

What is the point of the learning in this half term? Why are students learning it? How does it fit into the Year 10 journey? INTENT: This is a unit of work based upon the study of Healthy Living. Students will explore the risks of smoking, vaping, diet and the extremes, as well as the media influence, choosing healthier options to reduce chances of developing cancer and understanding the effects of alcohol, and how this can affect some of the choices they make, both now or in their futures. This is an opportunity to raise awareness and educate our students on cancer and alcohol, and the risks associated with alcohol and drugs, as well as the signs to look out for with certain types of cancer, including the importance of dentists for oral health and mouth cancer awareness. They will use this knowledge to learn and understand the signs and, more importantly, when and where to get help.

Interleaving and Retrieval Opportunities	Key Core Learning (Knowledge and Skills) What should be transferred into long term memory?	Enriched Knowledge		
What should students already know?	What do you want students to know?	How will you ensure that you make learning relevant to the world we live in?		
<p>Within the Garibaldi KS4 learning journey, students will already have knowledge of healthy living, including drugs, safe use of prescription drugs, the importance of physical activity and the impact of unhealthy eating. As a result of students acquiring this previous knowledge, they will be able to observe and apply such knowledge to other key areas of the Personal Development curriculum, such as being able to make better health choices with their diet and any behaviours around alcohol and drug consumption, whilst also being forearmed with the Law in their decision-making. Understanding at this point will also be developed through the Fundamental British Values opportunities from HT3.</p> <p>These skills directly link to the KS4 journey of Healthy Living as students are required to have embedded knowledge of making healthy choices and where to go for support, especially when raising awareness of looking for signs of cancers.</p>	<p>All students will have current and accurate knowledge of the support around them, as well as to help them recognise when Fundamental British Values have been broken (such as the Law), or recognise when others may need support, such as knowing one's limits when drinking alcohol, or knowing the sentences served for prison time when associating with drug-taking or drug-dealing.</p> <p>Students will also develop and underpin their understanding in the Healthy Living unit, being able to apply their existing knowledge and embedding of new knowledge in scenario-based tasks, such as identifying different types of risky behaviours, or applying their new knowledge to a variety of increase in challenging questions around the real impacts of smoking. These topics will be covered over a range of teaching styles, including group work, discussion-based tasks and questioning, as well as applying knowledge to a range of scenarios.</p> <p>Students will retain knowledge whilst enhancing their ability to reflect on their own beliefs, opinions and what makes them a unique individual.</p> <p>LESSON CONTENT</p> <table border="1" data-bbox="786 1407 1335 1585"> <tr> <td data-bbox="786 1407 875 1585">H3</td> <td data-bbox="881 1407 1335 1585"> Healthy Living 1. Healthy Eating, Extremes & Artificial Body Shapes in Media </td> </tr> </table>	H3	Healthy Living 1. Healthy Eating, Extremes & Artificial Body Shapes in Media	<p><u>Links to support an ambitious curriculum:</u></p> <p>Drugs and Alcohol Misuse: Teen dies of drug overdose at the hands of his parents</p> <p>https://www.cornwalllive.com/news/cornwall-news/kind-loving-teen-exposed-parents-8218812</p> <p>Artificial Bodies & Mental Health:</p> <p>https://www.mentalhealth.org.uk/about-us/news/mental-health-foundation-criticises-new-series-love-island-it-releases-new-statistics-about-body</p> <p>The real impact of Vaping: Dr. Shelley Schmidt</p> <p>https://www.youtube.com/watch?v=JRFBinUCvIc</p>
H3	Healthy Living 1. Healthy Eating, Extremes & Artificial Body Shapes in Media			

H14,
H19,
H20
L19
H23
H21
L28,
L29,
L26,
L24

2.Effects of Alcohol & Drugs (inc
on career), Law & NHS
3.Gambler's Fallacy & Risky
Situations, (inc, Gangs)
4.Smoking & Vaping Implications
& Addiction (where to go) &
Dental hygiene
5. Extremism, Hate, Online
Targeted Personalisation
6.Students out on WEX

L9,
L10

WEX Week!

Students to know

- How to use their knowledge of the Media to understand its influences on body shapes, and the impacts that this has on mental health and behaviour, especially when looking at the extremes of eating behaviour (Anorexia Nervosa/ Obesity)
- Where to go to seek proper, educated advice, such as the NHS, Dentists or KOOTH, when concerning the health and safety of themselves or of others
- The signs and symptoms associated with cancer, what to look out for and the importance of self-examination, as well as making better life choices that can reduce the risks of developing cancer (such as smoking, vaping, obesity, alcohol, regular dentist checks)
- Strategies to deal with the risks associated with alcohol consumption and drug consumption, and their impacts on mental health and physical health, including the impacts of vaping and breaking myths around it being a 'healthier' alternative to smoking, as well as understanding the Laws around alcohol and drug consumption to embed knowledge of the wider impact of risk-taking behaviours
- To understand and recognise the importance of seeking professional support for gambling and other decision-making which relate to risks
- To understand the characteristics of unhealthy behaviours, habits and addictions, especially linked to smoking and drug-taking, and where to seek professional advice
- How to assess the personal consequences of extremism, hate crimes and an intolerance of all forms, whilst also deepening their knowledge and understanding of the Fundamental British Values, in that, we all have the right to our own personal opinions, but without upsetting or causing anxiety to others, and that the Media disproportionately exaggerates or provides inaccurate

	information on certain situations/ extremist viewpoints to influence its audience	
Future Learning The next module to follow on from Healthy Living and WEX week is Financial Capability	Application of Knowledge Students will be able to make educated and healthy decisions for themselves with regards to their own physical and mental health, as well as supporting others when basic human rights have been taken away, both now (if applicable) and in their future. To be aware that the Media distorts information and stories to elicit reactions in their audiences	

Pedagogy	Approaches to Learning	Impact on Learning
What possible teaching approaches could be used? How would you expect students to show progress?	Interleaving to the Fundamental British Values: Alcohol intake: <u>'Evaluate: Is drinking alcohol really worth it?'</u>	The use of Interleaving here will not only support their current learning, but it makes their prior learning important, whilst encouraging them to understand that everything they have learned interlinks and contributes to them becoming a well-rounded individual.
	YouTube video: Alcohol Poisoning: HT5-Lesson 2  Effects of Alcohol and Drugs (inc. on career) & the Law  <div style="border: 1px solid blue; border-radius: 15px; padding: 5px; background-color: #00aaff; color: white; margin-top: 10px;"> TASK 4: List all of the possible consequences of drinking alcohol (both short and long term). THEN rate them in order of least (1)-most impact (10). Aim higher: Evaluate 'Is drinking alcohol really worth it?' and include both opinions. </div> <div style="text-align: center; margin-top: 10px;"> 6 mins </div>	The video stimulus will engage students with the content whilst also allowing them to receive medical advice on the signs to look out for with alcohol poisoning. This may also give students an opportunity to reflect on their own health and to take responsibility for their own health, giving them the confidence to know when to seek medical advice.
	Myth busting questionnaire- By incorporating commonly asked questions with their answers- it may shock students with the true facts and statistics about drugs	The use of FAQs and their true answers often shocks students and opens their eyes to the laws in Britain around drugs consumption. Students will often have questions of their own as well, so it may be worth while giving out post it notes for them to write questions on. If mentors are unsure of how to respond to any questions can be passed on to A.Bleasdale/ E.Watts.

Effects of Alcohol and Drugs (inc. on career) & the Law

IN PAIRS, answer the questions in your PD books:

Q1: If I get caught dealing Class A drugs (Cocaine, Heroin, Ecstasy, LSD), how long could I get in prison?

LIFE

Q2: If I get caught in possessions of Class A drugs (Cocaine, Heroin, Ecstasy, LSD) how long could I get in prison?

7 years

Q3: If I get caught dealing Class B drugs (Speed, Amphetamines, Barbiturates) how long will I get in prison?

14 years

Q4: If I get caught in possession of Class B drugs (Speed, Amphetamines, Barbiturates) how long will I get in prison?

5 years

Q5: If I get caught dealing Class C drugs (Cannabis, tranquilisers, ketamine, some painkillers) how long will I get in prison?

14 years

Q6: If I get caught in possession of Class C drugs (Cannabis, tranquilisers, ketamine, some painkillers) how long will I get in prison?

2 years