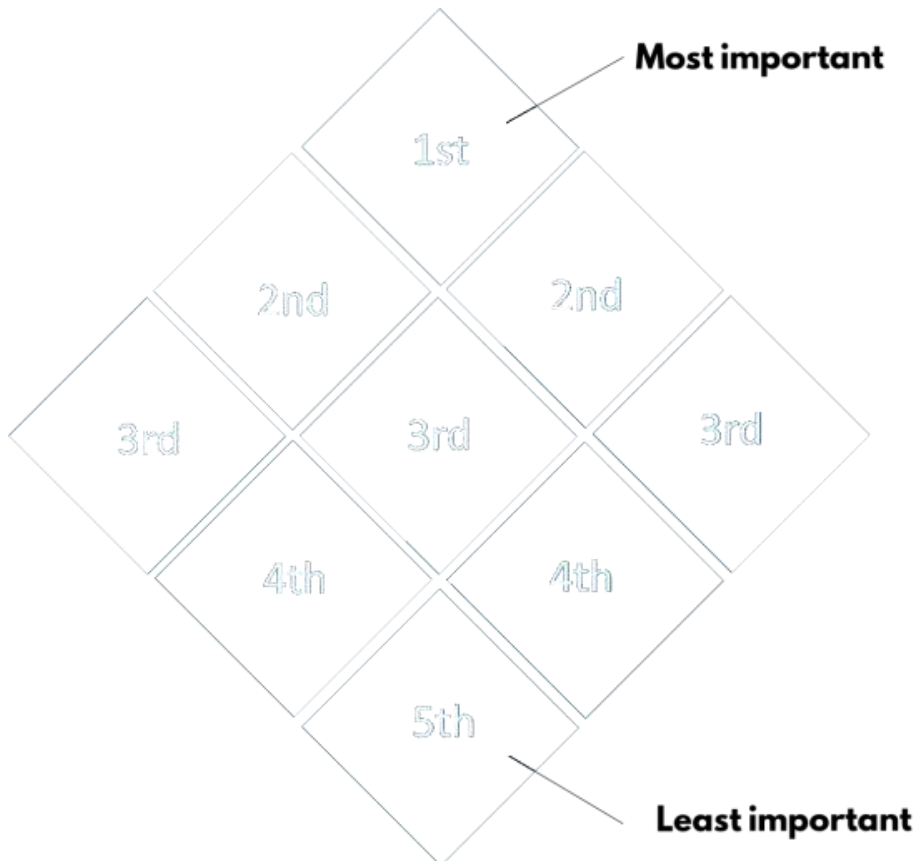
5. What advice could you give Jordan to help him stop drinking energy drinks?

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### Task 3: Diamond 9

Write the number of the statement in the diamond where you think it belongs most. Be ready to justify your answer to your teacher

1. Gradually reduce intake of caffeinated products day by day
2. Switch to decaffeinated or non-caffeine-containing products
3. Establish healthy sleep habits to reduce the feeling of 'needing' an energy boost
4. Switch to healthier energy boosting foods/drinks e.g. fruit or porridge
5. Avoid 'temptation' where possible, e.g. by not going into the shop before school
6. Talk to a trusted adult who can help
7. Avoid skipping meals to reduce the feeling of 'needing' an energy boost
8. Check the ingredients on foods and medicines to see if they contain caffeine
9. Drink more water – staying hydrated helps to maintain energy levels





# Risks of Alcohol and Smoking

## Retrieval Practice

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## Baseline and Endpoint Assessment

Place the numbers on the line for each statement based on how much you agree or not

**STRONGLY AGREE**

**STRONGLY DISAGREE**



1. People overstate the risks of using alcohol and tobacco
2. When people take drugs, they never really know what they are taking
3. Medications have been well evaluated so there are no risks when taking them
4. It is important for people to make their own mind up about taking substances
5. Making healthy choices regarding drugs, alcohol and tobacco is easy
6. Young people like taking risks and find smoking and drinking exciting
7. Young people mostly use drugs because their friends do
8. If adults didn't drink or smoke as much, young people wouldn't either
9. Fewer school children are using drugs, alcohol and tobacco

At the end of the lesson, revisit this and see if your ideas have changed using a different colour pen

## Task 1: Risks of Smoking

Risk	Physical	Mental/ Emotional	Social/ Legal
Tooth and gum disease			
Struggling to exercise or participate in physical activity			
Police can confiscate tobacco products if someone is under 16			
Wanting to smoke more frequently			
Decreased ability to taste and smell			
Harm to sperm, which may lead to infertility			
Increased risk of fires			
Cravings causing stress			
Increased risk of different types of cancer			
Lung and breathing problems e.g. bronchitis			
Others can be affected by second-hand/ passive smoke			
Increased worry about how to give up smoking			
Heart problems e.g. increased risk of heart attack in the future			
Increased risk of experiencing stroke			
Friends not wanting to spend time with someone who smokes			
Increased worry about some of the physical and social risks			
Smoking tobacco leads to clothes, hair and fingers smelling of cigarette smoke			
High blood pressure			
Spending money on costly cigarettes means less to spend on other things			
Low confidence if struggling to quit smoking			
Stale breath and stained teeth			
Wrinkling of the skin			
Some people find smoking unattractive in potential partners			
Nicotine cravings can reduce concentration between cigarettes			

## Task 2: Spotting Influence

For each of the following scenarios, write your ideas as to what the influence is:

1. I've never smoked anything before but my dad used to smoke cigarettes and is trying to quit. The other day, I found one of his e-cigarettes and thought I might give it a try.

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2. I've known for a while that a friend smokes. Yesterday they offered me a cigarette on our walk home from school. The rest of our group tried one and then it felt like it was my 'go'.

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3. Last week, I was at my best friend's party and walked into his older sister's bedroom. The air was full of smoke and she and her friends were all sitting in a circle smoking. They invited me to join them.

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4. I went to my auntie's wedding which was held at a shisha bar. My cousin called it a "hookah lounge" and said they are part of our cultural heritage. There was a hookah at each table. Lots of people were smoking from them.

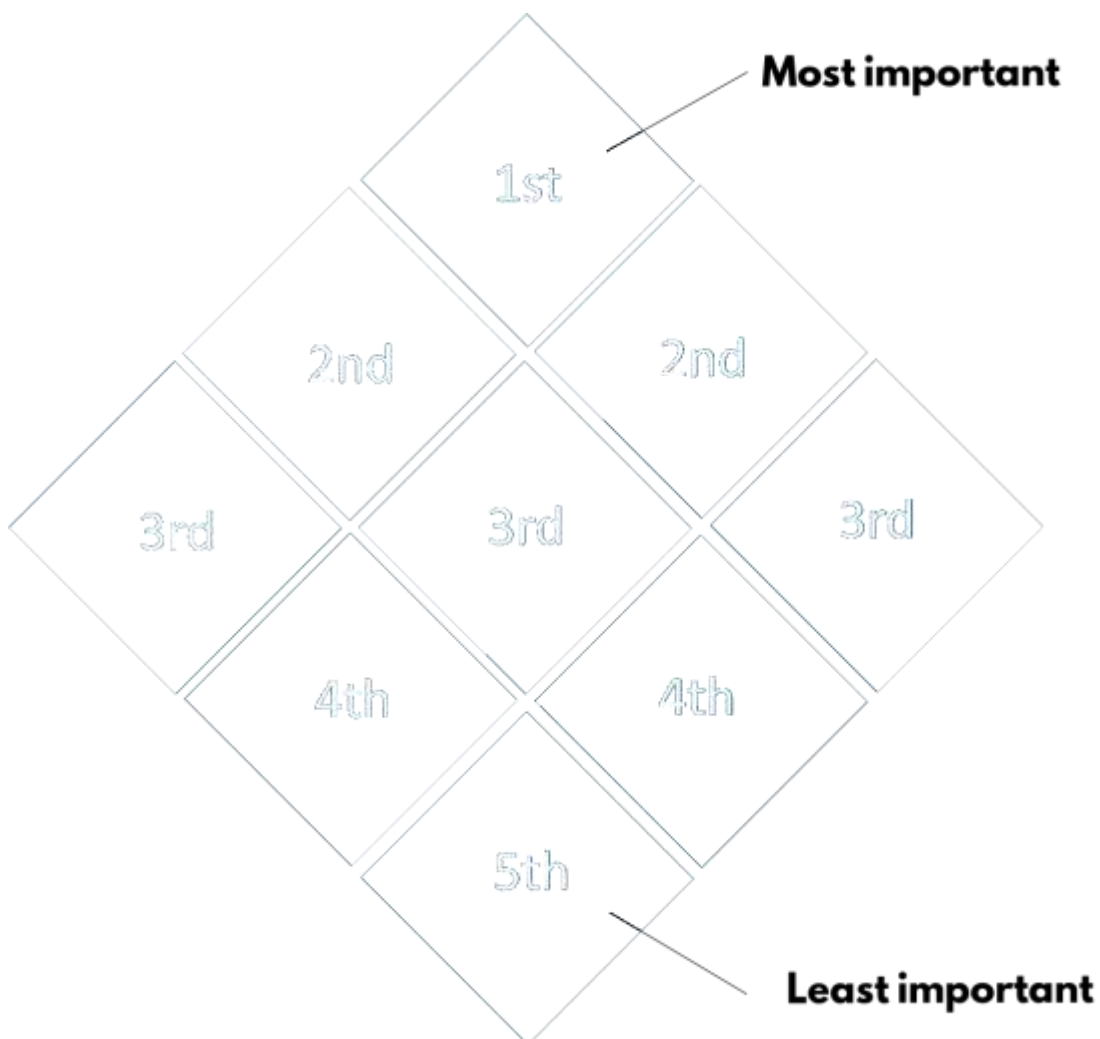
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5. I've never smoked anything before but recently my favourite YouTuber was seen smoking a vape. I've noticed the fruity, sweet smell when I've walked past people on the street vaping. I'm starting to think vaping isn't a big deal.

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### Task 3: Diamond Nine

1. Some people drink alcohol because they think it will relieve stress
2. Some people think drinking alcohol makes them look cool and feel more grown up
3. Some people think it makes them feel happy and confident
4. Some people drink because their peers do and they want to fit in
5. Some songs, films/TV programmes and sporting events promote drinking alcohol
6. Some people think alcohol is an important part of social events or celebrations
7. Alcohol is easily available
8. Some people like the taste of alcohol
9. Some people think alcohol can help them forget their problems



# Risks of Vaping

## Retrieval Practice

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## Baseline Assessment

What do you think they are talking about?

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What does the law say?

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What might be the impact of disposing of them?

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What other impacts might they have?

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## Task 1: TJ's Timeline

	Who or what is influencing the characters?	What impact might this have on them?	What ideas might TJ develop about vaping as a result?
TJ gets ready for school and goes downstairs for breakfast. There are some pamphlets on the kitchen table about quitting smoking, and how vaping can help. TJ sees Mum through the window using her new vape.			
On the way to school, TJ sees a group from the year above at school, laughing and joking together. One is showing the rest of the group their new vape, and they are passing it around to all have a taste. As they walk past, TJ breathes in and thinks it smells nice.			
At lunch, TJ's friend Ben says he thinks his brother will get them some vapes if they ask. The vape shop advertises all the different flavours and colours they have in stock, and TJ is really tempted to say yes. Ben says that if there is a whole shop just for vapes, and they advertise so openly to people their age, it must be ok to do.			
TJ is scrolling through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is trying to hide what they are doing, not even influencers. And besides, even TJ's mum vapes! TJ decides to speak to Ben about getting a vape tomorrow.			

## Task 2: Four Corners

**Environmental Consequences**

**Health Consequences**

**Other Consequences**

**Legal Consequences**



## Vape Fact File

- In the UK, two disposable vapes are thrown away every second. Over a year, this is enough lithium to make around 1,200 electric car batteries (lithium is needed for batteries, decreasing reliance on fossil fuels).
- Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be riskier for young people than for adults.
- Organisations are free to make their own policies about where people can vape. This may mean that someone has to separate from their friends/family and go to a designated area where they are allowed to vape.
- It is not illegal to smoke or vape underage, but anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.
- The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.
- More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.
- Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).
- The liquid and vapour in vapes contain some chemicals found in cigarette smoke (although at lower levels) that may be harmful.
- Vapes are an age-restricted product because there is potential for users to become addicted to nicotine-containing vapes, and because the long-term effects of vaping on health are unknown.
- Vaping can be addictive, mostly due to the presence of nicotine and the ease with which it can be taken and become part of someone's daily routine.
- The vaping industry continues to grow (with some vaping companies backed by the tobacco industry) and is solely focused on making a profit.

## Endpoint Assessment

Think about what you have learnt in this lesson and write a response from Jaz, declining Tobi's offer.

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# Medicinal and Recreational Drugs

## Retrieval Practice

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## Baseline Assessment

Dangers of drugs	Anything to add at the end of the lesson?

## Task 1: Quick Questions

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## Retrieval Practice

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## Baseline Assessment

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I can describe how to use medicine safely										
I can describe where to find information about medicines										
I can help others to use medicine safely										

## Task 1: Case Studies

Amelia is feeling unwell. She has developed a headache over the last few days, and her throat is sore. She has not been to school as she does not want to spread the illness to others. She thinks she needs some medication, but is unsure whether she should go to the doctor or the local pharmacy for the right help. What should she do?

- Should the patient see the GP, or should they go to the pharmacy?  
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- What type of medication should the patient be requesting?  
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3. Where might the patient find information on how to take the drug safely?

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4. What should the patient do if the drug does not work?

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John has recently come out of hospital after having surgery on his leg. He has been prescribed with Noprofen (an anti-inflammatory) to help reduce swelling. John notices that the swelling is not going down, and that the surgery site is starting to hurt. John wonders whether he should go to the doctor for stronger medication, or should head to the pharmacy to buy some over the counter medication instead. What should he do?

1. Should the patient see the GP, or should they go to the pharmacy?

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2. What type of medication should the patient be requesting?

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3. Where might the patient find information on how to take the drug safely?

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4. What should the patient do if the drug does not work?

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Vijay is playing football with his friends in the park. When he gets home he notices that he has an insect bite on his arm. His arm begins to get very itchy, and is red. A couple hours later, Vijay notices that his arm has swollen up, and that the rate of swelling keeps increasing. Should Vijay leave the bite so it heals naturally, go to the pharmacy to seek assistance, or wait to book an appointment at the GP and receive prescription medication?

1. Should the patient see the GP, or should they go to the pharmacy?

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2. What type of medication should the patient be requesting?

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3. Where might the patient find information on how to take the drug safely?

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4. What should the patient do if the drug does not work?

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# Promoting Positive Social Norms

## Retrieval Practice

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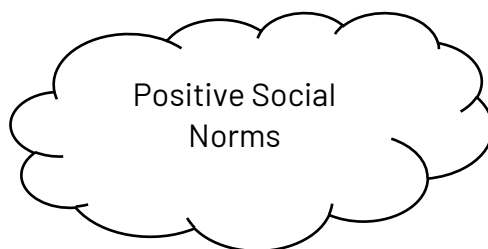
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## Baseline Assessment



## Task 1: Examples of positive and negative social norms

Positive Social Norms	Negative Social Norms

## Task 2: Case Studies

### Case Study 1

1. Is this an example of a positive or negative social norm?

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2. Why?

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3. What effect may this have on peers in the social group?

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### Case Study 2

1. Is this an example of a positive or negative social norm?

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2. Why?

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3. What effect may this have on peers in the social group?

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