

# Year 7 PDC Booklet

## Mental Health and Wellbeing I



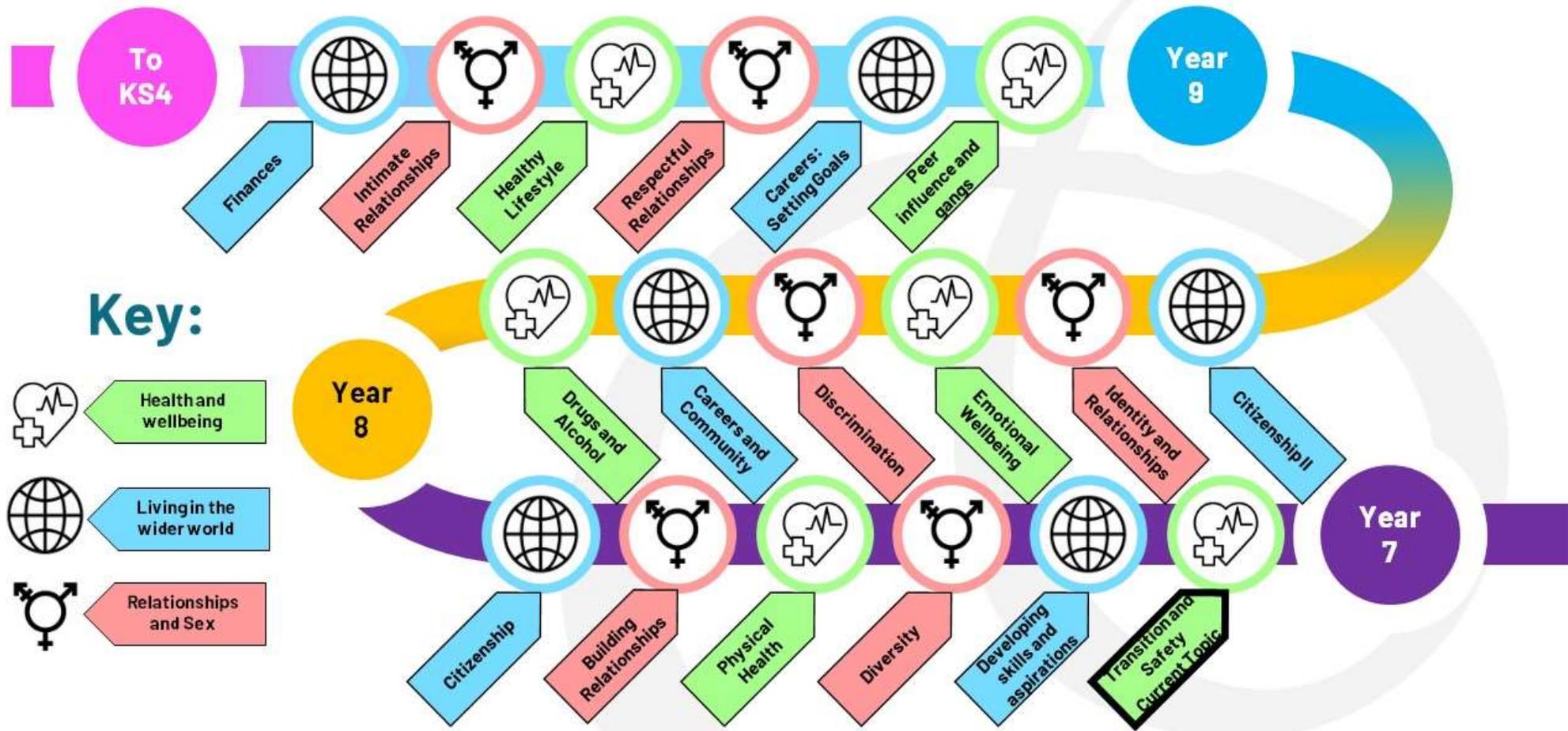
**Name:** .....

**Form:** .....

## Contents

Maintaining and Establishing Good Friendships .....	5
Identifying and Managing Emotions .....	13
Personal Strength and Development .....	18
Improving Study Skills.....	21
Independent Travelling Safety .....	24
Personal Safety and Basic First Aid.....	27

# Personal Development Curriculum KS3 Learning Journey





## Year 7 – Block 1: Physical and Mental Health Knowledge Organiser



Key Words		Friendships		Developing Self Awareness	
Frenemies	People that pretend to be your friend, but don't act the way genuine friends do.	<b>Signs of a Toxic Friendship</b>	<b>Signs of a Good Friendship</b>	<ul style="list-style-type: none"> <li>Know your strengths and weaknesses</li> <li>Reflect on what impact you have</li> <li>Focus on your influence on others</li> <li>Show humility</li> </ul>	
Toxic Friendship Groups	A group of friends you may not like, want to be with or who even like you, but you are scared about what could happen if you try to leave the group.	1.It's all about them and their problems	1.They have integrity		
Genuine Friendships	These last for years as they are based on mutual respect and are people who make each other feel good about themselves.	2.They don't respect you or your boundaries	2.You can trust them		
Sensitivity	Being aware of how issues and the actions of others can emotionally affect ourselves and other people. This can also mean the amount to which we are	3.They're trying to change you	3.They are dependable		
Self Awareness	Being aware of how we are coming across. If we have high levels of self awareness we are more able to control others' perceptions of us.	4.You feel uncomfortable around them	4.They're loyal		
Emotions	A strong feeling deriving from one's circumstances, mood, or relationships with others	5.They gossip regularly	5.They have empathy for others		
Growth Mindset	The idea that your mind will not always be the same and can be shaped to achieve what you would like it to, through hard work, dedication and resilience.	<b>Study Skills</b>		<b>Growth vs Fixed Mindset</b>	
Fixed Mindset	Describes people who see their qualities as fixed traits that cannot change. Talent is enough to lead to success and effort to improve these talents isn't	<b>What is it?</b>	<b>How it works</b>	<b>Growth mindset</b>	<b>Fixed Mindset</b>
<b>Where To Go For Support:</b>		Retrieval Practice	Reviewing information regularly to keep it in your long term memory	Intelligence can be developed	Intelligence is static
Teachers and School Staff, Parents, Friends, Parents		Spaced Practice	Spacing learning out so that you are not cramming it in before an exam	Embrace challenges	Avoid challenges
NPSCC	<a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>	Inter-leaving	Swapping subjects helps retain information for longer	I can train my brain	It's too hard
Childline	<a href="https://www.childline.org.uk">https://www.childline.org.uk</a>	Elaboration	Probing deeper can help to form links between	Effort is a path to mastery	Expect reward without effort
COPS	<a href="https://ceop.police.uk/safety-centre/">https://ceop.police.uk/safety-centre/</a>			Learn from feedback	Ignore feedback
				Inspired by the success of others	Threatened by the success of others
				<b>Basic First Aid</b>	
				<b>D</b>	Danger—are you in any danger yourself?
				<b>R</b>	Response—is the patient able to respond to you?
				<b>A</b>	Airways—are the airways obstructed?
				<b>B</b>	Breathing—is the patient breathing?
				<b>C</b>	CPR—start chest compressions at 140bpm
				<b>Independent Travel Advice</b>	
				<ul style="list-style-type: none"> <li>Do not get into a vehicle you do not know</li> <li>Avoid using your phone on the pavement/when cycling</li> </ul>	



4. How can you deal with this in a positive way?

.....  
.....  
.....  
.....

**Task 2: Questions from Video**

Carly was in a toxic friendship but its not always easy to tell. We need to be aware of the warning signs. Answer the questions below at your challenge level

Challenge:

1. Genuine friends get easily jealous of your success. True or False?

.....  
...

2. You can't be jealous and you're your friend's posts about their success on social media. True or False?

.....  
...

3. List three things which offend toxic friends that wouldn't offend genuine friends.

.....  
.....  
.....  
.....

More challenging:

1. When are toxic friends most likely to contact you?

.....  
.....  
.....

2. How are toxic friends likely to react to your appearance? Why is this?

.....  
.....  
.....

.....  
.....

3. How do toxic friends make you feel? What might they say to do this?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Mega challenging:

1. What is the difference between how toxic and genuine friends express disagreement with you?

.....  
.....  
.....  
.....

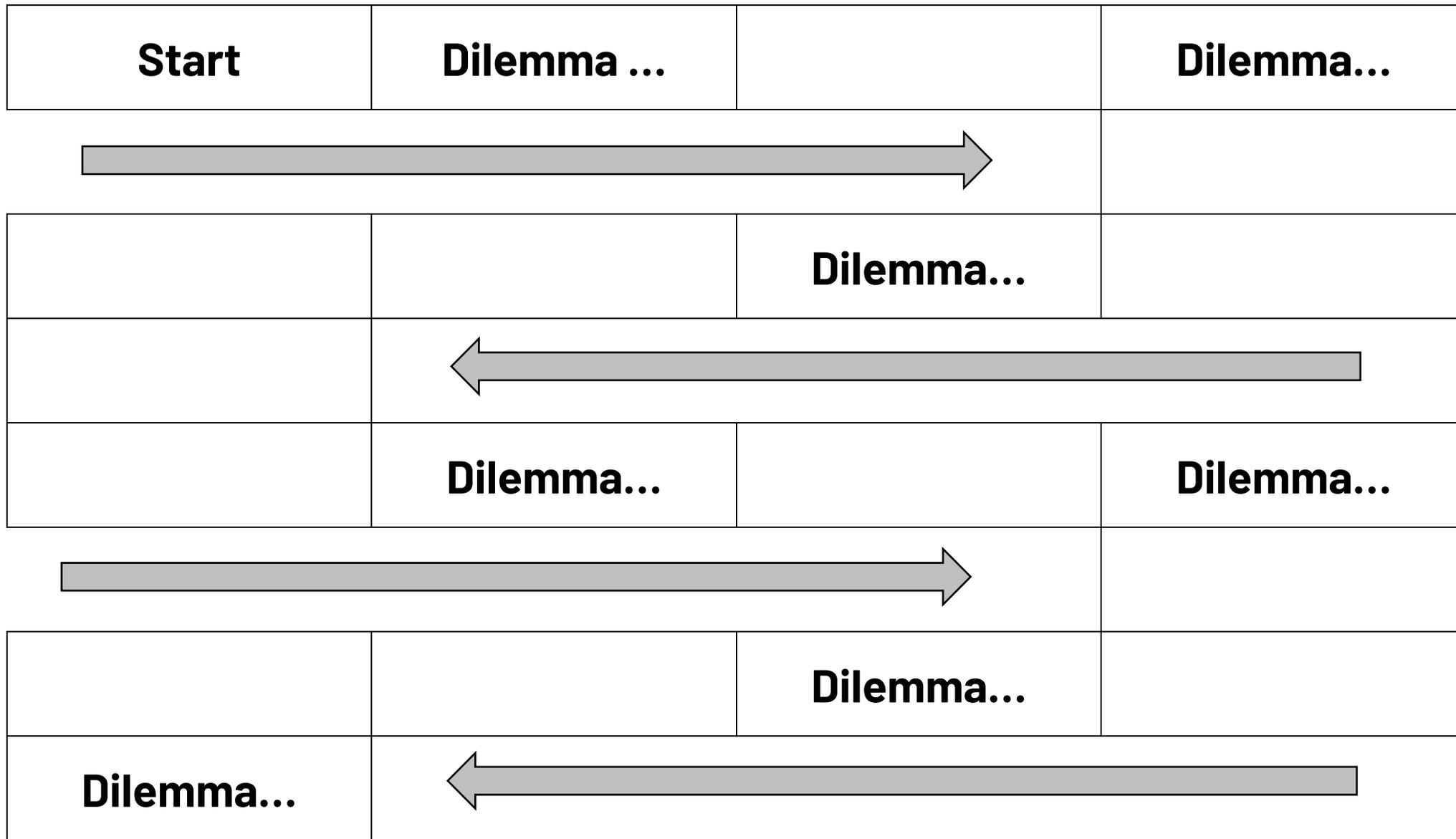
2. Why don't toxic friends you're your other friends?

.....  
.....  
.....  
.....

3. What does it mean if your friend tells you other people's secrets?

.....  
.....  
.....

### Task 4: The Friendship Game



	<b>Dilemma...</b>	<b>Dilemma...</b>	<b>Finish</b>
--	-------------------	-------------------	---------------

<p>Sam in your form is having a party. He has invited three of your close friends but not you. They decide to go. Are you:</p> <ol style="list-style-type: none"> <li>1. Angry at your friends for going. (back 1)</li> <li>2. A bit annoyed but keep it to yourself and don't discuss the party at all. (stay)</li> <li>3. Open about the fact you're annoyed but say you hope your friends have a nice time anyway. (forward 1)</li> </ol>	<p>Your friend falls over in the street, on their backside in front of loads of people. Do you:</p> <ol style="list-style-type: none"> <li>1. Laugh loudly at point. (back 2)</li> <li>2. Get embarrassed and pretend you're not with them. (back 1)</li> <li>3. See if they are upset or laughing and either help or laugh with them depending on this. (forward 2)</li> </ol>
<p>Your best friend's parents are quite strict. They aren't allowed to go and see the horror movie the rest of your friendship group are going to see. Do you:</p> <ol style="list-style-type: none"> <li>1. Go anyway and talk about how brilliant it was in front of them. (back 2)</li> <li>2. Tell your other friends you'd rather stay home to watch it online as you can get pizza too. Then invite your best friend over and don't tell his parents you're watching the horror movie. (forward 1)</li> <li>3. Say you're not fussed about seeing it and miss out on something you really want to do. (stay)</li> </ol>	<p>You have two best friends. One of them comes out to you as gay. They say they are not ready for anyone else to know yet. Do you:</p> <ol style="list-style-type: none"> <li>1. Tell your other best friend too but make them promise not to tell anyone. (back 1)</li> <li>2. Tell no one. (forward 2)</li> <li>3. Keep bugging them to tell people because its making you feel bad keeping a secret from your other friend (back 2).</li> </ol>

<p>You are having a party. You know your best friend is mates with a really lonely and unpopular student who wants to come to your party. Your best friend is a good person and wants this unpopular student to have a chance at making friends.</p> <p>Do you say:</p> <ol style="list-style-type: none"> <li>1. 'No way, people will think my party is lame if they turn up!' (back 2)</li> <li>2. 'Ok, but I'm making it clear to everyone that you invited them, not me!' (back 1)</li> <li>3. 'If you like them, they can't be that bad. I'll give them a chance.' (forward 2)</li> </ol>	<p>Your two best friends fall out over something you think is pretty stupid. People in your class are starting to take sides and tensions are rising.</p> <p>Do you:</p> <ol style="list-style-type: none"> <li>1. Pick whichever side has the most 'popular' people in, you feel safer this way. (back 1)</li> <li>2. Pick whichever side you feel is more in the right but be respectful to everyone (stay)</li> <li>3. Pick no side, be respectful to all and make it clear you think it is a stupid thing to argue over. (forwards 1)</li> </ol>
<p>Your maths teacher has called you and your friend back. Your friend let you copy her homework. Your maths teacher is very annoyed.</p> <p>Do you:</p> <ol style="list-style-type: none"> <li>1. Apologise and take all the blame yourself. (forward 1)</li> <li>2. Say absolutely nothing (stay)</li> <li>3. Say that they are to blame too because they let you copy it. (back 1)</li> </ol>	<p>You've won tickets to see your favourite band! You can only invite one friend. All your friends like this band.</p> <p>Do you:</p> <ol style="list-style-type: none"> <li>1. Invite none of them but take your cousin instead - no arguments then. (forward 1)</li> <li>2. Invite the friend who's been having a hard time recently. (forward 2)</li> <li>3. Tell them whoever does what you want them to for the next week can have the ticket. (back 2)</li> </ol>
<p>Your best friend is being picked on, badly. The bully pushes them in the corridor. Your friend does not want to tell a teacher.</p> <p>Do you:</p> <ol style="list-style-type: none"> <li>1. Push the bully back and say, if you touch them again you'll have me to deal with. (forward 1)</li> <li>2. Tell a teacher anyway, you think it might help. (forward 1)</li> <li>3. Ignore the bullying and just change the subject. (back 1)</li> </ol>	<p>Your friend's parents have split up. They are devastated. You try to hug them and say 'I understand'. They shove you away and say 'what would you know about anything with your happy family!'</p> <p>Do you:</p> <ol style="list-style-type: none"> <li>1. Get annoyed - you were trying to help! (back 1)</li> <li>2. Give them some space. You can try and speak to them later. (forward 2)</li> <li>3. Send a text to them saying you don't actually understand but you would like to try and help them feel better. (forward 2).</li> </ol>

You and your friend both have the same crush on someone in your form. You are both aware of this.

Do you

1. Just see what happens, they might not like either of you back anyway. (forward 1)
2. Agree neither of you will speak to them. (back 1)
3. Message this person and tell them you like them, quickly, before your friend does. (back 2)

Your friend put on a lot of weight over Christmas. They ask you if they look a bit fat. Do you say:

1. To be honest, yes. You look quite fat at the moment. (back 1)
2. No. You look the same. (back 1)
3. I think we've both put on a bit over Christmas but we'll soon work it off. It was worth it for all the chocolate! (forwards 1)



### Task 1: Questions from Video

Challenge:

1. According to the video, what do people keep doing when they don't have self-awareness?

.....  
...

2. According to the video, what do you have to do if you want to build self awareness?

.....  
...

3. Think about your own day yesterday. Name TWO things you did well and TWO things you could have done differently to get a better outcome.

.....  
.....  
.....  
.....

More challenging:

1. What does the speaker mean by the phrase 'tunnel vision' and why is it something to be careful of?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. Is self-awareness something that you can only have if you are lucky? Explain your answer

.....  
.....  
.....  
.....  
.....

3. How would your ideal self go through your day? Explain in detail

.....  
.....

.....  
.....  
.....  
.....  
.....

Mega challenging:

1. To what extent is it possible to switch off 'tunnel vision' and what do you think is the best way to achieve this?

.....  
.....  
.....  
.....

2. Are there any potential disadvantages to considering how you come across to other people? Explain your answer.

.....  
.....  
.....  
.....

3. Think about the 'movie of your life' mentioned in the video. What genre would it be? Why? Explain the plotline of your movie in detail.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## Task 2: Reading

### What is self-awareness?

Self-awareness means knowing who you are. This sounds very simple, but it takes a long time and a lot of thought to truly know the answer to that question. In order to know who you are, you have to know many things about yourself: not just facts, but your own character traits and personality. To be self-aware, you have to know the emotions you have and why you feel them. You also have to know why you behave in the ways you do, and why you might react to people or situations in a particular way. Another part of self-awareness is understanding what is important to you and what motivates you.

Nobody is born perfectly self-aware; everybody has to put a lot of work into discovering these things about themselves. You could argue that it takes a lifetime to achieve full self-awareness; it certainly is a useful skill throughout your life.

### **How can being self-aware help me?**

When you are more self-aware, you are in a better position to value yourself as an individual. You are also in a better position to develop your strengths and build on your areas for improvement. It helps you to set goals for yourself as well as to appreciate what you are already good at. This will help you to gain healthy levels of self-esteem. You can also use self-awareness to understand how other people might perceive you, so that you can understand and empathise with people more effectively – and you can understand why they react to you in the ways they do. This will lead to better relationships in life, whether friends, family, romantic or professional.

Also, understanding what motivates you and what ‘makes you tick’ means that you’ll be in a better position to achieve your goals.

### **How can I become more self-aware?**

There are lots of things that you can do to develop your self-awareness. Remember that this is a process, which will take time. There are no short cuts to self-awareness! Here are some suggestions to get you started.

#### **1. Make a list of your strengths and weaknesses**

This can be strengths and weaknesses in any area – not just school subjects. You might want to consider things like being a good friend, being reliable, being patient, being a good cook – anything that you genuinely feel that you do well. Similarly, think about weaknesses as targets for development in any area – for example, being a better listener, being more willing to speak out, learning to be more resilient etc.

You could also write down what people like about you, and what people don’t like about you, as well as what kinds of people you like and any kinds of people you don’t like. Don’t name individuals here – focus on the type of person. For example, you might like kind people and dislike arrogant people.

If you can’t think of any strengths or weaknesses in yourself, this is an urgent sign that you need more self-awareness. Ask friends, family or a teacher to help you if you need more input.

#### **2. Keep a journal**

One way to gain self-awareness is to write down your thoughts and feelings in a journal. You don’t have to write in it every day, but it’s a good habit to get into if you want to understand what you are feeling and why. You could focus on writing about one thing that you are proud of or that you are pleased with, and one thing that you are struggling with or that’s challenging you. If the idea of writing down your feelings doesn’t appeal to you, you can keep a more factual journal about where you’ve been and what you’ve been doing. Being aware of how you’re spending your time still counts towards greater self-awareness. However, if you really don’t like the idea of writing about your feelings, consider why that

might be. Lots of people are scared of facing up to their emotions, which prevents them from becoming as emotionally healthy as they could be.

### **3. Listen to your self-talk**

By 'self-talk', we mean the kind of messages that your mind gives you. People sometimes refer to this as their 'inner voice'. Some people have very critical self-talk, which means that they have a lot of negative messages in their minds. This might be thoughts like 'this is going to fail', 'you don't deserve to be happy', 'you're not good enough' and so on. Some people have more positive self-talk, which means that they are more at ease with themselves. Positive self-talk might include thoughts like 'I'm going to give this a go', 'If I fail then I can learn from it', 'I am worth listening to', 'I deserve to be here as much as anyone else', and so on. The kind of self-talk we have depends on many things: our personality; the way we've been brought up; the experiences we've had, and many other factors. However, you can influence your self-talk and develop more healthy habits. The first step is knowing what your self-talk is like. A good way to do this is to stand in front of a mirror and notice what thoughts come into your head. Are they positive, negative, or a mixture of both? Are they focused on your appearance or your personality? Write down what you find and then choose some more positive statements to say to yourself. Some examples of positive statements could be 'I am interesting', 'My worth as a person does not depend on how I look', or even 'I look amazing!'. Part of being self-aware is the ability to choose the right kind of self-talk for you.

#### **What about sensitivity?**

Sensitivity links with self-awareness as if you are more self-aware you can control how you react to sensitive issues. We develop our self-awareness so we can react sensitively. When handling a sensitive issue, let's say a conflict between two people where both sides feel very strongly, you need to be diplomatic, fair and reasonable. Don't throw oil on the fire by saying things that will make people even more upset (even if this is your true opinion).

#### **Don't make things worse!**

There are ways of expressing yourself clearly without making arguments worse. Think about your tone of voice, do you sound annoyed? If so this will make others more annoyed. Do you sound calm? This can calm down others. The voice is a very powerful tool.

When people are upset, sometimes they don't want to hear opinions or advice, especially if they've just had a shock. Sometimes people just want you to listen, or need a shoulder to cry on. Every situation is different and has to be handled carefully when strong feelings are involved.

As you become more self-aware, you gain the ability to handle sensitive issues more successfully.



### Task 1: Complete the table

Statement	Growth or Fixed? Colour or key.	Why do you think it's this?	What might be a likely outcome for this person in their life challenges?	Is this person likely to be a success? Why/why not?
'I don't like people criticising my artwork. It hurts my feelings.'				
'I'm not someone who has been born good at cooking, so I'm just going to stick to beans on toast.'				
'At first I thought I'd never have a go at hang-gliding, but actually trying new things is fun.'				
'There's something interesting to be found in any subject, even ICT!'				
'I like to stick to what I know I'm good at. Minecraft and watching Big Brother.'				
Think of one of your own:				
Think of one of your own:				

### Task 2: Speed Bubbles

In your booklet – you have two speech bubbles.

On one speech bubble you must write one personality trait of someone with a Growth Mindset and on the other, someone with a Fixed Mindset.

When you have done this, share your answers with those on your table. Add new ideas to your speech bubbles.

Then – when you have completed this, choose a trait you would like to work towards developing from the Growth side and one you would like to work towards being less like from the Fixed side.

Write what you have chosen in the space provided in your booklet

Growth Mindset

Fixed Mindset

.....  
.....  
.....  
.....  
.....  
.....



4. ....  
...
5. ....  
...
6. ....  
...

## Task 2: Retrieval practice

### Look cover test check:

Look at the list of words below. Use look cover test check to try and memorise them.

Your teacher will test you to see if you can do it!

- |               |               |               |
|---------------|---------------|---------------|
| 1. Banana     | 6. Endeavour  | 11. Engage    |
| 2. Chips      | 7. Practice   | 12. Hassle    |
| 3. Football   | 8. Fallout    | 13. Hasten    |
| 4. Alien      | 9. Geothermal | 14. Emotional |
| 5. Outlandish | 10. Femur     | 15. Develop   |

**Mind map:** In the space below, create a mind map on a topic you have recently studied, you can choose the topic and subject

Topic:

**Flashcards:** Use the template below to demonstrate how to make flashcards



Front

.....  
.....  
.....

Back

.....  
.....  
.....

Front

.....  
.....  
.....

Back

.....  
.....  
.....



---

Task 1: Reading Task

## Cycling safety advice

Whether it's for work, school or pleasure, cycling has many benefits. It's convenient, environmentally friendly and can help you keep fit.

### Safety tips

- Look behind you before you turn, overtake or stop.
- Use arm signals before you turn right or left.
- Obey traffic lights and road signs.
- Don't ride on the pavement unless there's a sign saying that you can.
- On busy or narrow roads don't cycle next to another person.
- When overtaking parked cars, watch out for car doors opening suddenly and allow room to pass safely.
- Don't use headphones while cycling.
- Never use a mobile phone while cycling.

Cycling has become more popular in recent years. With millions of people choosing to cycle, safety has become an important issue.

Cycling England's [Bikeability](#) is a cycling proficiency scheme designed to help children and parents ride confidently and safely on today's increasingly busy roads.

While the benefits of cycling outweigh the risks, the following tips will help you to stay safe on the road:

- **Be visible**  
Make sure you're visible to other road users and pedestrians. Keep away from the kerb, wear bright or fluorescent clothing in daylight or poor light, and reflective clothing at night. Always use lights after dark, in the rain or if the weather is overcast.
- **Don't cycle too close to the kerb**  
Give yourself space on the left and don't feel you have to cycle close to the kerb if a car behind you gets impatient. By moving further into the road you'll avoid drain covers and roadside debris. You'll also help drivers think more carefully about when it's safe to pass you.
- **Protect yourself**  
Always wear a helmet as this reduces the risk of head injury if you're in an accident. To be effective, the helmet must be level on the head, with the pads inside touching all the way around and the strap comfortably snug.
- **Make eye contact**  
Always be aware of who is around you. Make eye contact with drivers and let them know you've seen them. This will tell you if the driver has seen you or not, which is especially helpful before you make a manoeuvre.
- **Make your intentions clear**  
Show drivers what you plan to do in plenty of time and when it's safe to do so. Always look and signal before you start, stop or turn. Looking over your shoulder while indicating with one hand can be tricky at first, so practise this first when you're not on the road.

## Cycling etiquette

- Don't weave in and out of traffic or change direction suddenly without signalling.
- Use cycle routes, advanced stop lines, cycle boxes and toucan crossings unless it's unsafe to do so at the time. It's not compulsory to use these, and whether you do so will depend on your experience and skills. But they can make your journey safer.
- Give pedestrians priority at all times. Some may be partially sighted or deaf and may not be aware of your presence.
- Use your bell to inform other road users of your presence. Fit a bell or horn if your bicycle is not fitted with one.

## Legal issues

It's against the law for cyclists to:

- Cycle through red lights, including lights at pedestrian crossings.
- Cycle on pavements, unless there's a sign showing that the pavement has been converted to a cycle track.
- Cycle the wrong way up a one-way street, unless there's a sign showing that cyclists can do so.
- Ride across pedestrian crossings, unless it's a toucan crossing with a sign saying that cyclists can do so.

**Task 2: Make notes about the clip. In pairs then discuss who the target audience is and what you think the impact of the advert is**

.....

.....

.....

.....

.....

.....

.....

.....





## Task 1: Matching Up

<b>Personal Safety Advice:</b>	<b>Why we need it or need to know it:</b>	<b>Matches With</b>
1. If you are out never leave a drink unattended	a. This item scares off muggers and rapists and attracts attention	
2. If it's dark, don't walk about on your own	b. Attackers wait until dark as they are harder to see	
3. You could carry a personal safety alarm	c. It could be spiked (drugged)	
4. Always let people know where you're going	d. This is your own natural alarm	
5. Don't carry around expensive things or lots of cash	e. Thieves will take your belongings no problem	
6. Always keep your bag closed	f. You can get new ones, you only have one life	
7. Don't use your phone whilst walking	g. Once you're in their car, you're theirs	
8. If you are attacked, just let the criminal have your belongings	h. The amount of drive by attacks is increasing at the moment	
9. Learn how to scream, loudly	i. This is what thieves are looking for	
10. Never get in someone you don't know's car. Even if they seem to know you	j. So if you don't turn up they will start to look for you	