

# Year 7 PSHE Work Booklet



**Name-** \_\_\_\_\_

**Tutor-** \_\_\_\_\_

**2025-26**

Created by Mr B Denham in collaboration with EC Publishing



## Getting to know each other and the School

### Lesson Timings...

Lower and Middle school boys should be at School by 09.00am, but must not arrive before 08.00am unless they have prior permission from your Head of Year.

<u>Periods:</u>	1	09.40am – 10.10am
	2	10.10am – 10.40am
	Break	10.40am – 10.50am (10.45am Warning Bell)
	3	10.50am – 11.20am
	4	11.20am – 11.50am
	Change Over	11.50am – 12.00pm (11.55am Warning Bell)
	5	12.00pm – 12.30pm
	6	12.30pm – 01.00pm
	Lunch	01.00pm – 01.40pm (01.35pm Warning Bell)
	7	01.40pm – 02.10pm
	8	02.10pm – 02.40pm
	Change Over	02.40pm – 02.50pm (02.45pm Warning Bell)
	9	02.50pm – 03.20pm
	10	03.20pm – 03.50pm

All boys must leave the site by 04.00pm unless they are under staff supervision.

## **Bingo**

**Write a name in each box.**

Find someone who gets the train to school.	Find someone who has a brother and a sister.	Find someone who has their birthday in the same month as you.	Find someone who likes marmite.
Find someone who has a dog.	Find someone who has been to Wales.	Find someone who speaks another language apart from English	Find someone who has been to Germany.
Find someone who plays cricket.	Find someone who has read the Harry Potter series.	Find someone who has blue eyes.	Find someone who supports Liverpool Football Club.
Find someone who has a cat.	Find someone who is left handed	Find someone who gets to school on a bus.	Find someone who has brown hair.

## **Plenary Quiz**

1. Which piece on a chess board makes an L-shaped move?
2. What are the names of the world's four major oceans? (some countries recognize five)
3. What type of animal eats meat and plants?
4. What are the three primary colours?
5. What are the three most important types of fuel?
6. What type of animal is a black mamba?
7. What are the first names of the Little Mix members?
8. What is the female part of a flower called?
9. If you were born on Christmas day, which star sign would you belong to?
10. How would you say thank you in Spanish?
11. Which famous building did Guy Fawkes try to blow up?
12. How many hearts does an octopus have?
13. What is the second largest country in the world?
14. What colour is the Statue of Liberty?
15. What is the biggest manmade structure on Earth?



## **Organisation**

### **Starter Quiz**

1. What time does morning registration start?
2. What time does break start?
3. What time does break end?
4. What time does lunch start?
5. What time does lunch end?
6. What time does school end?
7. How many lessons do you have in a day?
8. How many 'change overs' do you have in day?
9. Are you allowed to stay on site unsupervised after 4pm?

### **School Map**



9. What letter is “ E block”?

10. What letter is the “ Sixth Form Block”?

11. What letter is the “ Science Block”?

12. What letter is the “ICT 1 Room”?

13. What letter is the “Lower School Office”?

### **Extension Quiz**

- 1 Can you unscramble the following word to reveal the name of an African desert: AARHSA?
- 2 Can you write 11:15 p.m. as a 24-hour time?
- 3 What is the hottest planet in our solar system?
- 4 What type of sport is the famous Olympian Michael Phelps associated with?
- 5 What is the largest State in the United States of America?
- 6 What letter is located between Y and I on a keyboard?
- 7 Which type of metal is heavier, gold or silver?
- 8 How many vowels are there in the English alphabet?
- 9 Are long-sighted people unable to see things clearly that are close by or far away?
- 10 What is a vertebrate animal?
- 11 How many faces does a cube have?
- 12 Which Christmas carol includes the lyrics, 'Good tidings we bring to you and your kin'?
- 13 What is the smallest ocean in the world?
- 14 What number must be multiplied by 5 to make the sum of 150?
- 15 How many stars and stripes are there on the American flag?

## **Looking after your Property**

**Use the space below to DESIGN /CREATE a TV advert/ role play/ news report to promote how to look after your property.**

### **Extension/Plenary Quiz**

- 1 What is 75% of 200?
- 2 What is the world's largest rainforest called?
- 3 What is the freezing point of water?
- 4 Which three colours make up the flag of Australia?
- 5 What is a scalene triangle?
- 6 If Sydney, Australia is 17 hours ahead of Chicago, America, what would the time be in Sydney if it is 1pm in Chicago?
- 7 What is the meaning of the French phrase 'au revoir'?
- 8 Which ocean is located to the west of South America?
- 9 How many years did the Second World War last (to the nearest year)?
- 10 True or false: amphibians are invertebrate animals?
- 11 Which of the following is a source of renewable energy: coal, sunlight, oil?
- 12 What are the five vital organs of the human body?
- 13 What is magma?
- 14 What is the slowest moving mammal in the world?
- 15 Does a compass needle point towards the North or South Pole?

## **Problem Solving**

### **Quiz**

- 1) What should you do if you have a dentist/doctor appointment during the school day?
- 2) What should you do if you are ill at school?
- 3) Where can you find teachers at lunch times?
- 4) What should you do if you arrive late to school?
- 5) Where can you find the staff email addresses?
- 6) What should you do if you don't know what the homework is?
- 7) What should you do if you can't do the homework?
- 8) What should you do if you are being bullied/teased?
- 9) If you are feeling low or upset for any reason, where can you go/ who can you speak to?
- 10) What should you do if you don't have any bus/train money?
- 11) Where should you go if you have a Lower School detention?
- 12) What should you do if you have forgotten your P.E kit?
- 13) Where should you go for first aid?

## **Extension Quiz**

- 1 Do you know how many players there are in an ice hockey team?
- 2 What does the term 'birdie' mean in a game of golf?
- 3 In a game of snooker, how many red balls are there on the table at the beginning of the game?
- 4 Which flag is waved in motor racing to show the winner?
- 5 What is Zumba?
- 6 How many feet should the centre of the net on a tennis court measure?
- 7 Which country invented Volleyball?
- 8 What is the name of the flat rubber disc used in a game of ice hockey?
- 9 What colour is the centre of the target in archery?
- 10 In a game of darts, what is the highest possible score using three darts?

## **Daily Routine**

What three things have you enjoyed the most about your time at BWS so far.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Produce a poster below to show your **personalised** daily routine.  
The poster **MUST** take into consideration the things we have discussed today.

## **How can I grow and improve? Focusing on personal development**

**Personal Development** – The positive development of yourself. This could be working on yourself through your behaviours or your skills, whether they are academic or interpersonal.

<https://www.123test.com/career-test/>

Take note of one area of skills or behaviours you are good at, according to your results, to be used in the next task.

---

---

---

---

---

## **SMART TARGETS**

**Watch the following clips and complete the questions on your answer sheet about SMART targets.**

<https://www.youtube.com/watch?v=1-SvuFIQjK8>

1. What does SMART stand for?
2. What is the key to measuring your goals?
3. What does relevant mean?
4. Why is it so important to keep our goals specific?
5. What does actionable mean?
6. What is the 80:20 rule?
7. Why does including an element of time help us in our goals?
8. Why is it important to recognise that goals are on-going?

### **Extension task/Plenary**

Beside each letter below, write a sentence detailing exactly how you are ensuring each part of SMART acronym is going to be being met for your own personal target.

**S**

**M**

**A**

**R**

**T**

## **Behaviour and Respect**

**Respect** – Regard for the feelings, wishes, or rights of others.

<https://www.youtube.com/watch?v=mBWiYEoJrVM>

<https://www.youtube.com/watch?v=L5etgYU6aHo>

What does being respectful mean?

What is the golden rule?

How did the teachers at Jeremy's new school showing him respect make him feel?

What did he have to get over?

Does it matter if people don't understand everything about you, so long as they help and are kind?

What is the point Jeremy is trying to make?

## Showing Respect in Relationships and the Wider World

### What does showing respect in relationships mean and why is it so important?

Throughout your life, you'll experience many different types of relationships – with family, friends, romantic partners, colleagues, teachers, and even with yourself. The way we show respect can depend on the type of relationship, but the core idea stays the same: respect means valuing the other person, acknowledging their rights, and being aware of their feelings and needs.

Respect is the foundation of any healthy, positive relationship. If respect is missing, relationships can become strained or even harmful. It's not just about how *you* treat others – it's also about how *others* treat you. In a respectful relationship, both people should feel heard, understood, and valued. If this isn't happening, it may be time for an honest conversation to work out what's going wrong.



It's also important to remember that you have a relationship with *yourself*. Just like with any other relationship, respect matters here too. Taking care of your own feelings, setting boundaries, and treating yourself with kindness are all ways of practising self-respect.

### What does respect look like in practice?

Some people think being respectful just means being polite. While good manners can be part of respect, they're not the whole picture. Respect is more about recognising someone's rights and treating them accordingly.

For example, insulting someone or mocking them ignores their right to feel safe and valued. On the other hand, asking permission before sharing someone's work and giving them credit shows that you respect their ideas and achievements.

The way we show respect can vary depending on the situation. You might speak differently to a teacher than to a friend, but the core idea remains: treat others fairly, listen to them, and don't try to control them.

### Examples of respect in different relationships:

- **Family:** Family members listen to one another, accept that they may see things differently, and work together to find compromises. They recognise each other as individuals, give personal space when needed, and make decisions through mutual discussion rather than demands.
- **Friendships:** Respect in friendship means not pressuring each other, not controlling one another's actions, and being supportive. Friends may give advice or challenge each other's ideas kindly, without anger or judgement. A healthy friendship allows both people to choose how much time they spend together and ends respectfully if needed.
- **Professional relationships:** In work or school settings, colleagues and classmates show respect by listening to ideas, sharing tasks fairly, and giving credit where it's due. They respect each other's personal boundaries and recognise one another's skills and knowledge.
- **Romantic relationships:** Respect involves clear communication and agreement about the relationship – for example, whether it's exclusive, what kind of commitment is expected, and so on. Consent is essential in all physical or sexual activity. No one should control the other person's actions, appearance, or choices.
- **Relationship with self:** Being respectful to yourself means treating yourself as you would treat a close friend. You listen to your own needs, make time for rest and enjoyment, and avoid being overly harsh or critical. You take care of your mental and physical wellbeing without harming others.





# Why is it important to treat others with respect?



## Plenary:

How can I actively model respect, in my actions, my words and my behaviour?

Towards people who work at our school:

# Respect

Towards family members and adults who care for me:

Towards my peers:

Towards public sector workers (police, nurses and doctors, librarians)



# Maintaining great friendships and avoiding fall-outs

**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.

**Genuine friendships:** These last for years as they are based on mutual respect and are people who make each other feel good about themselves.

**What qualities make a person a good friend – and what qualities do I need to have to be a good friend to someone else?**

Being a good friend means having qualities that help make friendships strong, supportive, and enjoyable.

1. **Kindness** – A good friend shows care and empathy. They listen when you're upset and try to help you feel better.
2. **Trustworthiness** – You can count on a good friend to keep secrets and promises. They're reliable and respectful of your privacy.
3. **Loyalty** – A loyal friend sticks with you in both good times and bad, offering encouragement and support when you need it most.
4. **Listening** – Good friends are attentive listeners. They don't interrupt or judge, but make you feel heard and understood.
5. **Sharing and Caring** – A good friend is generous with their time and belongings. They look out for your well-being and happiness.
6. **Acceptance** – True friends accept you as you are. They respect your differences and never try to change you.
7. **Fun and Laughter** – Good friends enjoy spending time together, making memories, and having fun.
8. **Forgiveness** – Everyone makes mistakes. A good friend is willing to forgive, talk things through, and move on.



## **How to Maintain Great Friendships and Avoid Fallouts**

Being a good friend is a two-way street. It's not just about showing positive qualities yourself – it's also about appreciating and encouraging them in others. Strong friendships are built on mutual **respect, trust, and understanding**.



So how do we keep our friendships strong and avoid falling out?

1. **Communicate Openly**

Talk honestly with your friends. If something's upsetting you, try to explain it calmly and respectfully. Good communication means both **speaking and listening**, so make sure you take time to hear their side too.

2. **Be Understanding and Empathetic**

Try to see things from your friend's point of view. Everyone has different feelings and experiences, so empathy helps you find common ground and avoid arguments.

3. **Respect Boundaries**

Everyone needs personal space sometimes. Respect your friends' boundaries and their need for time alone or different preferences. This shows that you value them and helps build trust.

4. **Apologise and Forgive**

Mistakes happen. If you've upset someone, say sorry and try to make things right. And if they apologise to you, be willing to forgive. Holding grudges can damage friendships, but forgiveness keeps them strong.

Friendships take **effort** and **care** from both sides. By communicating, empathising, respecting boundaries, and forgiving each other, you can enjoy long-lasting, meaningful friendships.



Sometimes, when friends have none or very few of those qualities, we can end up in toxic situations. Watch the following clips and complete the questions on your answer sheet. Your teacher will then go through the answers.

<https://www.youtube.com/watch?v=774HJQ9AdRk>

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

You can't be jealous AND like your friend's posts about their success on social media. True or false?

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

When are toxic friends most likely to contact you?

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

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

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

Why don't toxic friends like your other friends?

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



## Maintaining great friendships and avoiding fall-outs



### Signposting support:

#### Useful helplines and charities:

[Childline](#). Support for people under 19 in the UK. Call: 0800 11 11



[Young Minds](#). Child and adolescent mental health charity. Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

<https://www.themix.org.uk/sex-and-relationships> Relationships advice for young people



# Wants Needs and Priorities



## How do I know what are wants, needs and real priorities?

**Learning outcomes:**

Describe where particular needs and wants fall on Maslow's Hierarchy of need.

Explain why we need to learn about wants and needs and priorities.

**New key terms:**

**Needs** - things we can't live without, meaning we will die if we don't have them.

**Wants** – things which we would like, or would make life easier, but we don't have to have in order to survive.

**Priority** - a thing that is regarded as more important than other things.

## Needs and Wants

### What's the difference between needs and wants?

A need is something that is required – in other words, something that is completely necessary. A want is something that is desired because it is pleasurable, fun or would improve your life.

You can tell the difference between a need and a want by deciding whether your life would be able to continue without it. For example, without enough food, sleep, and water, you wouldn't be able to live for long, because your body would stop working properly and it would shut down. Food, sleep and water would all be classed as basic needs. On the other hand, you could live without an Xbox, even if it meant you might be a bit bored. This is an example of a want. If something is a **priority**, then that means it is more important than other things. For example, having access to clean water is a far higher priority for all humans than having access to a bouncy castle, as we need one to live and the other is just a bit of fun.

### Is there a middle ground between needs and wants?

There are certainly different levels of needs. The pyramid on the second page is called **Maslow's Hierarchy**, and it shows you all the different things that can be considered as needs in a person's



life. You'll notice that, the nearer you to the top of the pyramid, the more the needs are about particular qualities rather than material things. For example, self-esteem is very important for a person to have, because they need to value themselves in order to have the best chances of a healthy and rewarding life. A person could *exist* without self-esteem, but they wouldn't *live* as well as they could.

### **Couldn't you say the same about the Playstation example?**

The Playstation is not a need, because it can be replaced by other things that achieve the same purpose. For example, you could have a PlayStation, or a desktop PC, or you could even do something else with your time, like skateboarding, football or anything else that would entertain you. However, your need to be entertained or occupied is a need that would fit into Maslow's Hierarchy – probably in the top bracket.



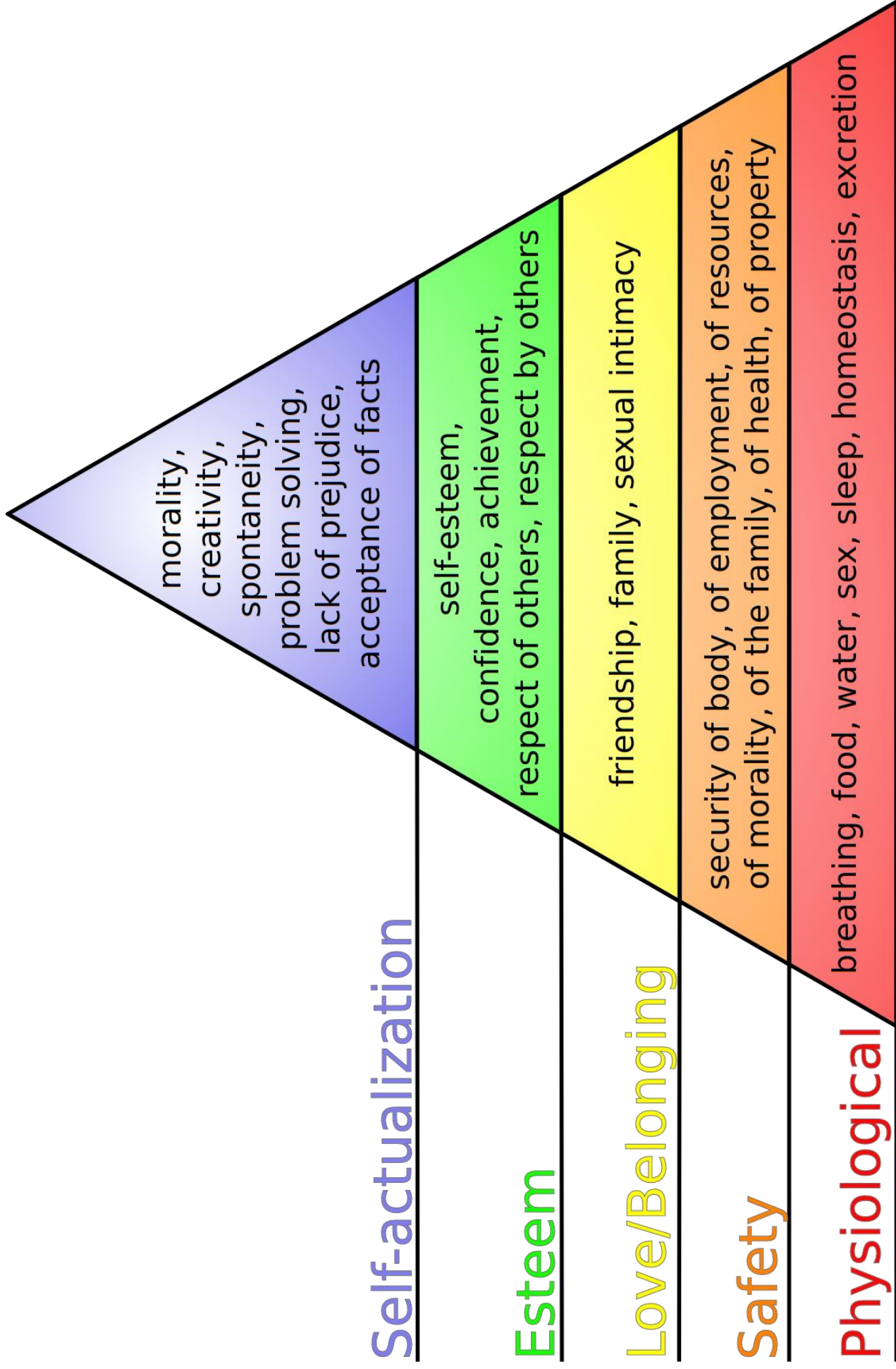
### **Do all people have the same needs and wants?**

All people require food, water and sleep. All people need some sort of shelter (although not everybody chooses to live in a house). All people need to go to the toilet. All people need their body to keep them at the right temperature. However, different people might have different priorities. This means that people value different things. For example, one person might value friendship as their most important need; another person might decide that being creative is their most important need. Not everybody has the same need for close friendship or sexual intimacy, although these needs are important for many people. Some people have additional needs due to physical or mental conditions. For example, a person who uses a wheelchair needs ramps in order to be able to move around in some buildings; a person with diabetes might need insulin injections, and so on.

### **Whose responsibility is it to meet my needs and wants?**

You are in charge of achieving what you want in life. For example, if you want a nice house with a nice car, you will have to work in order to achieve that goal. Sometimes, your wants depend on other people: for example, if you want to have a romantic relationship, you will have to find someone who wants to have one with you.

Your needs are also your responsibility up to a point. For example, you need to make sure that you get enough sleep and that you are looking after your health as well as you can. On the other hand, the government has an obligation to help people who are in need. For example, an adult who can't get a job because of a long-term illness will receive money from the government, to help them pay for food and other basic needs.



<b>Case Study:</b>	<b>Want or Need?</b>	<b>Where on Maslow's Hierarchy would it be?</b>	<b>Why I think this:</b>
John had been underwater for almost one minute. He felt desperate to come up for a breath.			
Karen loved painting. She wished her friends would appreciate all the paintings of Rishi Sunak she kept making for them.			
Ali's desert marathon was not going well. As the heat blistered, he craved water.			
Without his job, Tom's family would suffer. Already they were in debt and the rent was due the next week.			
Sarah was stuck on the motorway and desperate for the toilet. How long would this traffic jam last?			
Dan had never felt loved. His depression made him swallow the pills which meant he would never wake. Soon after, he drifted off, still longing to feel the love of another human being.			
<b>Your example:</b>			

### Extension task:

#### Wants and needs quickfire bingo game:

You have been given a bingo card. Whilst listening carefully to the clip, you need to cross out all the wants **that you hear** and circle all the needs **that you hear**. The first person to circle all the needs, will shout 'bingo'. If you really have heard them all, and won the bingo game, you will go first to break today.

<https://www.youtube.com/watch?v=aq6xk9ahMnI>

Grilled cheese	A labradoodle	Starbucks coffee
Brand new shoes	Box sets	Checking Facebook
PlayStation	Roller-skates	Using the word 'want' instead
Shelter	McDonalds	Hot Cheetos
Brand new girlfriend	PSHE lessons	Using the toilet (potty)



Plenary- Your wants and needs



# Self Esteem



## Why do we need self-esteem and how can we build it up?



### Learning outcomes:

Describe ways we can improve our levels of self-esteem and why this is so important.

Analyse the root cause of low self-esteem, recognising how external influences can affect our mental health.



### New key term:

**Self-esteem** - describes a person's overall sense of self-worth or personal value.

## What is self-esteem and how can we boost it for ourselves?

Imagine you have a special treasure chest inside of you. This treasure chest is called "self-esteem." It's like a magical box that holds all the good and positive thoughts and feelings you have about yourself. Self-esteem is how you see and feel about yourself deep down inside.

Having high self-esteem means that you believe in yourself, you think you're important, and you feel good about who you are. It's like having a strong and healthy confidence in yourself. When you have high self-esteem, you are more likely to feel happy, brave, and able to handle challenges that come your way.





On the other hand, low self-esteem means that you don't feel as good about yourself. You might doubt your abilities, think you're not as important as others, or feel like you're not as good as you should be. Low self-esteem can make you feel sad, scared, and unsure of yourself.

Self-esteem is important because it affects how you think, feel, and act. When you have high self-esteem, you're more likely to try new things, take on challenges, and believe in your abilities. You'll feel more confident to express your thoughts and ideas, make friends, and stand up for yourself when needed. High self-esteem also helps you deal with difficult situations and bounce back from failures or mistakes. When you have low self-esteem, it can hold you back. You might feel afraid to try new things or take risks because you're worried about failing or what others might think. Low self-esteem can make you feel sad, anxious, or upset about yourself. But remember, everyone makes mistakes and faces challenges. With high self-esteem, you can learn from those experiences and grow stronger.

Building and maintaining self-esteem is a lifelong journey. It's important to surround yourself with supportive and caring people who lift you up and encourage you. Celebrate your achievements, big

or small, and focus on your strengths rather than comparing yourself to others. Remember that you are unique and special in your own way. Taking care of yourself, being kind to yourself, and believing in yourself are all parts of building and nourishing your self-esteem. It's like nurturing a beautiful flower that grows stronger and more beautiful over time. Remember, you are worthy of love, respect, and happiness just the way you are!



**Here are some top tips for building self-esteem:**

1. **Embrace your uniqueness:** Recognize and celebrate your individuality. You have unique talents, interests, and qualities that make you special. Embracing them will help boost your self-esteem.
2. **Set realistic goals:** Break down your big goals into smaller, achievable steps. When you accomplish these small steps, you'll feel a sense of accomplishment, which contributes to building self-esteem.
3. **Focus on your strengths:** Identify your strengths and nurture them. Whether it's academic abilities, creative talents, or social skills, focusing on what you're good at can help you build confidence and self-esteem.
4. **Practice self-care:** Take care of your physical and mental well-being. Get enough sleep, eat nutritious food, exercise regularly, and engage in activities that bring you joy. When you prioritize self-care, you'll feel better about yourself.
5. **Surround yourself with positive people:** Choose friends who support and encourage you. Surrounding yourself with positive influences can uplift your self-esteem and help you develop a healthier self-image.
6. **Challenge negative thoughts:** Recognize when negative thoughts pop up in your mind and challenge them. Replace negative self-talk with positive affirmations. Remind yourself of your strengths and past achievements.

7. Learn from mistakes: Mistakes are a part of life, and they don't define your worth. Instead of dwelling on failures, view them as opportunities for growth and learning. Focus on what you've gained from the experience and use it to improve.
8. Practice self-compassion: Treat yourself with kindness and understanding. Don't be too hard on yourself when things go wrong. Practice self-compassion by offering yourself support and forgiveness, just like you would for a friend.
9. Try new things: Step out of your comfort zone and try new activities or hobbies. Exploring new interests and challenging yourself will help you discover hidden talents and increase your self-confidence.
10. Celebrate achievements: Take time to acknowledge and celebrate your achievements, no matter how small. Reward yourself for your efforts and accomplishments. This positive reinforcement reinforces a sense of worth and boosts self-esteem.



Remember, building self-esteem takes time and effort. Be patient with yourself and celebrate the progress you make along the way. You are capable of developing a strong and positive self-image.

**Task Two:** Complete the thought bubbles below using your information sheets we've just read together.

My favourite five of the ten top tips are...

Three things I didn't already know about self-esteem are...

In your own words, explain how managing self-esteem is a lifelong commitment...

Three reasons why self-esteem is so important is because (explain in full)

## Task Three:

### The science of self-esteem



[https://www.youtube.com/watch?v=wC9S\\_fFMnaU](https://www.youtube.com/watch?v=wC9S_fFMnaU)

Can unsuccessful people have high levels of self-esteem? Give an example.

Self-esteem is crucial for us to have a feeling of .....

Is high self-esteem more to do with how we think about ourselves (psychology) or how much money we end up making (economy)?

What factors seem to stand out when we study why people have particular levels of self-esteem (write down three).

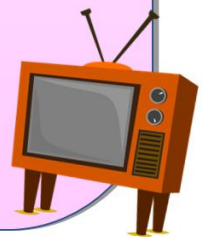
Why do people who have 'outperformed' the parent of the same sex as them seem to have good levels of self-esteem?

How can your parents / carers level of love and attention they give you affect your self-esteem?

Why is 'being fired' when you're older felt as a 'tragedy' for some, yet not for others?

Explain the most important factor for healthy self-esteem levels.

Watch the clips and complete your questions on your task sheet. We will then go through the answers together so you can fill in any you've missed.



## Why do we need self-esteem and how can we build it up?



### Signposting support:

#### Useful helplines and charities

**Young Minds.** Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

**Samaritans.** Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123

**SANE.** National out-of-hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

<https://mensadvice.org.uk/contact-us/> Men's advice and support site

<https://www.youngwomenstrust.org/get-support/additional-support/> Women's advice and support site



# Online Literacy



## Why can't we always trust what we see in the media or online?



### Learning outcomes:

Describe how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events.

Describe strategies to critically assess bias, reliability and accuracy in digital content.

### New key terms:



**Media Literacy** - the ability to critically analyse stories presented in the mass media and to determine their accuracy or credibility.

**Critical Thinking** - the objective analysis and evaluation of an issue in order to form a judgement.

*We'll explore this further shortly.*

## Why do we need to know about media literacy?

Media literacy is the ability to critically analyse stories presented in the mass media and to determine their accuracy or credibility. If we can't do this, we are allowing ourselves to be regularly lied to. We then go on to live our lives misinformed which can in the best-case scenario lead to arguments with other people which make us look stupid, and in the very worst case, can lead to us taking poor health advice, putting our lives at risk. Media literacy is incredibly important.

Unfortunately, today, many young people (as well as many adults) get their information from unofficial sources. This is an issue because absolutely anyone can set up a YouTube channel, a TikTok or Twitter account and churn out absolute nonsense. However, if they do this in an entertaining way, maybe with colourful hair and piercings, fun filters, sound effects and music, and, especially if they tell you the things you already want to hear, you may well believe them.



There are some great YouTube, Twitter and TikTok accounts out there, making brilliant and factual content – however, for every one account which checks their sources and strives never to present misinformation to their viewers, there are hundreds which never check, or just cherry-pick (only use sources which agree with what they wanted to say anyway) and say whatever they feel.

If you are looking for accurate information, the first thing to do, before listening to anyone on social media, is ask yourself one question – **would I take advice on this matter from the first person I saw walk past me on the street today?** If the answer is no, then you need to ensure you are getting your advice from an official source. If it's health, the NHS website is brilliant. If it's news, the BBC isn't always perfect but it's still one of the most unbiased official sources of news we have in Britain.

There are fantastic media bias charts out there which show you whether the news you are reading or watching is biased toward the left or right. As we usually discover in PSHE, the truth is often somewhere in the middle – and when you look for news, it's best to look for sources which are as unbiased in their politics as possible (this is why the BBC isn't always perfect, as they can be influenced by whichever political party is in power in the UK – however, it was created to be an entirely unbiased platform).

Young people and adults (all of us) are so easily taken in. It feels much nicer to us to hear what we want to hear, to have the advice we hoped someone would say – yet many social media influencers are simply being unkind in the long-term by telling young people advice they want to hear. An example of this would be an obese child who stumbles on the very trendy 'Health at Every Size' TikTokers. They are then told they don't need to lose any weight, they can gain up to 600lb and still be beautiful and healthy. The child doesn't amend their diet, continues to watch Health at Every Size TikTokers and ends up with diabetes, or another serious life-limiting condition.

Had you consulted them instead, any NHS doctor would have told you that this was terrible advice.



**VERY HARSH TRUTH** Your TikTok idols don't care about you, they're not your family or your friends. They want your clicks and your views – so much - and Patreon money, of course. You are funding their living. You are supplementing their self-esteem and giving them little dopamine hits with your comments and likes. If they have a mental illness, or have been brainwashed into believing poor advice themselves, then by giving them attention you might actually be harming them too.

## Thinking Critically

### Why is it important to think critically?

Thinking critically is a useful habit to practice generally, but there may be some times when it is particularly salient. For example, social media can be a source of many claims which may or may not stand up to scrutiny. If you have a favourite influencer who shares lots of propaganda for a particular cause, you may wish to

investigate the material before accepting what it says as true. Read science articles, ask a trusted adult. Watch someone speaking with the opposite point of view.



Anyone trying to persuade you to do anything should be treated with a critical approach. This does not mean that you have to be critical of them in a harsh way – rather, it means treating their ideas with a healthy degree of doubt (this is called scepticism) until you can be satisfied that what they are claiming is in fact true. In many cases (for example, anything to do with health or your body), if you are not convinced that their claims are true, thinking critically will have saved you from a harmful outcome.

### What kind of skills are needed for thinking critically?

Thinking critically requires careful consideration of a number of factors. First of all, ask yourself, what is the **motivation behind a knowledge claim**: why is this person claiming what they're claiming? For example, a person who says that everyone should vote for a particular politician is probably saying that because they strongly believe in the views of that political party. You may or may not agree with those views. In any case, the claim that *everyone* should vote for that politician is not true, since there will be people who don't agree with those views (whether or not everyone should have those views is another matter!). To take another example, a company lobbying the government for tax breaks for fossil fuels is probably doing so because they will benefit from it financially, rather than because it is an objectively good thing to be doing.

The second factor to consider is the **likelihood of the knowledge claim being true**: where have they got their facts or proof? Have they used reputable sources? There are many studies and statistics which can be cited in order to present what looks like a credible argument, but how reliable is this data? A reliable source will have a clear author(s), a (probably recent) date, relevant citations appropriately given, and be written in a clear, accurate style, free of errors. Check the domain name of the source if it's online: URLs which end in .edu or .gov may be more reliable than a domain that looks like someone paid for it (e.g. alltherightanswers.com). Fact check any statistics or claims which look suspicious to you. Check the piece carefully for any evidence of authorial bias.

A third important factor to consider is **your own bias**: are there any beliefs which you hold that might make you hostile towards a claim, or overly generous towards it? For example, if someone strongly believes in the death penalty, will they be receptive to studies which may show the rehabilitative effects of prison? Similarly, if someone is strongly in favour of an open immigration policy, is it possible that they would respond more favourably to studies showing the benefits of this? These examples relate to a psychological concept known as *confirmation bias*: when a person's pre-existing belief shapes the way they interpret information and even what information they seek out.



### Questions to answer:

Why is it so important to think critically?

What does scepticism mean?

What should we ask ourselves before taking advice from an online influencer? Why?

If we're not sure about some online advice, what should we do?

What does having our own biases mean? Why should we consider this?

What do we mean by 'the motivation behind a knowledge claim'?

Why are trusted adults and family members better sources of advice?

What is 'cherry-picking'?

How can we tell if a source is reliable?

Why is it beneficial to listen to the opposite point of view?

What is a very harsh truth and why is it important for us to realise this?



## Task:

[https://www.youtube.com/watch?v=trZhY\\_gXgKQ](https://www.youtube.com/watch?v=trZhY_gXgKQ)  
[https://www.youtube.com/watch?v=CH3\\_hC32Obo](https://www.youtube.com/watch?v=CH3_hC32Obo)

Watch the clips and complete the table below.  
 We'll go through the answers together afterwards.



Why do people trust influencers?	Why shouldn't people trust influencers?	What's in it for the influencers themselves?



## Why can't we always trust what we see in the media or online?



### Signposting support:

#### Useful helplines and charities:

**Young Minds.** Child and adolescent mental health charity for teens struggling with any subject.

Call: 0808 802 5544

**Teen Line | Teens Support hotline - Connect, talk, get help!** Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

**SANE.** National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

**Mental Health Foundation.** Information and support for anyone with mental health problems or learning disabilities.

**Rights online (coe.int)** Your rights online as a young person using social media sites





# Racism

## What is race and racism?

**Racism is defined by the Oxford English dictionary as:**

*"Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior."*

Racism is still unfortunately something we hear a lot about today. In a world where we are planning to send humans to Mars, you would think humanity would be able to look beyond superficial characteristics such as skin colour – but although we have come a very long way, we have by no means eliminated racism altogether. Where we should be embracing diversity, there are still corners of the world where uniformity of appearance and culture is a priority of the government. For example, the plight of the Uyghur Muslims in China – who are originally a Turkish ethnic group, being forced to assimilate in Chinese culture, targeted by how they dress, their religion – and most disturbingly, their innate characteristics (what they actually look like as a race of people).

We hear a lot about racism in Western countries too – especially from our own media, focusing on the UK and America. Although both countries have laws in place to prevent racism in the workplace, schools and all public areas, we hear the word 'racism' more than ever before, with some speculating the media see the term as a buzzword, which makes the perfect clickbait and therefore is overused. We are fortunate in the UK that by most metrics, our population is far less racist than 50 years ago – yet this does not mean racism has disappeared. Yet if racists read some scientific journals on race, they might realise how ridiculous they are being.



## Why do we have a concept of 'race'?

Race and ethnicity don't show up at the genetic level. Yet no one is denying that there is human diversity, and as you may know, how a human looks depend on their individual DNA in their genes. Genes are like tiny instruction manuals inside of us all, and DNA is like the actual instructions.

Genes are passed on from our parents (which is why we often look like them), but can also skip a generation or two – which may be why you have ginger hair, like your nan. However, humans share 99.9% of their genetic characteristics. We don't have genes instructing us to have tails,

wings or beaks, because those characteristics aren't for humans. Those belong to the dog, cat or bird species (amongst others) and we humans are a separate species.

There is only one species of human in the world today. So what is race? Essentially, it's a word we humans have made up to classify people. If we trace our ancestors back far enough, thousands and thousands of years, the fossil record shows scientists that we all originated from Africa. Go back far enough in your family tree and you will find your African relatives (not literally – we only recently started keeping useful documentation for heritage enthusiasts!) This means our distant, distant ancestors were probably all black, because black skin suited the African climate. Anyone born with white skin would have suffered very badly with sunburn for lack of melanin. It wouldn't have been a helpful 'mutation'. A mutation is when a gene changes as it doesn't copy correctly from parents to children.



As Africans left to explore Europe, mutations which made people paler would have been useful, as the sun wasn't as strong and people would need to absorb more sunlight to keep healthy, to gain more vitamin D and prevent diseases like rickets. As early humans explored the eastern deserts, eyelids which covered more of their eyes and kept the sand and therefore infections out became useful. As humans moved to higher ground and lived up mountains, how they process oxygen changed in some communities, to adapt to high altitudes.

The people born with these more 'useful' genes for their environment, tended to prosper, be successful and therefore have more children, who kept the useful gene and continued to pass it on.

All of these variations occur in the 0.01% of characteristics which aren't shared by all humans. That's tiny! We share 99.99% of our characteristics with each other, throughout all humanity. Perhaps if we had known this information hundreds of years ago, we would never have divided up people by an idea of 'race'.

Yet we continue to use the term – without being able to really define it. Does race actually exist, or is it just a name for a collection of cultural characteristics? Is an Asian person brought up by a Jamaican family, who is immersed in and celebrates their culture 'Black' or 'Asian'? Is this an arbitrary distinction? What makes a person a certain race, if race is a human concept?

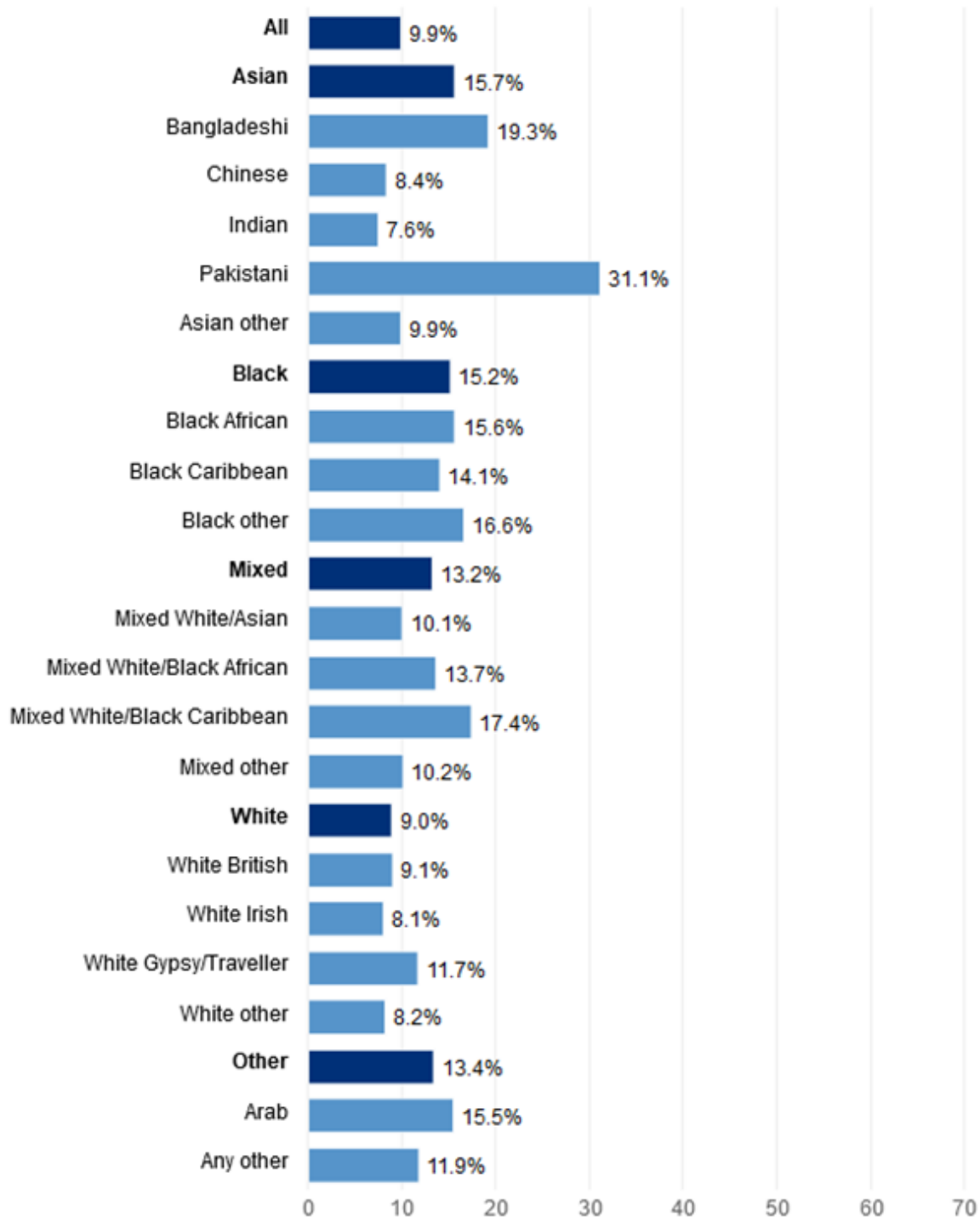
These are still questions being discussed today, by great minds all over the world – so don't expect to have all the answers yourself. Just keep an open mind and as always, be ready to think and listen to different ideas critically.

Please read the below sources

### Source A) POVERTY

Taken from <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/people-living-in-deprived-neighbourhoods/latest>  
(official UK government data website)

**Percentage of people living in the most deprived 10% of neighbourhoods, by ethnicity**



### Source B) PAY

Taken from <https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/pay-and-income/average-hourly-pay/latest>  
(official UK government data website)

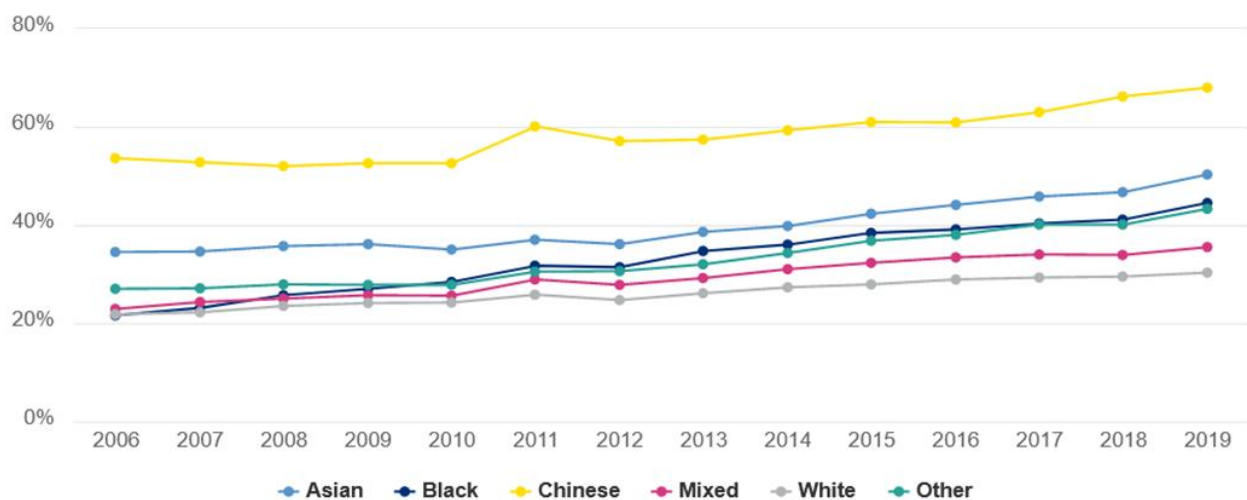
**Average hourly pay by ethnicity over time**



### Source C) HIGHER EDUCATION

Taken from: <https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/higher-education/entry-rates-into-higher-education/latest>  
(official UK government data website)

**Percentage of state school pupils aged 18 years getting a higher education place, by ethnicity over time**



**Source D) BBC Website:**

Over the past 10 years, 164 people have died in or following police custody in England and Wales, according to the Independent Office for Police Conduct (IOPC) - the body responsible for police complaints.

Death in custody is the term for anybody who dies while in the custody of the state - this could include while being detained by a police officer or while being held as a prisoner in a police station.

**Of the deaths in the last 10 years:**

141 were white

13 were black

10 were from other minority ethnic groups.

When you compare these figures to how much of the population these groups make up (as measured by the 2011 census), black people are more than twice as likely to die in police custody.

**Source E) Prof Matthew Goodwin - British academic who is currently Professor of Politics in the School of Politics and International Relations at the University of Kent,**

*“White pupils from poor communities – in particular boys – perform worse on average at school than their peers from most other ethnic backgrounds. The Department for Education’s 2018 GCSE performance statistics show that while the national average attainment score across eight subjects was 46.5, white boys who are eligible for free school meals score an average of just 28.5. Terms like “white privilege” and “toxic masculinity” signal to poorer white communities that they are the problem.”*

Which three groups live in the most deprived settings, according to source A?

What can we learn from the graphs in source B? Does this surprise you?

Why / why not?

What does graph C show? Why do you think this is?

What problems does source D suggest we are still facing today?

Why do you think there’s not much difference in average pay between the different groups in source B?

Why do you think there is such a discrepancy in graph C?

What does the professor quoted in source E think the problem is?

Which three groups live in the most deprived settings, according to source A? Why is this? You might want to consider the difficulties faced by recent immigrants to a new country in your answer. Explain in full.

Study source E. What is the issue and how could this be solved?

What links can be made between source C and source A. What does this suggest? Explain in full.

To what extent does source F contradict the other sources, or doesn't it? Explain your ideas in full.



**Signposting support:**

**The Wider World.**

**Racism and discrimination helplines and charities:**

[Samaritans](#). Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123.

[diverseymru.org.uk](#)  
Welsh charity committed to supporting people facing inequality and discrimination. Offers mental health services to people from Black and minority ethnic backgrounds through its mental health projects.

[blackthrive.org](#) Works to address and challenge the structural barriers that prevent Black people from thriving.

[baatn.org.uk](#) Provides a list of therapists from Black, African and Asian backgrounds, and signposts to local mental health and advocacy services.

[muslimcommunityhelpline.org.uk](#)  
Provides listening and emotional support for members of the Muslim community.

[Childline](#). Support for people under 19 in the UK. Call: 0800 11 11



# Stereotyping



## What is stereotyping and why do we do this?



### Learning outcomes:



Describe the meaning of stereotyping. Explain why we stereotype and how we can train ourselves not to apply negative stereotypes.

### Key terms:

**Stereotyping** – to believe unfairly that all people or things with a particular characteristic are the same.

**Stereotype** – this is a creation of the application of stereotyping. For example, the idea that a French person would hold a baguette and wear a beret.

Match the description to the correct picture number:

Description	Picture number	Why did you choose this person?
Chess Champion		
Film Star & Oscar Winner		
Winner of 7 Olympic Gold Medals		
Neuroscientist (Brain Surgeon)		
Millionaire Entrepreneur		
Product designer for Apple		
Film Director		
3x World Heavyweight Champion		



## Task Two:



### So why do we all make generalisations about groups of people, even when we know we shouldn't?

You have been given a bingo card. Whilst listening carefully to the clip, you need to circle the key points as you understand them. The first person to circle all of them, will shout 'bingo'. If you really have heard them all, and won the bingo game, you will go first to break today. <https://www.youtube.com/watch?v=-3FSfirWccw>

Stereotypes can be neutral (like Australians like the outdoors)	Stereotypes can lead to positive or negative generalisations.	It enables the brain to make mental shortcuts.
Stereotypes were used to help us survive.	Stereotypes are learned at a young age.	Confirmation bias strengthens our personal stereotypes.
Stereotypes inform how we act towards others.	Stereotyping developed to protect us.	One stereotype is that lions are safe.



Describe what we mean by stereotyping and give one example of a stereotype:



Explain why it is that people stereotype and how stereotyping developed as a useful survival tool:



Explain why some people still makes generalisations about different groups of people today:

**EXIT TICKET**



How do you feel about this lesson?  
Circle the emoji that fits you best.



# What is stereotyping and why do we do this?



## Signposting support:

### Discrimination helplines and charities:

[diverseecymru.org.uk](http://diverseecymru.org.uk)

Welsh charity committed to supporting people facing inequality and discrimination. Offers mental health services to people from Black and minority ethnic backgrounds through its mental health projects.

[baatn.org.uk](http://baatn.org.uk) Provides a list of therapists from Black, African and Asian backgrounds, and signposts to local mental health and advocacy services.

[muslimcommunityhelpline.org.uk](http://muslimcommunityhelpline.org.uk)

Provides listening and emotional support for members of the Muslim community.

[LGBT national help centre: 888-843-4564](http://LGBTnationalhelpcentre.org)

[Equality Advisory Support Service \(EASS\) - GOV.UK \(www.gov.uk\)](http://EqualityAdvisorySupportService(EASS)-GOV.UK(www.gov.uk))

For advice on any type of discrimination, including disability, sex and race.



## Protected Characteristics



### What are protected characteristics and why are they important?



#### Discussion Starter:

Dana just applied for a promotion at work. She is perfectly qualified for the position as Technical Manager, but didn't get the job. She asked for feedback. Her line manager said, 'Well you know what it's like – traditionally it's a bit of an old boys' club in here - and we like it that way.'

**Discuss:** Has Dana been discriminated against? How?



What do we mean by the terms 'prejudice' and 'discrimination'?

#### CLUES:

leaving out      unfairness  
inequality      difference in treatment





## Task One: Starter Review

Let's feedback on Dana's situation.  
How is this type of discrimination damaging to both Dana and wider society?

If other people who wanted to work at the company hear about this then..

If Dana has poor mental health after this situation then...



Wider society will lose out because...

If younger women and girls in the same profession hear about this then...

How is this type of discrimination damaging to everyone?

If female students who are thinking about this career hear about this then...

Dana's workplace will lose out because...



## Learning outcomes:

Describe how we tackle the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice in the workplace and other settings.

<https://www.youtube.com/watch?v=i4MWVEAw2g>

Protected characteristics - YouTube

## New key terms:

**Prejudice** - preconceived opinion that is not usually based on reason or actual experience.

**Discrimination** - the unjust or prejudicial treatment of different categories of people.

**Protected characteristics** – personal or group qualities that are protected by the Equality Act 2010

**The Equality Act 2010** – the law which protects our characteristics from being discriminated against.

## **What are Protected Characteristics?**

In the UK, it is against the law to discriminate against anyone because of:

- **age**
- **gender reassignment**
- **being married or in a civil partnership**
- **being pregnant or on maternity leave**
- **disability**
- **race including colour, nationality, ethnic or national origin**
- **religion or belief**
- **sex**
- **sexual orientation**



That's because these qualities are called 'protected characteristics'. You're protected from discrimination against any of these qualities when you are:

- **at work**
- **in education**
- **as a consumer**
- **when using public services**
- **when buying or renting property**
- **as a member or guest of a private club or association**



You're legally protected from discrimination by the Equality Act 2010. You're also protected from discrimination if you're associated with someone who has a protected characteristic, for example a family member or friend, if you've complained about discrimination or supported someone else's claim.

You can do something voluntarily to help people with a protected characteristic. This is called taking 'positive action'. Taking positive action is legal if people with a protected characteristic:

- **are at a disadvantage**
- **have particular needs**
- **are under-represented in an activity or type of work**



## **How could someone discriminate against someone else?**

Discrimination can come in one of the following forms:

- **direct discrimination - treating someone with a protected characteristic less favourably than others**
- **indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage**



- **harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them**
- **victimisation - treating someone unfairly because they've complained about discrimination or harassment**

The law protects you against discrimination at work, including:

- **dismissal**
- **employment terms and conditions**
- **pay and benefits**
- **promotion and transfer opportunities**
- **training**
- **recruitment**
- **redundancy**




Some forms of discrimination are only allowed if they're needed for the way the organisation works, for example:

- **a Roman Catholic school restricting applications for admission of pupils to Catholics only**
- **employing only women in a health centre for Muslim women**
- **A boys' grammar school (such as BWS) only allowing entry to males**





## What are protected characteristics and why are they important?



**Signposting support:**

**Discrimination helplines and charities:**

[diversecommunity.org.uk](http://diversecommunity.org.uk)  
Welsh charity committed to supporting people facing inequality and discrimination. Offers mental health services to people from Black and minority ethnic backgrounds through its mental health projects.

[baatn.org.uk](http://baatn.org.uk) Provides a list of therapists from Black, African and Asian backgrounds, and signposts to local mental health and advocacy services.

[muslimcommunityhelpline.org.uk](http://muslimcommunityhelpline.org.uk)  
Provides listening and emotional support for members of the Muslim community.

LGBT national help centre: 888-843-4564

[Equality Advisory Support Service \(EASS\) - GOV.UK \(www.gov.uk\)](http://EqualityAdvisorySupportService(EASS)-GOV.UK(www.gov.uk)) For advice on any type of discrimination, including disability, sex and race.

Case Study:	Has the Equality Act 2010 been broken?	Which protected characteristic has been infringed?	What makes you think this? How do you know?
Tara works for British Airways. She has been told that no religious artifacts can be worn at work. She has always worn her crucifix but her manager has asked her to remove it.			
At a bakery in Belfast, a gay couple asked a bakery to produce a cake picturing two men getting married on the top of it. The bakery refused on the grounds that gay marriage was against their religion.			
A college in Birmingham has stated that anyone who has more than 10 days off in a year will no longer be allowed to sit their A-levels in the college. Tom, who has an ongoing medical condition and needs frequent hospital treatment has been told this applies to him too.			
Male workers at a factory claimed that their employers discriminated against them, denying them the opportunity to take shared parental leave on full pay. The employers in both cases enhanced pay during maternity leave, but not during shared parental leave.			
At Samantha's work, they have a 'no distractions' policy. Part of the policy states – 'no decorative flags in the office.' During the World Cup, some employees were allowed to watch matches in the staffroom at break time. Sam complained that during Pride month, she was not allowed to celebrate in the same way by putting up a flag.			



# Qualities and Skills Development



## What are my qualities and skills and how do I develop them?



### Learning outcomes:

Review your strengths, interests, skills, qualities and values and how to develop them.

Begin to set realistic yet ambitious targets and goals for developing our skills and qualities further.

Start to investigate the skills and attributes that employers value.

### New key terms:

**An interest** – something we enjoy learning about or doing.

**A personal quality** – our personality attributes, e.g; kindness, humour, being hard-working, intelligent or helpful.

**Skills** – the ability to do something well, e.g. carpentry, cooking, creative writing, football, coding, painting.

Skills I'd like to develop further:

Values I think are most important:

Ways I could try to develop my skills further:

Values I feel are less important:

My skills:

My values:

My qualities:

Me:

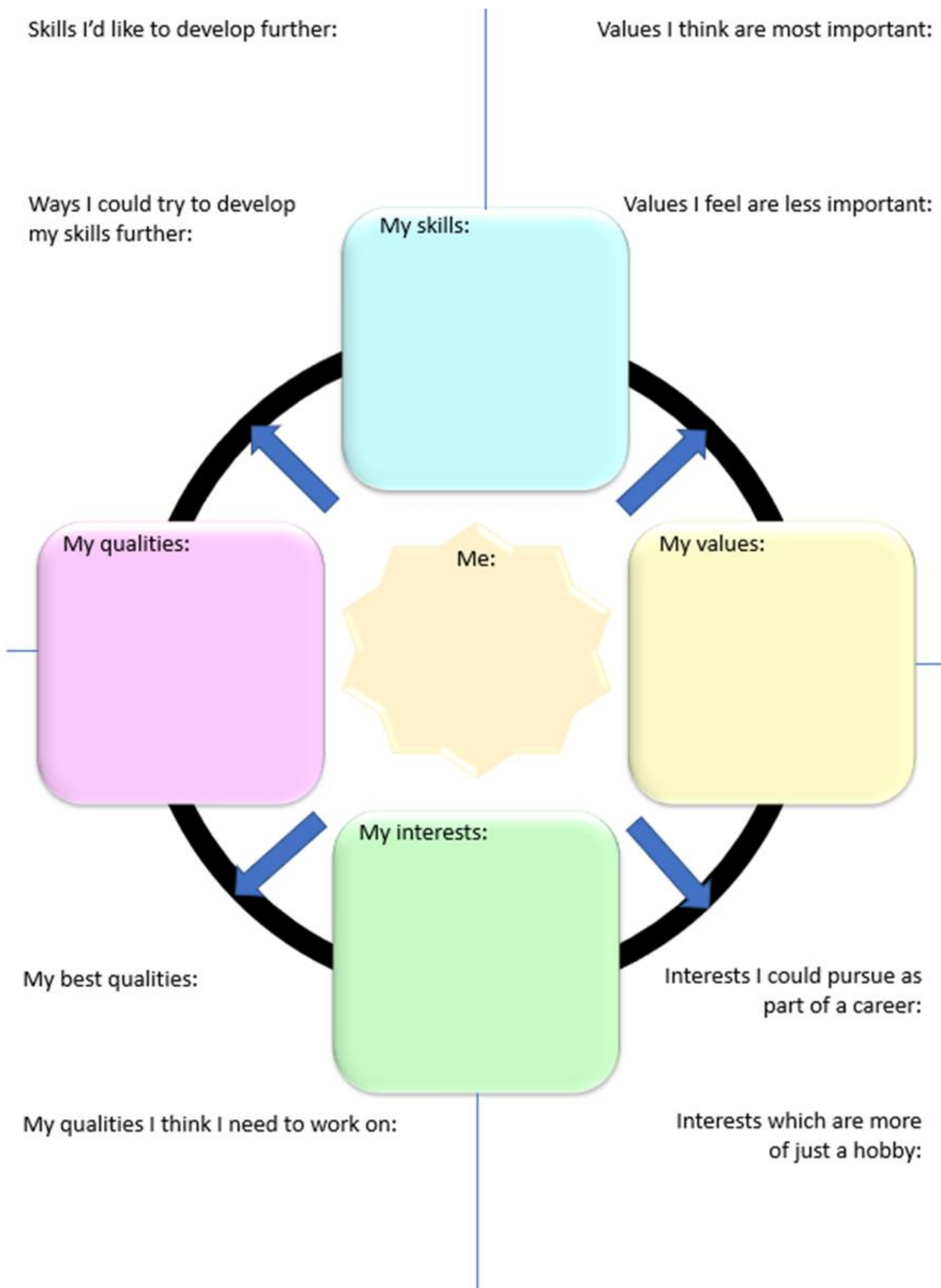
My interests:

My best qualities:

Interests I could pursue as part of a career:

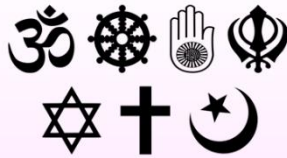
My qualities I think I need to work on:

Interests which are more of just a hobby:



### Task Three:

Now we've determined our interests, qualities, strengths and skills, Let's think about our values. But what do we mean by values anyway?



What are values and where do they come from? Use the images to help think of examples.



*By our values we mean... for example.....  
Our values can come from many places such as...*



### Task Four:

Now we know what values are, how do we work out our own personal values? Watch the clip and answer the questions on your sheet. We'll go through the answers together afterwards.



<https://www.youtube.com/watch?v=cZM9Z4vM-iM>  
<https://www.youtube.com/watch?v=nBc8AdZmLn4>  
[https://www.youtube.com/watch?v=7o\\_Q3RJyV3M](https://www.youtube.com/watch?v=7o_Q3RJyV3M)



Values are like...

Give three examples of values from the clips

Give an example of how values can change, depending on culture or religion

Does everyone have the same values?

**In the third clip, note down three personal values mentioned which you think you might share.**





# EXIT TICKET



Name three of your personal strengths.

---



Describe which of your personal skills or qualities could be valued by an employer in the future:

---



Explain why it's important to discover and develop your personal qualities and skills throughout school:

---

---

---

---



How do you feel about this lesson?  
Circle the emoji that fits you best.

## Budgeting our Money



### How can we successfully budget our money?



#### Learning outcomes:

Identify key terms and information about your own income and expenditure.

Create a personal budget plan which includes key information on income and expenditure and will enable you to successfully manage money in future.

#### New key terms:



**Budgeting:** A budget is a spending plan based on income and expenses.

**Income:** money received or made (money coming in).

**Expenditure:** money spent (money going out).



# How can we successfully budget our money?



## Task One:

What is budgeting, why is it important and why do we need to get into good budgeting habits so early on? **Watch the clip and answer the questions on your sheet.** We'll go through the answers together in five minutes.

<https://www.youtube.com/watch?v=j1Vwth0B8l8>

What is budgeting a fancy term for?

What will a budget do?

What can a budget teach you?

What else does making a budget do?

## Extension task:

On the left hand side of the scales, write down as many sources of income that a person could have as you can think of. Then on the right, write possible outgoings.

### Income:

*For example, wages from a job*

### Outgoings:

*For example, electricity bills*



**Discussion questions:** How many of you have a savings account? How many of you usually spend more than you save each week? What issues could this cause in the long term?

# Extension task:

Money I receive each week (sources of income)	Things I buy every week (expenditure)



## How can we successfully budget our money?



### Signposting support:

#### Useful helplines and charities:

**Young Minds.** Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

**Teen Line | Teens Support hotline - Connect, talk, get help!** Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

<https://www.barclays.co.uk/moments/children-and-money/teaching-teens-about-money/>

Money help for teens and young adults

<https://www.moneysavingexpert.com/news/2021/04/free-guide-parents-kids-spending-money-online/>

Link to a free guide to budgeting and saving for teens and kids





# Bullying and Prevention



Anti-bullying – how can we reach out to support victims and stop bullies?



## New key term:

### Learning outcomes:

Describe and recognise bullying, and its impact in all its forms as well as the skills and strategies to manage being targeted and to support others who are being bullied.



**Anti-bullying –** identifying bullying and its source, preventing it from happening at that moment, discussing why it is happening, and finding solutions to keep it from happening again.

## What is bullying and what should we do if we are bullied?

When we say that a person is a 'bully', we mean that he or she is being mean to someone else, and causing them to feel hurt, upset or scared. If you're being bullied, it can mean that you are being physically harmed, such as slapped or kicked, or that your feelings are being hurt, such as when someone is making nasty comments, or leaving you out of a game on purpose. Normally, a bully is more 'powerful' than the person being bullied - they may be stronger and taller, or have more friends. This means that the person being bullied is less able to fight back or speak up about what is happening. A bully might be one person, or there might be a group of bullies.

A person who is being bullied may be:

- Repeatedly laughed at or called nasty names
- Deliberately left out of games or other activities
- Hit, slapped, kicked, pushed, choked, poked, or deliberately hurt in any other way
- Touched in a way that they do not want to be touched
- Someone that nasty rumours are spread about
- Someone that has their belongings stolen, destroyed or damaged

- Bothered while using the toilet
- Dared to do something dangerous
- Left out or ignored
- Bothered while they are at home by messages over the internet or text messages
- Bothered by nasty or upsetting things being written about them on the Internet.

There may be other activities, along with this list, that may constitute bullying. Bullying can happen to anyone, and can happen between people who are the same or different ages.



There's no good reason to become a bully, but sometimes it helps to understand what might cause somebody to be mean to another person. Some children bully because they aren't happy at home. Perhaps their parents work all the time, they have lots of other brothers and sisters, so they don't get as much love and

attention as they would like. This can cause bad behaviour in some children, because even attention for the wrong reasons can be better than none. There might also be somebody in the bully's life who is unkind to them, causing them to take their upset and anger out on other people. Some children simply don't understand that what they are doing is causing the other person to become upset, or they might not realise that a game has gone too far and somebody has been hurt.

## Bullying statistics

- 1 out of 5 children is bullied at some point
- Every 7 seconds a child is bullied in the UK
- Up to 43% of students in the UK say they have experienced harassment online
- 40% of children who are bullied deal with it every week.

## What are common examples of bullying?

- Physical bullying. This means kicking, poking, slapping, punching, pinching another person or otherwise causing them harm. They may threaten to hurt the other person if they do not give them something that they want, such as money.
- Verbal bullying. This means calling someone nasty names, saying mean things about them, or making things up about them that aren't true.
- Emotional bullying. This means leaving somebody out of a game or other activity, not inviting them to a party, or anything else that makes them feel left out or different.
- Racist bullying. This means being nasty to somebody because they are a different race. A bully might make fun of another person's customs, religion or homelife.

- Sexual bullying. This might mean touching somebody in intimate areas that they do not want to be touched, or using sexual words to make someone feel uncomfortable or upset.
- Cyber bullying. This is when one or a group of children use computers or mobile phones to send nasty messages to someone, or write nasty things about them on the internet for other people to see. They might send threats and make the other person feel worried about their safety.

## What should you do if you're being bullied?

- Don't feel ashamed or embarrassed about what's happening. It isn't your fault, but it is very important that you take action before the problem gets worse.
- Find an adult that you trust, such as a teacher or a parent, and tell them what's been happening. It can be anybody you feel comfortable talking to.
- Your school will have a policy on bullying, so it's important that your teachers know what's happening.
- If somebody tries to bully you, count to 100 and walk away. They'll never see how upset you are.
- Yell STOP and walk away. Don't turn around, no matter that they say.
- Be a friend to the person being bullied. Include them in games, sit with them at lunchtime, and let them know that they can talk to you about what's happening.
- If you feel safe and comfortable, stand up to the bully and let them know that what they are doing is wrong. If you are not, tell an adult.

### Task Three:

**How can we support victims of bullying – and even better, work to ensure it doesn't happen in the first place?**

Watch the clip below and fill in the answers on your sheet. We'll go through the answers together on the next slide.

(teacher note – watch clip first – shows someone considering harming themselves. Skip to 1.26 to avoid this scene)

[How to Stop Bullying | Anti-Bullying Video | Student Motivation | Jeremy Anderson - YouTube](#)

**What kind of powerful things could you say to someone who is a victim of bullying?**

**What are all bullies dealing with?**

**What can we do which helps in a small way?**

**Why can people who see themselves as 'popular' particularly help?**



Why do people  
bully in the first  
place?



**Signposting support:**



**Useful helplines and charities:**

**Childline**. Support for people under 19 in the UK. Call: 0800 11 11

**Young Minds**. Child and adolescent mental health charity. Call: 0808 802 5544

**Teen Line | Teens Support hotline - Connect, talk, get help!** Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

**Samaritans**. Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123

**SANE**. National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)



# Health and Wellbeing



## Learning outcomes:

Describe the benefits of physical activity, healthy food exercise for physical and mental health.

Explain the difference between health and wellbeing and why they are both so important.

## New key terms:

**Health** - a person's mental (psychological) or physical condition. Or can be good or poor.

**Wellbeing** – the state of being comfortable, healthy, or happy. You can have a good or poor state of wellbeing.



Exercise and sleep	Diet and nutrition	Medical care and hygiene

## My Personal Health Improvement Plan

Exercise and sleep:			
What I'm happy with:	What I'd like to work on:	My goal:	How I will achieve my outcome:
Diet and nutrition:			
What I'm happy with:	What I'd like to work on:	My goal:	How I will achieve my outcome:
Medical care and hygiene:			
What I'm happy with:	What I'd like to work on:	My goal:	How I will achieve my outcome:





# Health and Wellbeing Introduction Lesson



## Signposting support:

### Useful helplines and charities mental and physical health

Childline. Support for people under 19 in the UK. Call: 0800 11 11

Young Minds. Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

Physical activity guidelines for children and young people - NHS ([www.nhs.uk](http://www.nhs.uk))

SANE. National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

Healthy Eating During Adolescence | Johns Hopkins Medicine

Mental Health Foundation. Information and support for anyone with mental health problems or learning disabilities.

## Mental Health



# What is mental health? An introduction lesson



### Learning outcomes:

Describe what we mean by 'mental health'. Identify the symptoms of poor mental health.

Describe possible ways for us to retain good mental health and how we can recognise the symptoms of poor mental health.

Explain why we sometimes suffer from poor mental health and how we may be able to improve our mental health.

### New key term:

#### Mental health :

*Like physical health, a measure of how well a person is, just in their mind instead of their body.*



**Watch the following clip and answer as many questions in your booklet as you can.**

<https://www.youtube.com/watch?v=DxIDKZHW3-E>

Is it normal to experience negative emotions?

Why did Sasha break down crying?

How does Andre use a simile to describe his feelings?

What does he compare his thoughts to?

Why was Andre worried about talking to his friends?

Who can suffer from mental health problems?

What does good mental health mean?

How did Sasha improve her mental health?

How does Andre feel when he wakes up?

What was the first step that started to make Andre feel better?

What is mental health? Explain.

What else did Andre find that helped him to improve his mental health? How?

Where did Sasha turn when she became worried about Andre?  
Why?

## What is Mental Health?

**Mental Health** refers to a person's social and emotional well-being. It changes throughout our lives and affects how we feel, think and behave. Mental health can also determine how an individual reacts to stress, relationships and decision-making. It can even change a person's brain over time – however, it can also change back again! Maintaining good mental health is important at all stages of life, but there are lots of things that can happen to us to knock a person out of balance and cause problems. Everyone will experience some episodes of poor mental health at some point, as it is a natural reaction to adversity (things not going well). We are supposed to feel sad when a loved one passes away, for example – and it's ok to be sad for a very long time. This doesn't mean there's anything wrong with you. However, if you feel sad all the time, and it doesn't improve over a long time, or gets worse (especially if nothing sad has happened to you), this could possibly indicate a mental health issue.

In England in a recent survey, it was found that one in six adults had a common mental health problem: about one in five women and one in eight men. 1.60 million people were in contact with the mental health services of the NHS. The majority of these (1,062,121) were in contact with adult services, however, 388,887 people were in contact with children and young people's mental health services, at the end of April 2022. This means there are a lot of concerned parents and guardians out there, worried about the mental health of their children.

## What can trigger mental health disorders?

Mental health problems can be caused by a wide range of factors. For many people, there is a complex combination of reasons why their mental health is suffering. Everyone is different and different factors will affect everyone in different ways. Some of the most common causes of poor mental health are outlined below

**Biological factors** such as genetic influences and a person's innate brain biochemistry.

**Environmental factors** such as overcrowding, homelessness, poor diet, or unhygienic living conditions.

**Discrimination and stigma** such as racism

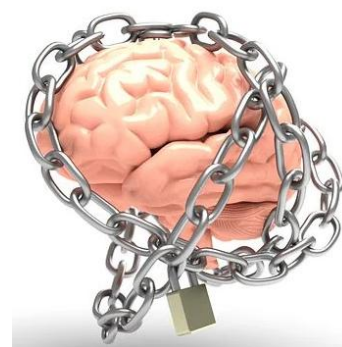
**Negative life experiences** such as trauma, domestic violence, bullying and abuse.

**Bereavement**- losing a loved one.

**Negative thoughts**- feelings of inadequacy and thoughts of harming yourself or others.

**Unhealthy habits**- smoking, poor nutrition or lack of exercise.

**Drugs and alcohol**- abuse of both alcohol and drugs can cause mental health problems as well as temporarily masking them.



**Social isolation** can be detrimental to a person's mental health. Humans are innately sociable creatures.

**Social disadvantage-** Poverty and debt

**Long term physical health conditions** such as diabetes, cancer and disability.

**Social media over-exposure** – such as from comparing your real body to photoshopped bodies on social media

### **What forms can mental health disorders take?**

People will often face difficult times throughout their lives. Feeling sad or angry or worried in response to problems is not in itself a mental health disorder. Mental health issues arise when those perfectly natural feelings persist or are continually get worse – perhaps not in response to anything in particular. There are many different types of **Mental health disorders** and a person may be suffering with one or more at any given time. They can be chronic; an illness persisting for a long time, or constantly recurring, or acute, which means an illness which is severe but short-lived. This means that many people need to receive help and treatment - and that costs money. Currently, the UK government is spending more than £14.31 billion pounds on mental health provision, but many would argue that even this huge amount of money is not enough. Some of the most commonly diagnosed mental health disorders are outlined below:

Remember though, there are many things that you can do to improve your mental health too keep it positive too. Here are a few examples of small steps we can take ourselves:

#### **Ways to maintain positive mental health:**

Seeking professional health when the warning signs start to appear – we will explore those shortly.

Connecting and speaking with others – seeing our friends and family regularly is a tonic.

Staying positive – talk yourself up!


Getting physically active – playing sports in a team also covers socialising too!

Helping others – this makes us feel good about ourselves.

Getting enough sleep – this helps the brain repair itself and make sense of what has happened recently.








# What is mental health?

## An introduction lesson



**Signposting support:**

**Useful, legitimate and appropriate helplines and charities:**

[Young Minds](#). Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544


[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

[SANE](#). National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

[Mental Health Foundation](#). Information and support for anyone with mental health problems or learning disabilities.

<https://www.nhs.uk/> The National Health Service website

**111 / 999** - None health emergency and real health emergency phone numbers



# Developing Resilience



## New key terms:

### Learning outcomes:

Describe different strategies we can implement to be more resilient.

Explain how we can apply the different coping strategies throughout life to enable us to be resilient.

**Psychological resilience** – a person's ability to adapt to stressful situations and tough times. A resilient person will keep trying until they get the result they desire and have developed coping techniques to help them along the way.

## Task One:

Watch the following clips and complete the questions on your answer sheet. Your teacher will then go through the answers.

['Mental toughness is the secret to success' | BBC Ideas – YouTube](#)  
[8 Things Resilient People Do - YouTube](#)

What happened to Asha at the world trampolining championships?

How did she feel?

How has Asha re-framed her injury to be a positive thing?

What does Asha think we should all focus on?

What does resilience also help us with?

What is the link with resilience and kindness?

Why must you consider your limits?

Why does it help to spend some time alone?





Ways to improve our psychological resilience.	Full explanation of what this means..	How I could apply this to my life (explain in full)
Spending time on your own to reflect, reassess and plan.		<i>One way I could do this is.....</i>
Building a good support network around you.		<i>CLUE: parents, guardians, teachers, friends....</i>
Bouncing back (not dwelling in failure).	<i>Just because you've suffered a tough situation, it doesn't mean.....</i>	/

Seeing negatives as longer-term positives.	<i>OK, you've had a knock-back, but remember you're tough. If you can re-frame negatives such as....</i>	
Recognise and celebrate your inner strength. You can go on!		<i>Clue – think of times you have succeeded....</i>
Keeping your eyes on your end goal.	<i>Talk yourself up – don't think 'I can't do this' – think 'I can't do it yet, but I will if I keep trying' because....</i>	
Being kind to yourself.		<i>This is important to both mental health and resilience because...</i>



# How can we build resilience when life throws us challenges?



## Signposting support:

### Useful mental health helplines and charities:

**Childline.** Support for people under 19 in the UK. Call: 0800 11 11

**Young Minds.** Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

**Mind.** Mind is a charity that provides advice and support for people experiencing a mental health problem in England and Wales. Call: 0300 123 3393 (Mon to Fri, 9am to 6pm)

**Rethink Mental Illness.** Support and advice for people living with mental health problems. Call: 0300 5000 927 (Mon to Fri, 9.30am to 4pm)

**SANE.** National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

**Mental Health Foundation.** Information and support for anyone with mental health problems or learning disabilities.

## Empathy and Kindness



# Why are kindness and empathy so important?



## Key terms:

### Learning outcomes:

Describe the characteristics of mental and emotional health, to develop empathy and understanding about how daily actions can affect people's mental health.

Explain why it is important for us to spread kindness.

**Kindness** - the quality of being friendly, generous, and considerate.

**Empathy** - Empathy is the ability to understand and share the feelings of another.

**Sympathy** - feelings of pity and sorrow for someone else's misfortune.

## **The importance of kindness and empathy**

### **What is empathy? How is it different to sympathy?**

Empathy is the ability to place yourselves in another person's shoes – not literally, but to make an attempt to feel what another other person is feeling. For example, if a person has just lost a beloved pet, maybe their dog has passed away, you might remember back to a time when you yourself lost a pet you loved. In this way, you may start to actually feel how they are currently feeling. This is called empathy.

Empathy is different from sympathy because sympathy is feeling compassion, sorrow, or pity for the hardships that another person encounters, whereas empathy is putting yourself in their place. It is easier to sympathise than it is to empathise – especially when a similar situation has never happened to you. For example, you may never have been in a car accident, so may find it hard to empathise with the level of shock a person experiences at the time, yet you can tell that a person is in shock and you can feel bad for them – you can sympathise.

### **Why is empathy so important?**

Empathy allows people to build social connections with others, be they friends, family or acquaintances. By understanding what people are thinking and feeling, people are able to respond appropriately in social situations. This helps us develop a better level of emotional intelligence too, which can help us not only in our youth but also is a valued skill in the workplace, as you will be a better manager of people and able to successfully work in a team.

### **How does empathy link to kindness?**

There's an old saying which is shared by many religions, wise elders in different cultures and maybe your grandparents – and you've probably heard it said before; 'treat others how you yourself would like to be treated.' Well, in order for us to know how others would like to be treated, we need a level of empathy, we need to be able to place ourselves in another person's shoes. If a friend is being picked on, bullied or teased and is clearly unhappy about it, you should be able to think to yourself, how would I feel if I was them? Then from this, you can ask, how would I want to be treated at this moment? Chances are you would want someone to stick up for you, fetch a teacher, or lead you away and offer some kind words. This would be what your friend would want too, and this is how exercising empathy can help us be kinder.



### **What are the different types of kindness?**

There are many different types of kindness. We can be kind to ourselves, to others, and to wider society too. An example of being kind to ourselves might be ensuring we get a good night's sleep (and maybe even a lie-in!) after a busy and exhausting day. Being kind to others is what we usually think of when we talk about kindness – and this really is treating people with the same level of thought, cutesy and respect which we ourselves would appreciate. As for being kind to wider society, this would involve acts which benefit humanity, such as ensuring we always recycle.



### **Why is kindness so important?**

Kindness is contagious – it spreads. When we're kind, we put people in better moods and they are in turn more likely to be kind too. We are actively improving the world – without even putting much effort in. Kindness is important because it has a way of touching the human heart as no other action can. It is a bridge that connects people from different backgrounds, races, and cultures. You may not be able to speak a person's language, yet offering them a seat or giving up your space on a bus is kindness in any language. Kindness also lowers stress and can improve a person's level of self-esteem, as you are helping a person feel worthy and noticed.

And there's science behind it too! As pointed out by the website Wealthful Mind:

***In a study by the University of California, Berkeley, it was found that people who get a lot of encouragement and support from others in their lives are more likely to achieve their goals.***

***Studies show that mental blocks can be lifted when we expose ourselves to kindness.***

***When we witness acts of kindness, we become happier and energized, and this positive energy can fuel us in overcoming our own limitations.***

***Some studies have even found that there is a direct correlation between acts of kindness with happiness among people who receive them.***

So what have you got to lose? Make a conscious effort to be kinder to those around you and see how the kindness spreads. There's no downside with this one!





# Why are kindness and empathy so important?

Study the scenarios on your cards below label them as one of the following three categories: **Kindness, Empathy and Sympathy.**

Bobby had dropped his ice cream. Sharon bought him a new one.

Kevin's gerbil had died. Jon didn't really like gerbils but could still see Kevin needed a hug.

Betsi's holiday had been cancelled. 'That happened to us during Covid', said Tom. 'Let's plan something else fun for that week.'

Zain scored 20% on the test he had revised for. Barri did really well, but decided not to mention her score.

Rachel was soaked from the rain. Sarah gave her a towel, this had happened to her before and a towel was what was needed.

Ali was fasting for Ramadan. It was a long day. Hannah wasn't a Muslim, but decided not to eat in front of her friend.

Tiana had never met her dad. Sam lived with hers, and decided not to mention it was Father's Day.

The cake Raj spent hours making tasted awful. 'It's not bad actually. Thanks Raj.' Said Michael.

Amjad was so anxious about flying. Sarah was also scared, but still read him comforting safety statistics.

## Task Three

### The benefits of kindness clip task



<https://www.youtube.com/watch?v=O9UByLyOjBM>  
<https://www.youtube.com/watch?v=ciVdg5O2b-w>

Who does kindness start with?

What have studies shown?

How else does kindness improve your health and the health of others?

Give a few examples of how you can pass on kindness:

What does research show?

What does research show about if you do just one act of kindness a day?

What about children who are kind?

What did studies show about the cells of people who are consistently kind?

Watch the clips and complete your questions on your task sheet. We will then go through the answers together so you can fill in any you've missed.

BE  
KIND





# Why are kindness and empathy so important?



## Signposting support:

### Useful helplines and charities

**Childline.** Support for people under 19 in the UK. Call: 0800 11 11

**Young Minds.** Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

**SANE.** National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

**Mental Health Foundation.** Information and support for anyone with mental health problems or learning disabilities.

**Teen Line | Teens Support hotline - Connect, talk, get help!** Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.



## Internet Safety



### New key terms:

#### Learning outcomes:

Describe how to identify risk and manage personal safety in increasingly independent situations, including online.

Develop strategies to identify and reduce risk from people online that you do not already know, assess when and how to access help.

**Online Trolls** - an online bully who deliberately tries to offend, cause trouble or directly attack people by posting derogatory comments on posts.

**Cyber-crime** – criminal activities carried out by means of computers or the internet. Could be stealing information or using your identity for criminal purposes.

**Online predator** - someone that seeks contact with children and teens on the internet for abusive and exploitative purposes that are often sexual.

## What are the biggest online problems which we all need to be aware of?

### How can what we post online cause us issues in future?

You have to be very careful about who can see any image containing yourself or a person you know online as it may end up in the hands of people that you never intended to see it. Once it is online, it could be saved by anybody and used for their own purposes. You may have very little control over where it goes, who uses it and what they do with it. For example, once you upload a photo to Facebook, Snapchat or Instagram, these companies own your image and can use it without asking you. By using any of these social media platforms, you are automatically consenting to your image being used in this way. This is something most people aren't aware of. Potentially you could be the poster person heading a campaign for a new brand of poop-a-scoops. Or worse – and you gave consent to this just by uploading a photo to a social media platform.



Posting personal images can reveal information about yourself that you don't want people to know, for example where you are, where you've been, and who's been with you. This could put you in danger in some circumstances; for example, if there's someone trying to track you down or looking to exploit young people. It is therefore very important to make sure you have strict privacy settings on anything you post online. It is very easy for a determined online predator to find out a lot of information about you, and pretend to be a close friend, just by you not being careful about what you post.

Also, while things like selfies can be fun, the criticism about promoting poor mental health and body image problems is still valid. In the same way that beauty magazines and adverts have been widely criticized for promoting a harmful 'ideal' image of beauty, selfies and social media can be part of the same problem.

**What's the big deal if someone knows some of my personal information and how can I protect it?** If someone has your information, they can also find you more easily in real life, for example by seeing your location on an online map, or figuring out your location based on your email or **IP address**. Most people who you meet online wouldn't want to use your details, but some people would. Don't make it easy for the minority of people who want to use your **data**.



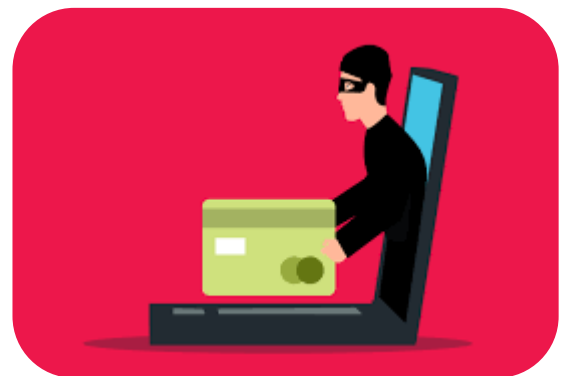
You need to make sure that your passwords aren't saved anywhere that other people can find them. This means making sure that your passwords don't get saved on computers, phones or tablets that other people use. You can also change your passwords regularly to help stop people guessing them.

If you play online games with other people, you need to be very careful about what you tell the people you're playing with. There is no need to let them know your personal details. Even if you think that these people are your friends, you shouldn't give them any information that they could use to track you down. Remember, if you give someone your information online, they can use it in the real world.

### **What is online fraud? What's a good example?**

Online fraud refers to a number of different types of criminal activity carried out through the internet. Each of the different types of online fraud have two things in common: they are carried out by people breaking the law, and, in the vast majority of cases, they are carried out on unsuspecting victims, who either don't realise that they're taking part in a scam, or didn't know the real purpose behind the transaction. The motivation of the fraudsters is usually to obtain money from their victims, but sometimes the fraudsters are looking to steal more than money – for example, personal identification details, passports, profiles and so on.

A good example of this which unfortunately, quite a few people still fall for on a daily basis is something called Romance Fraud – this refers to fraudsters who pose as genuine love interests on internet dating sites. They establish what feels like a genuine relationship with their victim, who may believe that the relationship is potentially serious, long-term or emotionally meaningful. Once the victim's trust has been gained, the fraudsters get the victim to reveal



personal details, which are then stolen and used in identity theft. The fraudsters may also ask the victim to send money or bank card details on the pretext of needing payment for a flight, taxi or other means of transport to come and meet them. They may also give the victim sob stories about family members needing money for medical treatment, or other financial requests. This turns out to be a total fabrication, and the money is taken by the fraudster, who then instantly disappears from the victim's life.

You can avoid this by being extremely careful online with who you give out personal details to, and never giving money to people that you don't know in real life. The same kind of fraud is also perpetuated by fraudsters who may pretend to be from your bank. The best way to handle any correspondence, if you think your bank MAY be trying to contact you, is to never reply – but to phone the official bank phone number yourself. Fraudsters use very clever techniques to trick you, and may have acquired some of your personal details

already, hoping that if they sound convincing enough – you'll give them the rest of the details, through phone, email or text message.

### **What are online trolls? Can anything be done about them?**

A troll is a person who posts or makes inflammatory, insincere, digressive, extraneous, or off-topic messages online (such as in social media, a newsgroup, a forum, a chat room, an online video game), or in real life, with the intent of provoking others into displaying emotional responses, or manipulating others' perception. The behaviour is typically for the troll's amusement, or to achieve a specific result such as disrupting a rival's online activities or purposefully causing confusion or harm to other users online. Trolling is a form of cyber-bullying.

There is a saying which has a lot of value to it – don't feed the trolls. Don't engage with them – because if you do, you are giving them EXACTLY what they want. Most sites have a 'report abuse' button, the best thing to do is use this straight away, as most sites are quick to ban people today – even if it's just a suspension whilst they investigate further. If more than one person reports the abuse (you could ask a parent/guardian or a friend to report them too) then they are far more likely to be banned altogether.



In October 2014, the UK's Justice Secretary, Chris Grayling, said that "Internet trolls" would face up to two years in jail, under measures in the Criminal Justice and Courts Bill that extend the maximum sentence and time limits for bringing prosecutions. The House of Lords Select Committee on Communications had earlier recommended against creating a specific offence of trolling. Sending messages which are "grossly offensive or of an indecent, obscene or menacing character" is an offence whether they are received by the intended recipient or not. Several people have been imprisoned in the UK for online harassment, including a twenty-year-old man was jailed for twelve weeks for posting offensive jokes to a support group for friends and family of April Jones (a school girl who disappeared and was later found to be murdered – yes, trolls really can be that sick).

### **Questions for you to answer**

How can posting seemingly innocent images of ourselves and our friends cause us issues in future?

What happens to the ownership of an image once posted to social media, and what could this mean for you?

How do online predators track people down? Explain three ways.



1.

2.

3.

What are online trolls and how can we deal with them?

Explain two common types of online fraud.

1.

2.

Explain how we can protect our data and strengthen passwords.

### Task Three:

How can we stay safe online? There are so many different precautions we can take to protect ourselves. Let's hear some top advice on the issue.

**Watch the clip and complete the questions on your sheet.  
We'll go through the answers together afterwards.**

[https://www.youtube.com/watch?v=P04OGnrLe\\_Y](https://www.youtube.com/watch?v=P04OGnrLe_Y)

What should you NEVER share?

Can posts remain online even after you delete them?

Why should you check links twice before clicking on them?

Why should you avoid public access internet hotspots?

Why should you only visit websites that start with https:// ?

What should you do if you are cyberbullied?

Why should you turn off your Bluetooth?

Why should we use complicated passwords?





## Extension task / plenary:

Description of the type of online bullying	Correct name:
After gaining these passwords, the bully enters the victim's sites and locks them out. In some cases, the bully will use these sites to bully others.	
A very hostile and rude form of abuse where the bully uses vulgar and abusive language with the intention of starting a fight with the victim.	
Bullies will post embarrassing photos of their victims all over the internet to torment and humiliate them. Sometimes they create fake ones.	
The sending of insulting, threatening and harassing messages via the internet or cell phones. These messages are however sent persistently and tirelessly.	
This can be described as the sending of messages to frighten or threaten someone.	
The act of taking on an identity that is false for the purpose of tormenting a person and damaging their reputation. They may also pretend to be the victim by creating a false identity or profile.	
Bullies will use this to spread rumours and hearsay with the purpose of embarrassing the victim.	
Bullies will create websites and pages and load them with images, statements and insulting remarks for the sole purpose of tormenting and humiliating a person.	

Cyber stalking	Degradation/humiliation
Harassing	Impersonating
Flaming	Password theft
Web site creating	Use of photos and images