



An integrated programme of
PSHE, citizenship and careers
education for keystage 3

HIGHFLYERS

Acknowledgements

As ever, I would like to thank my husband and business partner Mike Shaw for his encouragement ('Stop moaning and get on with it!').

I would also like to apologise to all those people who bought U3 Year 7 and have been patiently waiting for Year 8. It has been a long wait, sorry, but another reorganisation of Connexions and a credit crunch have necessitated a few career changes here at base - I have been doing more work as a University Careers Adviser - so hence the delay. My apologies again.

Written by Jackie Hartley
Illustrations by Steve Bayley

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- A** *Highflyers Publishing Ltd,
25 St Leonards Avenue,
Stafford,
Staffordshire,
ST17 4LT*
- T** *01785 257744*
- E** *info@highflyerspublishing.co.uk*
- W** *www.highflyerspublishing.co.uk*

About this resource

This pack, the second in the U3 series, is a follow on from the U3 Year 7 pack. Again, it is designed to cover aspects of PSHE, Careers and Citizenship because, on closer inspection it is clear that all three subjects share common themes and topics and are inter-related not only in terms of some of the subject matter but also in terms of preferred methodology and underlying skills development. So, with this in mind, I have tried to merge the three subjects in such a way that the topics which overlap are merged together and distinct ones are kept discrete. Clearly any programme like this cannot cover all the learning objectives for all three subjects but, if used in conjunction with the Year 7 pack it will cover a significant number of those that apply to Keystage 3.

How to use this resource

The materials in this pack can either be used as a scheme of work for a combined PSHE, Careers and Citizenship programme (sometimes called a Personal Development Curriculum) in Year 8 or they can be dipped into and used to support and develop an existing programme. It is also designed for use by non-specialists as well as those staff already experienced in these subject areas. However, it does need staff who are happy to use participative, activity based approaches to teaching and learning.

The Learning Outcomes

The grid on page 4 shows which sections of the learning outcomes for the 3 subjects are tackled in each lesson. However, the actual learning outcomes covered are included in each lesson plan, in the right hand column under the Related Learning Outcomes heading. The grid below shows the main themes covered in both the U3 Year 7 and U3 Year 8 packs.

U3 Year 7 and Year 8 - overview		
Main theme	Year 7	Year 8
About me	Be yourself	Be healthy
About my world	Know your community	Know your country
About change	Making sense of things	Making things happen

The lesson plans

Each lesson plan, under the Method heading, outlines the activities to take place. The Resources required are listed and the classroom materials such as worksheets, handouts, OHTs and tutor notes can be found at the back of the pack. Each lesson has been written to fill a one hour slot but this is only a guide as most of the lessons can be expanded or contracted by allowing more or less time for the active elements and, in most cases, some of the activities can be dropped to make for a shorter lesson. However, as one of the key aims of citizenship is to encourage participation, communication and work with others you will need to think carefully about how 'inactive' you make the lessons as this may result in certain Citizenship outcomes not being addressed. The Aims of each lesson are stated and the Notes section includes comments designed to help users avoid common pitfalls or cope with tricky bits in the Methodology. Some of the lessons offer more than one way to tackle a topic so you will need to read the lesson plans carefully in advance to decide which approach you want to use. It is also very important to read the Notes on this term, which precede each term's lesson plans as they give early warning of things that need sorting out in advance if the programme is to run smoothly. As always, we welcome any comments and feedback.

Jackie Hartley and Mike Shaw

An integrated learning framework for Careers, PSHE and Citizenship at Key Stage 3

A Learning Framework - Key Stage 3		Careers Education and Guidance			Personal, Social and Health Education			Citizenship		
Lesson	Self development	Career exploration	Career management	Developing confidence & responsibility and making the most of their abilities	Developing a healthy, safer lifestyle	Developing good relationships and respecting the differences between people	Knowledge & understanding about becoming informed citizens	Developing skills of enquiry and communication	Developing skills of participation and responsible action	
1	Introducing the U3 programme	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
2	Being clean and healthy	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
3	Healthy eating	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
4	Exercise and rest	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
5	Alcohol and smoking				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
6	Drugs and solvents				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
7	Staying safe			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
8	Managing risk				<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
9	Democracy					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Parliament and elections					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11	Having a say			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12	Taxation and public spending					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13	Devolution					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14	Population	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Population & Immigration			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16	Life in the UK test					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17	Developing self confidence	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
18	Being more assertive	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
19	Getting motivated	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
20	Solving problems		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
21	Getting organised	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
22	Ways of thinking	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
23	Employability skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
24	Planning ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

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Term focus: BE HEALTHY

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Year 8 term 1

Term planner

	Lesson plan	page	Linked resources on ..	key	page
1	Introducing the U3 programme	10	U3 How healthy are you? How healthy are you? The Ups and Downs of Life	OHT W W W	63 64 65 66
2	Being clean and healthy	12	What is puberty? Puberty cards	OHT C	67 68-69
3	Healthy eating	14	Now and later glasses Eating habits Use your head Use your head case studies	T C OHT H	70 71 74 75
4	Exercise and rest	16	Exercise - A Definition Healthy headlines Healthy headlines Benefits of being fit & healthy Benefits of being fit & healthy Activities=Calories burned Getting fit case studies The sleep cycle The sleep cycle	OHT W TS C TS H W W TS	76 77 78 79 80 80-81 82 83 84
5	Alcohol and smoking	18	Booze facts When is being drunk... Alcohol - True Stories Smoking - A few facts Reasons to quit smoking	W OHT C OHT W	85 86 87 89 90
6	Drugs and solvents	20	Drugs cards Drugs dice template 1 Drugs dice template 2 Most dangerous drugs list Most dangerous drugs list	C T T W TS	91-94 95 96 97 98
7	Staying safe	22	Accidents will happen Accidents will happen Role play cards	W TS C	99 100 101
8	Managing risk	24	Boy drowns in lake Young driver kills passenger The hidden dangers of chat rooms What is risk? Managing risk cards	H H H OHT C	102 103 104 105 106

Key	OHT	overhead transparency/whiteboard
	W	worksheet
	TS	tutor solutions
	C	cards
	H	handout
	F	flipchart
	T	template

Notes on this term

Theme: About me

Focus: Be healthy

This term focuses on helping the students to settle into the programme and to think about themselves in terms of their physical bodies, their general health and fitness. As well as looking at the changes taking place in their bodies, this term also looks at the many temptations that can challenge or potentially damage their health. The whole tone of this term is meant to be one of exploring and recognising risk and consequences. Many young people are experimenting with drugs and alcohol even at this early age even though it is illegal. However, this pack aims to make them fully aware of the dangers and the need to manage risk rather than simply telling them not to. You may need to think about how you want to handle these activities if you are uncomfortable with this stance.

Lesson 2 looks at puberty so you may want to consider how comfortable you are with this topic and prepare carefully to avoid embarrassment. You might also want to read up a little on the research on the teenage brain (using the web link provided) as this throws valuable light on how and why our students behave the way they do!

All the lessons need preparation so it is a good idea to read through them all now and then make the necessary arrangements to copy the materials provided and gather together the other props needed. You might also want to start collecting magazines, food magazines, and newspaper colour supplements as some of the lessons work better when the students have access to images to incorporate into their posters, etc.

Introducing the U3 year 8 programme

Aim

- To introduce students to the programme and encourage them to talk to each other and get to know each other better.
- To raise student's awareness of the basic needs of the human body in physical terms.
- To help students recognise the factors that contribute to a healthy and an unhealthy lifestyle during the teenage years.

Resources

- U3 OHT page 63.
- How healthy are you? quiz page 64.
- How healthy are you? scoring sheet page 65.
- The Ups and Downs of Life worksheet page 66.
- Optional: Photograph see notes below.

Notes

Point 1: If you are only going to run the programme for one year you will need to modify this opening explanation.

Point 2: Another way to illustrate the 2 versus 3 dimensional idea is to hold up a photograph of a person and ask the group if this shows them everything they need to know about that person. Where people are concerned 3 dimensions are better than 2.

Point 4: Don't let people stay sitting with the same person all the time. Say 'find someone NEW who' to get them mixing. Try to use pairings that relate to health, fitness, diet, sleep, exercise and so on as this term is focussed on that but do be careful in the pairings (eg. someone who is overweight with someone who isn't is a bit insensitive).

Method

1. Begin by welcoming the students to the programme (and reminding them of the work done last year if you used U3 Y7 with them). Remind the students why this is called the U3 programme. See Notes. Put up the U3 OHT and explain that it is because the programme is about them looking at their lives from three different angles, which are:
First: You and your personal life - who you are as a person, what is happening in your personal life, how to look after and make the most of who you are as a person. (PSHE)
Second: You and your community - where you fit in your community, what it means to be a citizen in this country, looking at the roles and responsibilities you might take on in the wider world. (Citizenship)
Third: You and your career - what sort of career or work you might want to pursue in the future and how to be confident about managing your career in the future. (Careers)
2. Then explain why they need to look at themselves from 3 angles. Hold up a piece of paper. Explain that the paper is 2 dimensional in that it has a height and a width and this means it is flat. Then hold up a solid object (preferably a box of some sort) and explain that this is 3 dimensional in that it has a height, a width and a depth and this means it is a solid object. For them to be a fully rounded person as they grow and develop they need to explore all 3 of these aspects of their lives. See Notes. This doesn't mean that they need to excel in all three areas but they need to explore them so they can make choices about how they want their lives to shape up. Say you will return to this later in the programme.
3. Then explain that this programme is not just about them listening to you talk. It is also about them doing things and trying things out so it is important that they feel comfortable in this group. So to start with you want them to spend a bit of time getting to know each other. They don't need to know loads of people, three or four is fine, but it can take time to find those people we get on with and who can become our friends (if they already have friends in the group it doesn't hurt to get to know other people better), so in this session you want to try and speed this 'getting to know you' process up a bit.
4. Then get the class to mingle a bit by asking them to listen to the statements you read out

and then find someone to pair up with. Say 'Now I want someone who to sit with someone who ...' using the following pairings:

- likes playing football with likes watching TV
 - can cook with can't cook
 - loves chips with loves pasta
 - goes to bed earlyish with goes to bed very late
 - never gets a cold with often gets a cold
 - loves fruit with loves chocolate
 - can eat nearly anything with is a fussy eater
 - likes playing sport with likes playing computer games
 - walks to school with gets lift to school
- and so on. Keep getting people to swap partners until you feel the atmosphere relax and the students start to feel comfortable. See Notes.

5. Then remind the class that this term is focussing on health and fitness so to get things started you want them to do a quick quiz. Give everyone a copy of the How healthy are you? quiz and ask them to complete it.
6. Once they have completed it, give them a copy of the scoring sheet. Get them to work out which group they fall into. Say that this is only a bit of fun but you hope by the end of this term they will have a better understanding of why it is important to try and stay healthy.
7. Now ask the students to work in small groups and give each group a copy of The Ups and Downs of Life worksheet. Ask them to decide which statements belong at the foot of a ladder - in other words it describes a form of behaviour which might help them to feel fit and healthy and hence more capable of being able to cope with the ups and downs of the teenage years (physically that is). This will help them get ahead quickly just like going up the ladder. Then ask them to decide which statements belong at the head of a snake - in other words they describe a form of behaviour which might bring them down and make them less able to cope successfully with the teenage years (again physically). This will set them back or make everything take longer just like sliding back down the snake. You might also want them to decide which ones should go on the longest ladders - in other words the biggest boosts and which should go on the longest snakes - the most harmful in terms of physical well being. Ask them to draw Snakes and Ladders on the grid.
8. Then ask each group to explain their choices - or get each group to explain one choice and keep moving around the groups to stop groups getting bored. Use the feedback as an opportunity to probe - 'why is that a bad thing physically?' 'how would it help to do that' and so on.
9. Finish by explaining that although most of us roughly know what is good for us in terms of keeping healthy this doesn't stop a lot of us doing unhealthy things. Explain that the rest of this term will look at these issues in more detail.

About Me theme

Term focus: Be healthy

Related Learning Outcomes

PSHE

- to recognize how to keep healthy and what influences health, including the media
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel

CAREERS

- to be able to use the outcomes of self assessment to identify areas for development, build self confidence and develop a positive self image

CITIZENSHIP

- to justify orally and in writing a personal opinion about issues, problems or events
- to contribute to group and exploratory class discussions, and take part in debates

Being clean and healthy

Aim

- To raise students awareness of the impact of puberty on their bodies and minds.
- To help students to understand the benefits of having a clean and healthy lifestyle.

Resources

- What is Puberty? OHT page 67.
- Puberty cards page 68. See Notes.
- Flip chart paper and pens.
- Magazines, scissors and glue.

Notes

Point 1: Read out the almost incomprehensible medical definition of puberty to try and give this subject a more serious air and to dampen down childish silliness. Point out that from birth to age about 2 is the first really difficult part of life as we struggle to learn loads of things and get established as independent children. This is the next most difficult part as we have to move from being a child (which we know how to do and can do without thinking now) to being an adult - which is harder than they might think!

Point 2: You will need to cut these up beforehand. The cards which are true are all on page 68 and the cards which are untrue are all on page 69 so you will need to keep one uncut version to act as your answer sheet.

Point 4: To see the research on the teenage brain try the following weblink or simply google 'teenage brain research'
www.pbs.org/wgbh/pages/frontline/shows/teenbrain

Method

1. Begin the session by explaining that in this session they are going to be looking at the importance of being clean and healthy. However, before doing that, tell them that you want them to look at the effects of puberty on young people's bodies. Why? Because over the next few years they are going to experience a number of changes which are going to take them through the gap between childhood and adulthood. Whether they like this or not, this period is going to be a bit of rollercoaster ride and it will effect how they look and how they feel so it is important to clarify some of the things that are going to happen. Then put up the What is Puberty OHT and read through it starting with the very medical definition and moving onto the easier ones. See Notes. Then say, that because they probably know much of this already you are not going to give them a long talk but instead want them to work in groups and share what they know to complete a task.
2. Then ask the students to get into groups of 3 or 4 and give each group a set of the Puberty cards. Ask them the sort the cards into 2 piles - True (meaning the statements are usually true for all girls or all boys depending on the card), and False (definitely not true). See Notes.
3. Then take feedback by getting the students to read out one true card in turn, then one false and so on. Refer to your uncut sheets for the correct answers. Depending upon how confident you feel with this topic, you might want to ask for clarification by asking supplementary questions such as 'What does voice breaking mean?', 'What is a period and do they know any other words for that, like monthlys? Would you like to be able to grow a moustache?' and so on.
4. Bring this part of this session to a close by saying that whether they like it or not, over the next few years their bodies are going to be undergoing changes and these are going to affect how they feel about themselves. And it is not just their bodies - their minds are also going to be growing and changing. You might want to mention the research done on the teenage brain which says that the human brain does not actually finish physically growing and developing until a person is in their mid twenties. A couple of important points you might want to point out are:

- Scientists have found that the mechanism normally used by the brain to calm itself down in stressful situations seems to work in the opposite way in teenagers, making them even more anxious.
- They have also found that teenagers cannot help being sulky or moody because they do not have the full mental hardware to see the world from someone else's point of view or predict the consequences of their actions. (So they are not making this stuff happen wilfully it's just a consequence of physical and chemical changes that don't settle down till they are in their mid twenties. See Notes).

So they are going to do things without fully working out what is going to happen when they do those things, and they are going to be extra sensitive, so they will need to work extra hard to control that if they are going to avoid getting themselves in a mess over the coming years.

5. Then tell them that even though puberty is going to be messing with their minds and bodies they still need to take responsibility for their own health and cleanliness. Having a healthy lifestyle has it's advantages and having an unhealthy lifestyle has it's disadvantages. Ask the students to now work in groups so they can explore this some more. Give each group two large sheets of paper (maybe even flipchart size) and at the top of one get them to write 'Being clean and healthy is a good idea because ...' and at the top of the other get them to write 'Being unclean and unhealthy is a bad idea because ...'. Then give each group some magazines (see Notes) scissors, glue and coloured pens and ask them to produce 2 posters using words and images to complete the sentences. They can draw on their sheets too if they wish or cannot find suitable images.
6. Once completed ask the groups to stick their posters up around the room. Go round the posters and pick out interesting phrases and images and ask for clarification. Use the feedback to discuss the benefits of being clean and healthy and the drawbacks of not. You might also want to probe a bit around how they can achieve these benefits - 'So how often do you need to wash your hair to keep it looking clean? How much exercise do you need to do? and so on.
7. Finish by pointing out that in spite of the challenges of puberty it is still possible for each and every one of us to keep ourselves clean and healthy and yet often we don't. Why is that? If there is time you might want to open that up for discussion. Point to the posters and say things like 'Why is it so hard to be as fit as that?' or 'What do we need to do have teeth that look as good as that when we are that age ?' Acknowledge that although we all know what a clean and healthy lifestyle is and how to have one, it is a very different thing to be able to do everything that is necessary to have one. Explain that over the next few weeks they are going to look at why that is the case and why it is so hard to be healthy.

About Me theme

Term focus: Be healthy

Related Learning Outcomes

PSHE

- to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way
- to recognize how to keep healthy and what influences health, including the media
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel

CAREERS

- to use the outcomes of self assessment to identify areas for development, build self confidence and develop a positive self image

CITIZENSHIP

- to justify orally and in writing a personal opinion about issues, problems or events
- to contribute to group and exploratory class discussions, and take part in debates

Healthy eating

Aim

- To encourage students to identify healthy and unhealthy foods and to recognise the impact of each on the human body.
- To give students the opportunity to practice two approaches to thinking about how and what we eat.

Resources

- Now and Later glasses template page 70. These will work better if printed on card.
- A selection of Food Magazines (you will need to buy or collect these beforehand.)
- Eating habits cards pages 71-73.
- Use your head OHT page 74. Use your head case studies handout page 75.
- Optional: Images of anorexic models and well built athletes or rugby players sourced from the web.

Notes

Point 1: The unhealthy list should include the usual suspects - chips, burgers, sweets, cake, anything high fat or high sugar; the healthy list should include fruit, vegetables, rice, pasta - anything low fat, non-refined sugar sweet or complex carbohydrate. If you want a comprehensive list google 'list of good foods' and you will find loads of sites providing up to the minute lists. Also, if your school is involved in healthy eating campaigns you may be able to get hold of leaflets on good and bad foods to distribute in the lesson.

Point 3: If they don't understand how to use the NOW glasses prompt them with things like 'Can you imagine what it would taste like? Would you be looking forward to eating it? Does it make you go, yes I want to eat that or no, not very keen on that.'

Point 7: Pile A (things NOT likely to help you eat healthily) - 1,3,6,8,9,12,14,17,19,20,23,24,25, 27 and Pile B (things likely to help you eat more healthily) the rest.

Point 11: If you want to illustrate the final point get some pictures by using google images (on the google front page) and searching for 'anorexic' or 'anorexic models' and then 'big rugby player' or 'big athlete or heavy weight boxer and you will find some images to use to illustrate this point.'

Method

1. Begin by explaining that in this session you are going to be looking first at the issue of healthy eating and then moving on to look at issues surrounding body image. Point out that this is not an in depth lesson on food and nutrition but more a session to get us thinking about how we eat and the sort of things we could do to help us to eat more healthily. Then ask the group to brainstorm a list of what they know of as 'healthy foods' and 'unhealthy foods'. Write the list on the board. See Notes. Congratulate the group on knowing which foods are good for them and which are bad.
2. Then tell the group that research has shown that people who tend to be slimmer think about food quite differently to people who tend to overeat. They do this in a number of ways. Explain that you want to try a little experiment with them now. Give each student a copy of the Now and Later glasses template and ask them to cut out the two pairs of glasses. If there is time they can decorate them if they wish.
3. Then ask the students to work in small groups and give each group a food magazine to look through. Then ask the group to look through the magazine and pick a picture of some food - some good foods and some not so good. Then tell them to choose one picture and look at it through the NOW glasses and talk about what they would be thinking if they were looking at it just before they were going to eat it. What sort of thoughts would they have in their heads? See Notes. Get them to repeat this two or three times.
4. Take feedback to the front. What sort of things go through their minds when they look at food and concentrate on thinking about eating it. Make a list on the board under the heading NOW THINKING.
5. Then ask the groups to repeat the exercise but this time to look at the food wearing the LATER glasses. This time they need to look at the picture and think about how that food might affect their body later. This might be later in the short term (like a sugar rush or feeling pugged or feeling full and satisfied) but then get them to think about later in the longer term. How might that food affect their body in the longer term - will it make them healthy or unhealthy. You might need to add 'if they ate a lot of it, over an extended time period' for them to get this.

6. Take feedback to the front. What sort of things go through their minds when they look at food and concentrate on thinking about how it might affect their bodies in the longer term. Make a list on the board under the heading LATER THINKING. Point out that there is some evidence to suggest that people who eat more healthily and stay slim tend to look at food and think about how it will affect them longer term rather than focussing on salivating at the thought of eating it!
7. Next give each group a set of the Eating Habits Cards and ask them to sort them into 2 piles. Pile A for cards that will not help someone to eat healthily and might even encourage them to overeat and the Pile B for cards which might encourage someone to eat healthily and might even encourage them to eat less. See Notes.
8. Take feedback and discuss. Point out that healthy eating is almost as much about HOW you eat as WHAT you eat and so thinking about the way we tackle food and looking for strategies to manage that better could have a big impact on whether we eat healthily or not.
9. Then tell the group that another way to get more control over what we eat is to use the HEAD method. Put up the User your Head OHT and talk them through it. Then ask the students to get back into their groups and give each group a copy of the Use your Head case studies. Ask the groups to discuss each case using the HEAD method and then decide what each person could or should do in that situation. If they struggle with this tell them to start by deciding what each person should NOT do and then look at what they should do.
10. Take feedback by going round the groups asking them to read out their answers, one case at a time. Use this feedback session to explore not only the reasons why we eat but also the things we might do to deal with unhealthy eating situations.
11. Finish by pointing out that we all know which foods are supposed to be good for us and which are not, however, we are not so good at knowing how or why we eat what we do. By using the NOW and LATER approach and the HEAD approach we might be more aware of how we eat and so be able to manage that process a bit better.

Also, point out that food equals fuel. If we do more and are more active we can eat more and visa versa. In order to feel healthy we need to balance our food intake with our activity output. For every 3,500 calories we eat that we don't burn off, we will gain approximately one pound of fat. So to lose a pound a week we need to eat 500 less calories per day than we usually do.

Finally, point out that healthy eating is about eating the right things too. Some people can look slim but be really unhealthy like some of the anorexic models and some people look big or overweight and are in fact really healthy. Size is not the only determinant - but how well you feel and how fit for purpose your body is (See Notes).

About Me theme

Term focus: Be healthy

Related Learning Outcomes

PSHE

- to recognize how to keep healthy and what influences health, including the media
- to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- to recognise the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help

CAREERS

- to use the outcomes of self assessment to identify areas for development, build self confidence and develop a positive self image
- to recognise stereotyped and misrepresented images of people, careers and work and how their views of these issues affect their decision making

CITIZENSHIP

- to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- to justify orally and in writing a personal opinion about issues, problems or events
- to contribute to group and exploratory class discussions, and take part in debates