

Year 10 PDC Booklet

Physical and Mental Health II

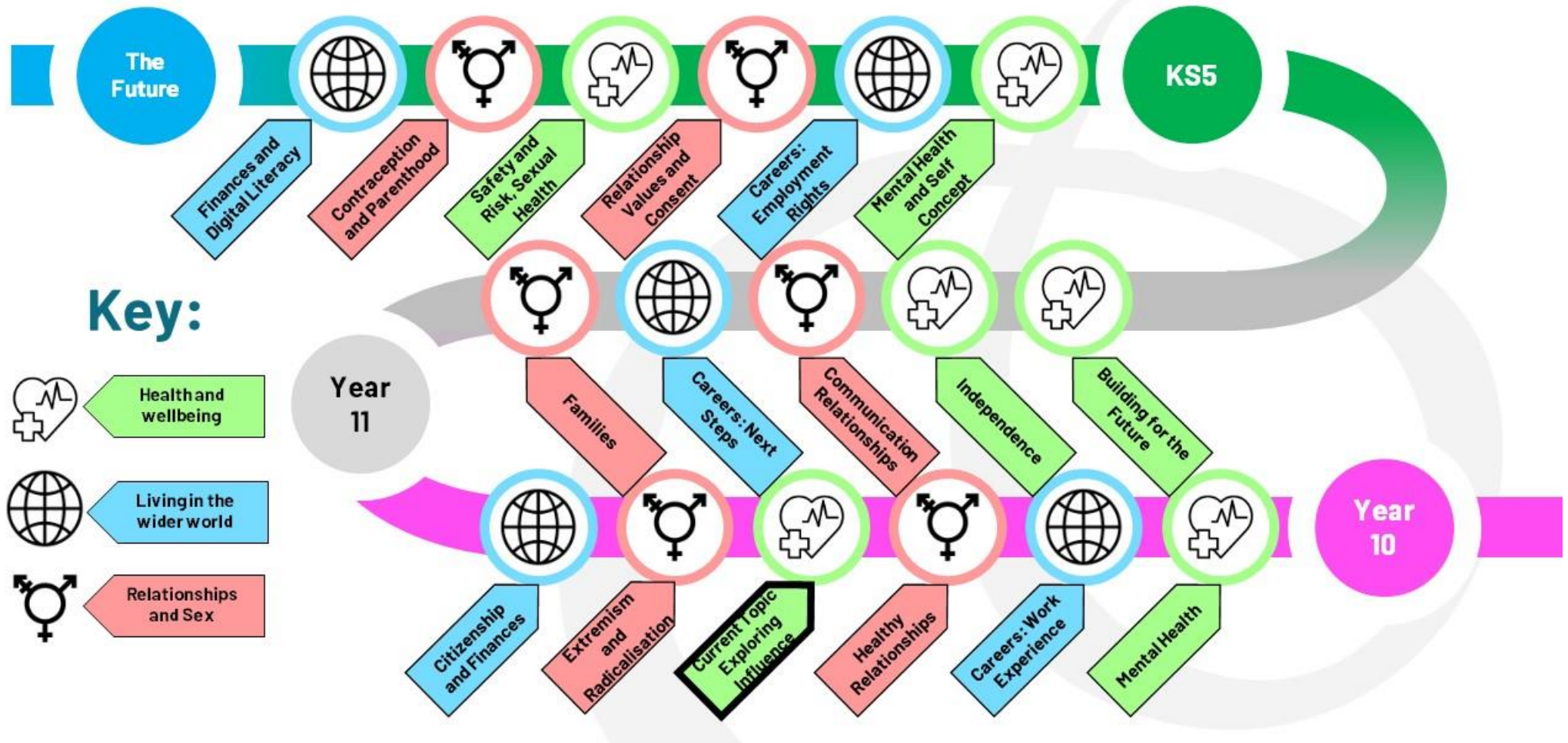


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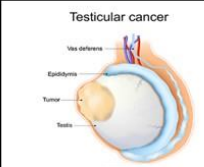
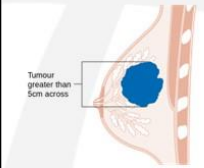
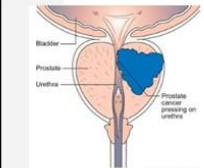
Personal Development Curriculum KS4 Learning Journey





Year 11 – Block 4: Physical and Mental Health Knowledge Organiser



Key Words		Cancer		Types of Government	
Government	The group of people with the authority to govern a country or state. A particular ministry in office	Type of Cancer	Symptoms and Signs	Democracy	Where the government is elected by the people.
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.	 <p>Testicular Cancer</p>	<ul style="list-style-type: none"> • A lump in the testicle • Testicular pain • Testicular swelling • Lower back pain • Pre-pubescent changes 	Oligarchy	Rule by a small group of people who share similar interests or family relations.
Federalism	Having or relating to a system of government in which several states form a unity but remain independent in internal affairs.	 <p>Breast Cancer</p>	<ul style="list-style-type: none"> • A new lump or thickened breast tissue • Change in size/shape • Discharge from nipples • Pain is NOT a symptom 	Capitalist	People can own their own businesses and property but usually pay taxes from some of the money they make. Most capitalist governments provide their own education, health and welfare services.
Authoritarian	Favouring or enforcing strict obedience to authority at the expense of personal freedom.	 <p>Prostate Cancer</p>	<ul style="list-style-type: none"> • In early stages there isn't symptoms. Late stage: • Bone pain • Very tired • Weight loss 	Monarchy	Rule by an individual (King or Queen) who has inherited the role and expects to pass it onto their heir.
Constitutional Monarchy	System of government in which a monarch (see monarchy) shares power with a constitutionally organized government.	Where To Go For Support:		Regional or Local	A government or council that controls a smaller area within a country. Most local governments are controlled by the central government.
Community	A group of people living in the same place or having a particular characteristic in common.	Teachers and School Staff, Parents, Friends, Parents		Communist	The government owns businesses and farms. It provides healthcare, education and welfare.
Citizen	A legally recognized subject or national of a state or commonwealth, either native or naturalized.	NHS Cancer	https://www.nhs.uk/conditions/cancer/	Totalitarian	A country with one political party. In England there are three main parties: Labour, Conservative and Liberal Democrats
The Law	A system of rules that regulates society and everyday life	Government	https://www.gov.uk/government/how-government-works	Dictatorship	A country ruled by a single leader who has full power over the country. This leader is not elected
Common Law	The part of English law that is derived from custom and judicial precedent rather than statutes.			Anarchy	A situation where there is no government
Civil Law	A comprehensive system of rules and principles usually arranged in codes and easily accessible to citizens and jurists				
Magistrate	A civil officer who administers the law, especially one who conducts a court that deals with minor offences and holds preliminary hearings for more serious ones				
Cancer	Uncontrollable growth of abnormal cells				
Benign Tumour	A tumour that has not spread across the body yet				
Malignant Tumour	A tumour that has spread to other areas of the body				

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Date:

Title: Role Models and Their Influence

Retrieval Practice

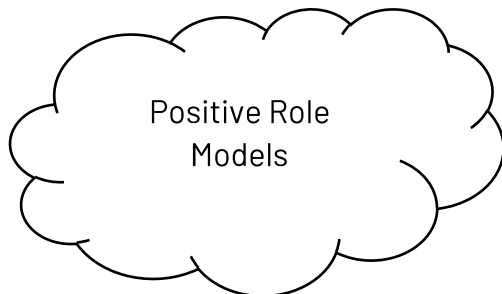
1. _____ blaming occurs when individuals unfairly hold victims responsible for the harm they've experienced.
2. It's essential to shift the focus from the victim's behaviour to the _____ actions of the perpetrator.
3. Encouraging a culture of _____ empowers individuals to speak out against victim blaming.
4. Educating people about consent and _____ relationships helps prevent victim blaming.
5. Supportive responses to victims involve _____ and empathy, not judgment or scepticism.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. What qualities should you look for in a role model?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What influences do role models have on you?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Questions

With a partner, identify as many traits as you can that you think make someone a positive role model by creating a mind map.



Task 2: Positive Role Models

You have been selected to spend a day with Year 6 pupils showing them around your school.

What traits will you display as a positive role model to the Year 6 students?

Trait:

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Why?

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Trait:

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Why?

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Trait:

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Why?

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Date:

Title: Misogyny and It's Impacts

Retrieval Practice

1. A _____ role model possesses qualities and values that align with positive character traits.
2. Look for individuals who demonstrate _____ and resilience in the face of challenges.
3. It's important to choose role models who inspire _____ and contribute positively to society.
4. Evaluate if your chosen role model exhibits _____ behaviour and ethical decision-making.
5. Select role models from diverse fields to gain _____ perspectives and insights.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. Why might people be misogynistic?
2. What can we do to prevent misogyny from taking place?

Task 1: Push and Pull Factors

Are the following statements factors that push people towards misogyny, or are they factors that pull people into misogyny?

Factor	Push?	Pull?	Why?
Some men feel like no women are romantically interested in them.			
Gurus in the toxic masculine space appear to have everything – money, fame, women, success.			
Some men hear terms like 'toxic masculinity' and think women believe all masculinity is bad.			
Some men are feel as though they have no purpose in life.			
Some men hear misogyny normalised and see it works to get girls in certain YouTube videos..			
Misogynistic individuals are promising easy gains in the toxic masculinity world.			
Some men feel that after many rejections, it's either incels, or give up trying.			
Some men are starting to feel like they can't offer women anything.			
Some men feel they have no masculine role models, so search for some online.			
If you are surrounded by toxic voices, you feel validated by continuing to be there.			

Task 2: Ranking Actions

1. Look at the actions below
2. Discuss the following (30s):
 - a. Who might think this is fair? Who might think this is unfair?
 - b. What problems might this solve? What problems might this cause?
3. Rank these on a scale from worst actions to best actions
(2 mins)

Worst action to take	Best action to take
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1. Give misogyny influencers a fine.
2. Give misogyny influencers a prison sentence.
3. Advise people not to use social media in case they see misogyny.
4. Create education programmes about why gender equality is important.
5. Ban misogyny influencers from social media.
6. Give support to people affected by misogyny online.

Date:

Title: Media Portrayal of Gang Culture

Retrieval Practice

1. _____ is the hatred or prejudice against women, often manifested through discriminatory behaviour.
2. Incel, short for _____ celibate, refers to a subculture promoting hostility towards women due to perceived romantic rejection.
3. it's crucial to address and challenge _____ beliefs and behaviours that contribute to misogyny.
4. Encouraging healthy _____ between genders is essential for creating a more equal and respectful society.
5. Fostering empathy and encouraging open _____ can help combat the toxic aspects of incel culture.

Baseline and Endpoint Assessment

	Baseline Assessment	Endpoint Assessment
1. When you think of gangs what do you think of?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How might you expect a gang to appear on the TV or on TikTok/Instagram?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Knife Crime – Fact or Myth

Statement	Fact	Myth	Comments
It's only illegal to use a knife, not to carry one			
You can be arrested, charged and sent to prison if someone you are with stabs another person			
Carrying a weapon makes someone safer as they can protect themselves			
The police can stop and search anyone at any time if they think they are carrying a weapon			
Most young people have carried a knife at some point			
It is illegal for a shop to sell knives to anyone under 16			
A person can die from a stab wound in the arm or leg			
Joining a gang will offer protection			
Young people can't be charged with a crime			

Date:

Title: Impact of Drugs and Alcohol on Others

Retrieval Practice

1. Media often _____ gangs in a sensationalised way, contributing to negative stereotypes.
2. _____ media platforms can amplify these portrayals, influencing public perception.
3. It's crucial to be _____ of media biases and question the accuracy of gang representations.
4. Social media can be a tool for both _____ and challenging these stereotypes.
5. Encouraging media literacy helps individuals critically analyse the _____ of gang-related content

	Baseline Assessment	Endpoint Assessment
1. Why is it dangerous to consume alcohol and take drugs?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. What impact can drugs and alcohol have on others around you?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Increase, Decrease, Depends

Do the following actions increase or decrease risk in relation to personal safety and wellbeing? Or does it depend on other circumstances?

	Increase	Decrease	Depends
1. Drinking a glass of water between alcoholic drinks			
2. Mixing alcohol and other drugs			
3. 'Sleeping it off' after binge drinking too much alcohol			
4. Taking drugs or drinking alcohol with strangers			
5. Having a plan for getting home from a party/ night out			
6. Accepting alcohol or other drugs from a friend			
7. Buying drugs online or via a social media app			
8. Drinking alcohol or taking other drugs in a public place, e.g. a park, a high street			
9. Eating a meal before drinking alcohol			
10. Drinking lots of water to 'flush' drugs out of the body			

Task 2: Case Study

Decide how to complete the story by writing down the words Isla could use to manage the moment and get home safely.

Isla and Charlie have arranged a lift home from their classmate Marek's house party, with Charlie's older sister Beth. They agreed to be picked up at midnight, but after a couple of hours at the party, things start getting out of hand. Although they have had a couple of drinks themselves, a lot of people there seem very drunk and some have definitely been using something else on top of the alcohol! They have a sense that trouble's brewing, so they call Beth to ask to be picked up early and she tells them she will leave the pub to collect them now. When she arrives, it is clear she has had several drinks herself. Charlie jumps into the car, but Isla doesn't know what to do. The house is in an unfamiliar area and going with Beth seems like the only option.

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Task 3: Getting Help

- Review the getting help scenario: what could Oscar do?
- Consider the pros and cons of the top three options and decide what you think the best option is in this scenario and why.

Oscar and his friends are at their classmate Marek’s house party. Marek lives in a rural area, so there aren’t any other houses nearby, and this means they can play the music loudly and have some drinks and smoke without upsetting any neighbours. Everyone is having a great night.

As the night goes on, Oscar notices he hasn’t seen Marek in a while and goes looking for him. He finds Marek lying on the floor in another room and can’t wake him up. He tells his friends, but they just laugh, saying Marek must be really drunk and needs to ‘sleep it off’. Oscar doesn’t know what to do.

Options	Pros	Cons
Option 1:		
Option 2		
Option 3:		

Date:

Title: Managing Peer Influence

Retrieval Practice

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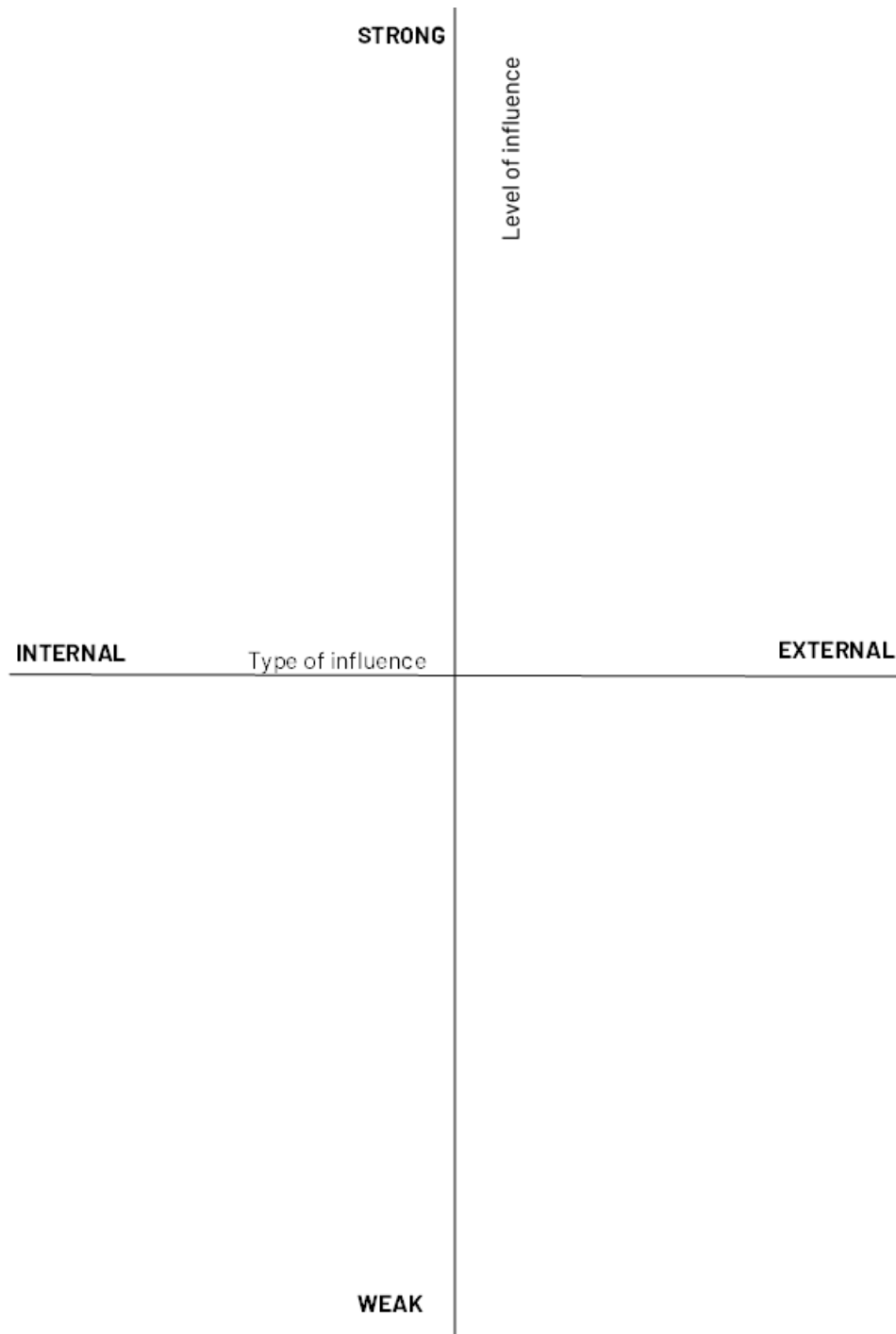
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	Baseline Assessment	Endpoint Assessment
1. What are the difference influences on someone?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Why is peer pressure dangerous?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Influence Chart

1. Peer group
2. Personal values and goals
3. Political opinions
4. Desire to fit in
5. Self-worth
6. Media, including advertising
7. Family
8. School ethos
9. Religion
10. Celebrities



Task 2: Festival Timeline

		Influences	Internal or External
<p>Stage 1 Max has just finished his GCSEs and is getting ready to go to a weekend music festival to celebrate. Lots of his friends are going, as well as people he knows from other schools. As he is packing, he sees messages in the group chat about what everyone should bring, including what alcohol and other drugs they could take with them.</p>		Example: Friends	External
<p>Stage 2 They arrive at the campsite and start setting up their tents. A group nearby are playing music, chatting and drinking. Another group seem to be smoking something together. Everyone seems very friendly and several people introduce themselves as they set up their camp.</p>			
<p>Stage 3 The group go to watch a band. It's very busy but there's a great atmosphere. Max's friend CJ drinks lots of beers quickly, some given to them by strangers, and now seems quite drunk. Max starts to become worried about CJ's behaviour, but everyone's having a good time and nobody else seems worried about CJ acting out of character.</p>			
<p>Stage 4 Max has lost CJ. He saw a group doing something with balloons earlier and now his friends are dancing with them. No-one else seems worried about what is going on and Max doesn't want to be accused of bringing down the mood. Eventually the last band finish up. Some of the group go off with their new friends and the rest head back to their own tents. A few hours later, Max finds CJ by the toilets, very dazed and confused and looking really unwell.</p>			

Task 3: What has been learned?

Create a list of 5 top tips for a 'festival survival guide' on a website, about how to keep the experience enjoyable and safe for all.

E.g. create a system to check on one another at various points in the day.

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