

Year 8 PSHE Work Booklet



Name- _____

Tutor- _____

Vol. 2

Created by Mr B Denham in collaboration with EC Publishing



Prejudice and Discrimination: what is ableism?



Prejudice and Discrimination: what is ableism?



Learning outcomes:

Investigate how people with disabilities (including invisible disabilities) sometimes face prejudice and discrimination.

Define ableism and accurately assess case studies for incidents of ableism.

Key terms:

Ableism - discrimination in favour of able-bodied people.

Prejudice - a negative attitude toward another person or group for a pre-conceived reason.

Discrimination - the unjust or prejudicial treatment of different categories of people. E.g ethnicity, age, sex, or disability.



Task One : Ableism in focus

Some say that we all have some level of internalised ableism – but what do we mean by this and how would it present itself?

<https://www.youtube.com/watch?v=vmYC1MevSms>

What is internalised ableism and how might it present itself?

DISCUSS: Why do you think this is?



Understanding invisible disabilities and breaking down ableism

Invisible disabilities encompass a vast array of conditions that are not immediately apparent to others, yet significantly impact an individual's daily life. From chronic pain and mental health disorders to neurological conditions and autoimmune diseases, these disabilities can manifest in various forms and affect individuals of all ages. With this in mind, let's delve deeper into the challenges faced by individuals with invisible disabilities, discuss the concept of ableism, explore the provisions of the Equality Act in the UK, and examine the prejudice and ableism that still exists today in some educational, public and work environments.

The Reality of Invisible Disabilities:

Statistics indicate that a significant portion of the population lives with invisible disabilities. According to the World Health Organization (WHO), around 15% of the world's population lives with some form of disability, with many of these disabilities being invisible to the naked eye. In the UK alone, approximately 13.9 million people reported living with a disability in 2020, according to the Office for National Statistics (ONS).

How would you know if someone had an invisible disability? You wouldn't – unless they specifically decided to make you aware. It's always best not to make assumptions, and certainly if someone apparently able-bodied walks out of the disabled loos, don't feel the need to ask – it's none of your business!

Examples of invisible disabilities include, but aren't limited to:

1. **Chronic Pain:** Conditions such as fibromyalgia, arthritis, or chronic migraines can cause persistent pain that is not visible to others. Individuals with chronic pain may experience difficulty performing daily tasks and may require accommodations to manage their symptoms.
2. **Mental Health Disorders:** Depression, anxiety, bipolar disorder, PTSD (Post-Traumatic Stress Disorder), and other mental health conditions are often invisible yet can have a profound impact on an individual's well-being and functioning. Symptoms may include mood swings, panic attacks, or difficulty concentrating.
3. **Neurological Conditions:** Conditions such as ADHD (Attention-Deficit/Hyperactivity Disorder), autism spectrum disorder (ASD), dyslexia, and epilepsy are examples of invisible disabilities that affect the brain and nervous system. These conditions can impact cognitive abilities, social interactions, and sensory processing.
4. **Autoimmune Diseases:** Diseases like lupus, rheumatoid arthritis, multiple sclerosis (MS), and Crohn's disease are autoimmune disorders that affect various organs and systems in the body. While symptoms may fluctuate, individuals with autoimmune diseases often experience fatigue, pain, and other debilitating symptoms.
5. **Sensory Processing Disorders:** Conditions such as sensory processing disorder (SPD) can affect how individuals perceive and respond to sensory stimuli such as touch, sound, or light. This



6. **Chronic Fatigue Syndrome (CFS):** Also known as myalgic encephalomyelitis (ME), CFS is a complex condition characterized by extreme fatigue that is not relieved by rest. Individuals with CFS may experience debilitating fatigue, cognitive difficulties, and other symptoms that can significantly impair daily activities.

Ableism: Understanding the Stigma:

Prejudice in Education: In educational settings, students with invisible disabilities often encounter barriers to learning and social inclusion. Research indicates that students with invisible disabilities are more likely to experience bullying and harassment compared to their peers without disabilities. For example, a study published in the journal *Pediatrics* found that children with ADHD are at a higher risk of being bullied in school. Educators play a crucial role in fostering inclusive environments by providing accommodations, raising awareness about invisible disabilities, and promoting empathy and understanding among students.

[illegible]

Both visible and invisible disabilities pose unique challenges that require a multifaceted approach to address effectively. By raising awareness about these conditions, challenging ableism, and advocating for the rights of individuals with disabilities, we can create a more inclusive and

accessible society. It is essential to prioritise the needs of individuals with invisible disabilities in education, employment, and other areas of life, ensuring equal opportunities and fostering a culture of acceptance and understanding for all.

Questions to answer:

1. **What are invisible disabilities, and how do they differ from visible disabilities?**
2. **Explain the concept of ableism and provide examples of how it manifests in society.**
3. **What is the purpose of the Equality Act 2010 in the UK, and how does it protect individuals with disabilities?**
4. **Describe the challenges faced by individuals with invisible disabilities in educational settings, and provide statistics or examples to support your answer.**
5. **How do invisible disabilities impact individuals in the workplace, and what barriers do they face?**
6. **List three examples of invisible disabilities and briefly describe each one.**
 - 1.
 - 2.
 - 3.
7. **Why is it important for educators to create inclusive environments for students with invisible disabilities?**
8. **According to statistics, what percentage of the world's population lives with some form of disability, and how many people reported living with a disability in the UK in 2020?**
9. **Provide an example of a neurological condition that qualifies as an invisible disability and explain how it can affect an individual's daily life.**

Health and Wellbeing: What are the consequences of living unhealthily?



Learning outcomes:

Describe what we can do to improve chances of a long and healthy life.

Explain how common 'lifestyle diseases' develop and how we can help prevention.

Describe what might influence decisions about eating a balanced diet and strategies to manage eating choice.

Key terms:

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

Lifestyle diseases – diseases which may develop due to the daily habits of people and are a result of an inappropriate relationship of people with their environment.

Cancer - a disease caused by an uncontrolled division of abnormal cells in a part of the body.

Task One

Consequences of unhealthy living – lifestyle diseases.

<https://www.youtube.com/watch?v=vJKA3YkV5Go>
<https://www.youtube.com/watch?v=-Y68CFN6oCk>

https://www.youtube.com/watch?v=rj_TysH4boA
<https://www.youtube.com/watch?v=dMS1p3Fihz8>

How many bacteria can be found on a computer keyboard?

How long should you wash your hands with soap for?

Processed meat is as cancer-causing as...

Smoking raises your cancer risk by how much?

What have the WHO discovered about processed meats?

Which kind of virus is carried by many of us and easily spread?

How much alcohol is good for your health? Why?

How is storing 'additional energy' harmful?

What are the 'clinically obese' at risk of?

What did the study conclude about alcohol consumption and why?

Why is it so hard to measure the health influence of alcohol?



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.



How can we make changes to help prevent cancer?



Health and Wellbeing: What are the consequences of living unhealthily?



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 \(www.nhs.uk\)](#)

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

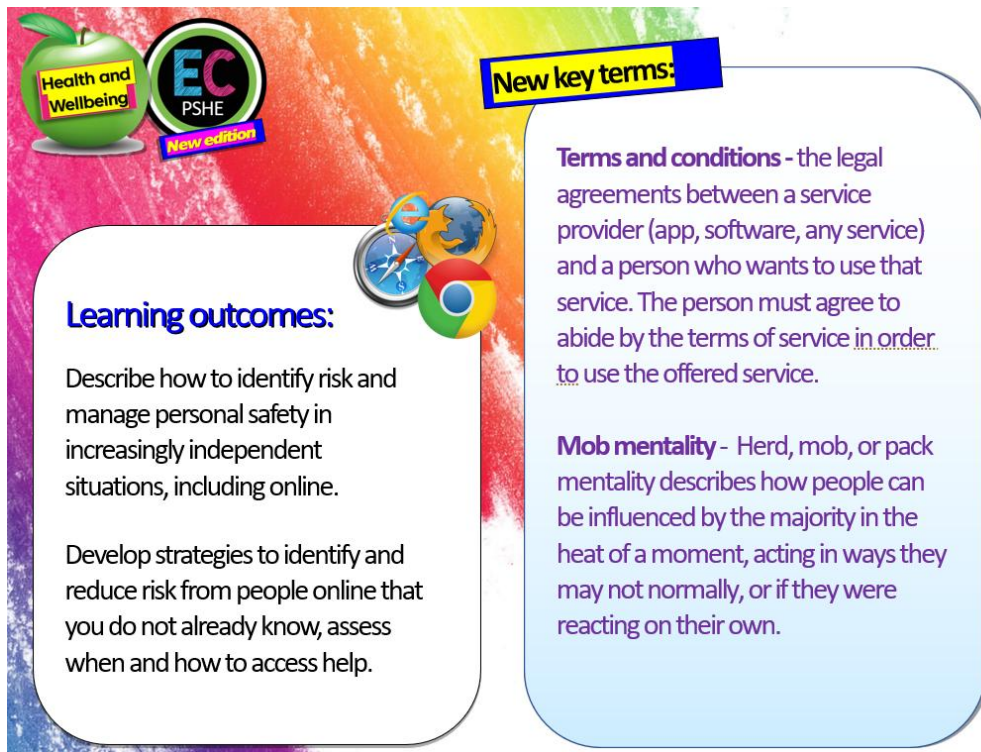
[Healthy Eating During Adolescence | Johns Hopkins Medicine](#)

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

<https://www.macmillan.org.uk> Cancer support website

0808 808 00 00 Cancer support phone number (Macmillan)

Group messaging - What's appropriate and what's the law?



Health and Wellbeing
EC
PSHE
New edition

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.

New key terms:

Terms and conditions - the legal agreements between a service provider (app, software, any service) and a person who wants to use that service. The person must agree to abide by the terms of service in order to use the offered service.

Mob mentality - Herd, mob, or pack mentality describes how people can be influenced by the majority in the heat of a moment, acting in ways they may not normally, or if they were reacting on their own.

What's the big deal with using popular messaging services anyway?

We all want to stay connected with friends. Sharing updates, funny photos, memes and group chats can feel like a lifeline. But it's important to think about the impact that messaging services – and the companies behind them – can have on our lives. Today we'll look at how both the way we use them, and the way the platforms are designed, can influence everything from our sleep to our sense of self.

Legal age requirements

In the UK, WhatsApp has a legal age limit of **16**. That's because the app collects personal data, and younger users may not fully understand what they're consenting to. You might think, "Everyone uses it," – but that doesn't mean it's risk-free. Being underage on WhatsApp means you're agreeing to terms that allow a tech company to use your data in ways you might not expect. Even if you never read the terms and conditions, by using the app, you're still agreeing to them. This includes the collection and sharing of data with other companies for marketing purposes.



Although WhatsApp uses **end-to-end encryption**, which means your messages are secure

from being read by outsiders (including WhatsApp itself), it does **not** mean that WhatsApp has no access to the **metadata** – things like who you message, when, and how often. This data can be used to build a profile of your interests and habits, which can be shared with partner companies such as Facebook and Instagram to target you with personalised ads.

Image rights and data control



When you send a photo on an app like WhatsApp, you're often giving up control of that image. While WhatsApp says it doesn't sell your images or use them in ads, there's always a risk that someone you've sent it to could screenshot it, edit it, or share it elsewhere. That's where the real danger lies. Once you've sent something, you've lost control over how it's used. This can lead to real hurt – and real consequences.

Always ask yourself: *Would I be happy for this to be seen by a future employer, or by a teacher, or even a family member?*

Exposure to inappropriate content

WhatsApp group chats can be unpredictable. You can't always control what other people send, even in groups with close friends. With deepfake technology and image editing becoming more common, even a simple selfie could be altered in upsetting ways. If you're under 16, you may be exposed to material you're not ready for – and that no one should have to see without consent.



Cyberbullying

Messaging platforms can create a space for jokes and support, but also for exclusion, insults or rumours. You should never feel pressured to stay in a group where you're uncomfortable. You don't have to reply to messages in the middle of the night – or any time – just because someone expects you to. Respect yourself and your boundaries.

Remember: if something being said online would upset you if it was said in real life, it's still wrong online. You deserve to feel safe and supported.

In serious cases of bullying, the police **can** access messages, and screenshots can become evidence. Even if you didn't write the original message, joining in or laughing at it can still make you part of the problem.



Mental and physical health

Using messaging apps too much can affect your mood, your sleep, and even your body. The blue light from screens can stop your brain from releasing melatonin, the hormone that helps you sleep. Repetitive strain injuries are also increasingly common among young people due to extended phone use.

Taking screen breaks, switching off at night, and having proper boundaries around tech use are healthy and mature habits.

Personal safety

Some apps let you share your *live location*. This can be dangerous, especially in large group chats where not everyone is known to you. Even well-meaning people can misuse location data. It's safest to keep live location settings turned off unless you're with trusted adults or friends.

Key Takeaway

You are in control of your phone – not the other way around.

Your mental health, privacy, future and relationships matter. Apps can be amazing tools when used wisely. So take a step back, think critically, and always choose what's right for *you*.

Questions:

Why do popular messaging services like WhatsApp have a legal age limit?

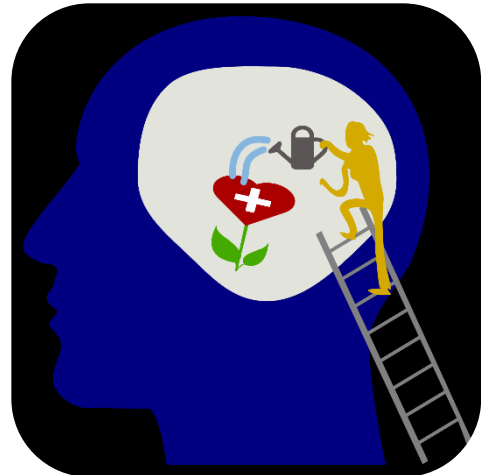
Why is it never a good idea to send an image of yourself on any messaging app?

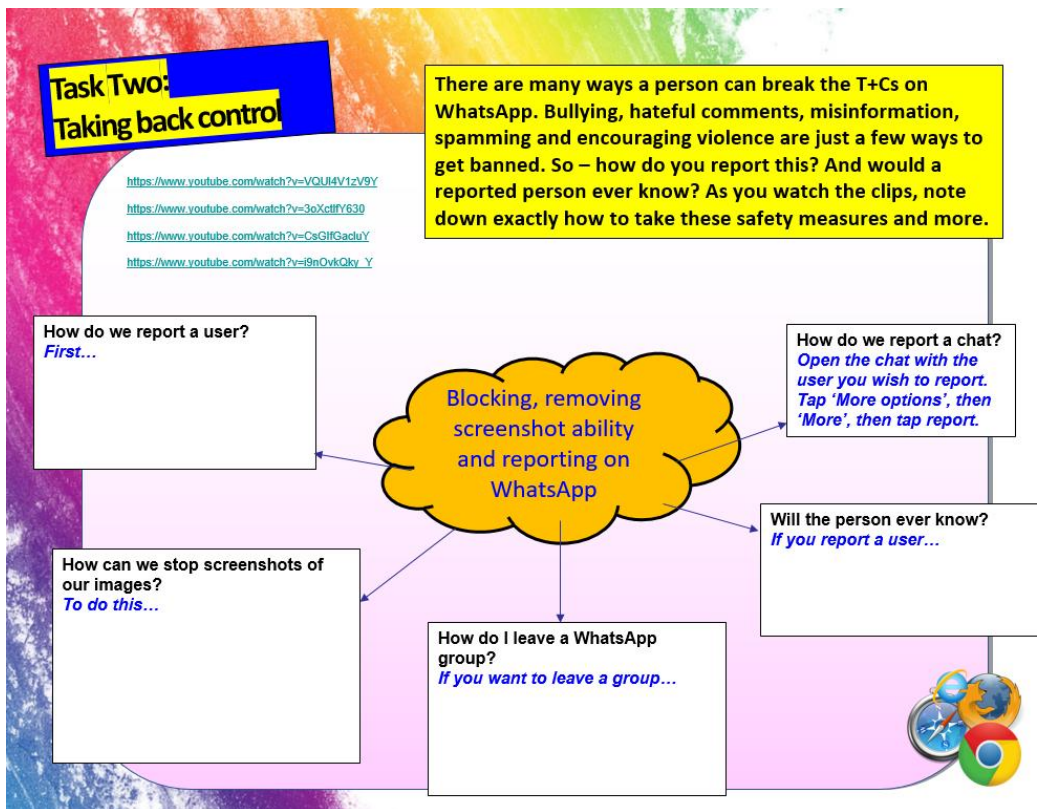
How do tech companies use your data and how can they manipulate you?

Why it is a good idea to have screen breaks and turn off your phone at night?

How could joining in with teasing / bullying on messaging apps ruin your future career?

How can your photo be easily shared and manipulated by other group members?





EC PSHE Health and Wellbeing New edition

Group messaging – what's appropriate and what's the law?

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

<i>Your classmate has pulled you to one side. Their phone is in their hand, and they look worried – can you help?</i>	What is the problem?	Explain the advice you would give – both practically for using messaging apps and emphasising on personal health and safety.
<i>'Mate, I don't know how she's doing it, but that crazy Tara girl (yes, the one that likes me) seems to know where I am all the time. I keep bumping into her everywhere - at the chip shop, in the corridors, outside GAME. What's going on? This girl seems to be stalking me and it's freaking me right out.'</i> Dave		
<i>'I like Kelvin, he's my mate, but he keeps adding me to all these group chats. I'm just not interested. My phone's going off every five minutes and the memes aren't even that funny. I don't even know who half the people are in this group – what am I supposed to do?'</i> Shianne		
<i>'I have no idea how this creep got my number. Look – he's been sending me homophobic rubbish all day. I ignore him and it keeps on coming. How do I do that blocking thing again? Should I report him? This can't be legal, can it?'</i> Bashir		
<i>'I sent that cute pic of me when I met Rhianna after the gig to Carmell. I think she was jealous, she's cut me out and put her head on mine and sent it to everyone saying that SHE met her. I know it's stupid and it's done now, but how can I stop people doing things like this?'</i> Amy		
<i>'I just saw this. It's me, advertising some sort of cat litter. Look – that's my face – how on earth has this happened? I never gave permission for this. It's on billboards all around Salisbury. Can I take these guys to court or what?'</i> Oliver		



Knife Crime



What do we need to know about knife crime?



Learning outcomes:

Recognise situations where teens are being adversely influenced, or are at risk, due to being part of a particular group or gang, and identify strategies to access appropriate help.

Key terms:

Knife Crime - criminal offences committed using a knife as a weapon.

Criminal gangs - a group with a defined leadership and internal organisation that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour.

What is knife crime, and how does it relate to gang crime?

Knife crime refers to any criminal activity that involves the use of a knife or sharp object as a weapon. This can include carrying a knife with the intention to use it for violence, using a knife to threaten or harm someone, or using a knife in the commission of a crime such as robbery or burglary. Knife crime is a serious problem in many parts of the world, and it can have devastating consequences for victims, their families, and communities.

The use of knives as weapons has been a longstanding issue in many societies, including the UK. In recent times, however, the rise of knife crime has become a major concern in many countries, especially in urban areas. According to official statistics, knife crime has been on the rise in many countries over the past decade, with some areas reporting sharp increases in incidents involving knives.

There are many factors that contribute to the rise of knife crime. Some of the most common causes include gang activity, drug use, poverty, social exclusion, and mental health issues. In some cases, individuals may carry knives for self-protection or as a result of peer pressure. Whatever the underlying causes, knife crime can have severe consequences for both the victim and the perpetrator. Victims of knife crime may suffer serious injuries or even death, while perpetrators can face long prison sentences and a lifetime of social stigma.



Here are some worrying recent statistics about knife crime in the UK:

1. In the year ending March 2021, there were 46,265 knife crime offences recorded by the police in England and Wales. This represents a 9% increase from the previous year.
2. The majority of knife crime offences in the UK are concentrated in urban areas, with London and other major cities reporting the highest number of incidents.
3. Young people are disproportionately affected by knife crime, both as perpetrators and victims. In the year ending March 2021, 40% of those convicted or cautioned for knife crime in England and Wales were aged between 10 and 19.
4. The use of knives in homicides has also increased in recent years. In the year ending March 2021, there were 273 homicides recorded in England and Wales where a knife or sharp instrument was used - an increase of 4% from the previous year.
5. The ONS also reports that Black and Asian individuals are more likely to be victims of knife crime than those from other ethnic groups. However, it is important to note that knife crime affects individuals from all backgrounds and communities.

To combat knife crime, many governments have implemented a range of measures, including tougher laws on the possession and use of knives, increased police presence in high-risk areas, and educational campaigns to raise awareness about the dangers of carrying and using knives. Some communities have also developed grassroots initiatives to tackle knife crime, such as mentoring programs for at-risk youth, community-led efforts to remove weapons from the streets, and support services for victims of knife crime.

It may not surprise you to learn that knife crime and gang crime are closely connected, with many incidents of knife crime being linked to gang activity. In fact, gangs are often involved in a significant proportion of knife crime incidents, both as perpetrators and victims. Gangs can provide a sense of belonging and identity for vulnerable young people who may be struggling with poverty, social exclusion, or other challenges. However, they can also be a source of violence, intimidation, and criminal activity.

Gangs often use violence and intimidation to maintain control over their territory, protect their criminal activities, and settle disputes with rival gangs. In many cases, knives are used as a weapon of choice in these confrontations, making knife crime a common feature of gang-related violence. The use of knives can be seen as a way to assert dominance and intimidate rivals, as well as to inflict serious harm on victims. Young people who become involved in gangs may also be at increased risk of carrying knives themselves. This can be due to peer pressure, a desire for protection, or a need to prove their loyalty to the gang. Carrying a knife can also be seen as a way to gain status within the gang, as it demonstrates a willingness to use violence to protect the group's interests.



We will see shortly just how devastating knife crime can be, not just on the victims themselves, but also their families, and as they are convicted and come to realise their horrific mistakes, the perpetrators too.

Questions – answer in your books:

Identify four common causes of knife crime.

- 1.
- 2.
- 3.
- 4.

How does peer pressure contribute to knife crime?

Which of the statistics do you think is the most concerning? Explain why.

What kind of measures have governments taken to try and prevent knife crime?

How do gangs control their 'territories'?

Explain the link some gang members see between knives and status?

How do you think people who are not in gangs view this idea?

What would you say to a friend who is being pressured by a gang to carry a knife?

Task Four:

**How are lives changed forever
by knife crime?**



<https://www.youtube.com/watch?v=GqiMAJ8IEDU>

What happened to James?

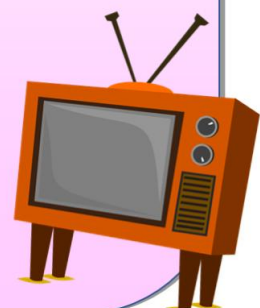
What does James now think about when he thinks of the future?

What kind of struggles have James' family had?

How many children in England are currently vulnerable to involvement in, or being a victim of, violence?

What happened to Armani?

Why do so many young people get involved in gangs?



Isaac's True story

Isaac was a thirteen-year-old boy living in quite a deprived neighbourhood in South London. There was never much to do around where Isaac lived. The youth club was shut down years ago, the basketball court was vandalised and the council-funded youth football training club had just had all its staff lose their jobs, in a new round of redundancies. The grey, dirty streets were perforated by brutalist tower blocks, where most teenagers remained, just playing on phones and their Playstations. Occasionally they might venture out on the balcony, and watch the drug deals, fights, or just random, drunken mumblers and stumblers, ambling along in the narrow alleyways below.



Isaac was one of those teenagers. He'd watched the older youths from his balcony above. Watched their gold chains blinging, heard their new phones bleeping, smelled the revved-up engines as the Mercs and Beamers sped off to who-knows-where. Isaac knew these were gang members – he knew who belonged to which one, their ranks, where the post-code boundaries ended and the often horrific initial ceremonies needed to join one – especially for the girls.

One day, while walking home from school, Isaac was approached by a group of older lads who asked him if he thought we was ready to join the postcode's crew yet – he wasn't asked if he actually wanted to. It was already assumed he did, maybe, Isaac assumed, because of the block he lived in. Isaac was hesitant at first, but the sense of belonging that came with being part of a group, not to mention the potential monetary gains, was too tempting to resist. He was given a small knife as a symbol of his membership, and he felt like he was part of something for the first time in his life.



Initially, Isaacs involvement with the gang was limited to hanging out with the other members and running errands for them. But as time went on, he became more involved in their activities, which included selling drugs and getting into fights with rival gangs – Isaac started to gain a sense that the group respected him. That was until one day he heard one of them comment, 'He's good for it. They're less likely to search him, 'cos he's Jewish.'

Well, that was one mystery solved – Isaac always wondered why he was targeted so specifically. Why he had no initiation ceremony. Why he didn't have to earn that knife. He was being used. Still, Isaac carried on letting himself be used.

The gang leader encouraged him to carry his knife with him at all times, telling him it was for his protection. By now, Isaac started to feel as though he was just going through the motions. Still, the wad of cash in his sock drawer certainly helped.

One evening, while out with the gang, they were confronted by a group of rivals. Things quickly escalated, and before Isaac knew it, he found himself in the middle of a violent brawl. In the heat of the moment, he pulled out his knife and began swinging it wildly, striking one of the rival gang members. Isaac was shocked at his own actions – he felt like an animal, not thinking, just reacting, just violent, without seeing the other boy even as a fellow human being. The blood was literally on Isaac's hands as the sirens began to sound.

The police had been called, and Isaac was arrested and charged with assault with a deadly weapon. He was sentenced to two years in a juvenile detention centre, where, over time, he received counselling and education to help him understand the impact of his actions. Isaac wasn't stupid – he knew his actions were wrong all along – still, he was in for years of dreary meetings, assessing his progress, in sterile rooms with formality and clipboards. That was just life now. Although Isaac regretted his involvement with the gang and the harm he caused, he couldn't help but feel like he had finally found a sense of belonging with the gang – he just wished he'd looked for that belonging elsewhere.

Eventually, with the help of his family, counsellors, and probation officers, Isaac was able to turn his life around and stay away from knife crime. He realised that true belonging and power comes from being a positive influence in his community, and he vowed to use his experience to help other young people avoid the same mistakes he made.

In time, Isaac became a youth worker, specialising in dealing with troubled teens at risk of gang-related violence. This isn't a happy, got-off-scott-free ending though. Isaac often thought; of course I'm a youth worker - I'm a walking cliché. What else could I do as a career now? I could have been a doctor, a lawyer, a company CEO – I could have earned the kind of money, legit, which I was aspiring to earn through crime. Now I'm stuck in this neighbourhood still. I have enough to live on, but no chance of buying one of those cars. No opportunity for travel.

He has to explain this to the young people who say, 'well look at you, you're alright now.' But they will never know that haunting face that still appears in the middle of the night to Isaac, the nightmares of the blood on his hands, the screams of the boy he stabbed. They will never know about his anxiety medication, his troubles with self-harm, and women's reluctance to commit to a relationship with him once they know his past.

Isaac realised that, yes, some people can live a life of crime for a while, come to their senses, turn their lives around and live a successful life, helping the community – this is him, on the surface level. However, those years will always be to a person's detriment. They will always appear on an advanced police search – and to think, the years he lost could have been spent at university or travelling the world – all for the sake of some laughs and a few hundred quid. Isaac now knows that the best way to live your best life is never to be involved in crime in the first place, which is what he always now tells the young people he works with – get out now, don't wait.



What do we need to know about knife crime?

Signposting support:

If you, or someone you know, are affected by any of the issues raised today, you can contact the following organisations for further help and guidance:

- <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>
- <https://www.childline.org.uk/>
- <https://crimestoppers-uk.org/about-the-charity/who-we-work-with/trusts-and-foundations/county-lines>
- <https://www.fearless.org/en/campaigns/county-lines>

The Crimestoppers hotline is anonymous – **0800 555 111**
Call **999** if you think there is an immediate danger.

Exploring my personal identity and being the best possible me



Exploring my personal identity and being the best possible me



Learning outcomes:

Describe how we are all unique, demonstrating personal strengths and individuality.

Recognise what makes up our unique identities and why it's important to respect differences.



Key term:

Identity: the distinguishing character, personality and qualities of an individual.

Task One:

What is identity? Why is it important?

<https://www.bbc.co.uk/teach/young-reporter/telling-my-story-identity/zk662v4>
(up to 2.43)
<https://www.bbc.co.uk/bitesize/clips/zfx6yrd>

Why is Aaliyah always proud to say she is Jamaican?

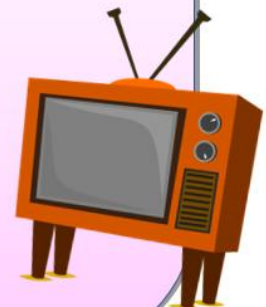
Why is Ray now proud to say he is from the Philippines?

What makes up a large part of Tayeb's identity?

What else is important to Tayeb's identity (what does he love doing)?

What is Tayeb's ethnicity and religion.

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.



Identity, and the different parts which make up our identities.

Identity is a concept that refers to who you are as a person. It's about the characteristics, qualities, beliefs, and values that make you unique and individual. Identity can be thought of as the answer to the question, "Who am I?"

Identity's different components:

Personal Identity: Personal identity is all about who you are as an individual. It includes your thoughts, feelings, and experiences that make you unique. Your personal identity can be shaped by your personality traits, such as being kind, curious, or creative. It also includes your strengths and weaknesses, your dreams and aspirations, and the things that make you happy or sad. For example, if you love playing video games, that could be part of your personal identity.

Social Identity: Social identity refers to how you see yourself in relation to the groups you belong to. These groups can include your family, friends, school, community, or even online communities. For instance, if you are a member of a netball team, that becomes part of your social identity. The groups you belong to can influence your behaviour, values, and sense of belonging. They also shape your social roles, such as being a sibling, a student, or a team player.

Gender Identity: Gender is all about how you act and feel as a girl or a boy. This shouldn't really be *that* important nowadays when it comes to your day-to-day personal identity, as (hopefully) we've reached a stage now in the UK where boys can do whatever they want without having to fit into a stereotype, and so can girls. What we mean by this is – a girl can wear what she wants and grow up to be a truckdriver, a weightlifter, a fireperson. A boy can wear whatever he wants and grow up to be a nurse, a nail technician, a nursery teacher. You will also have a biological sex, which is whether you are born male or female.

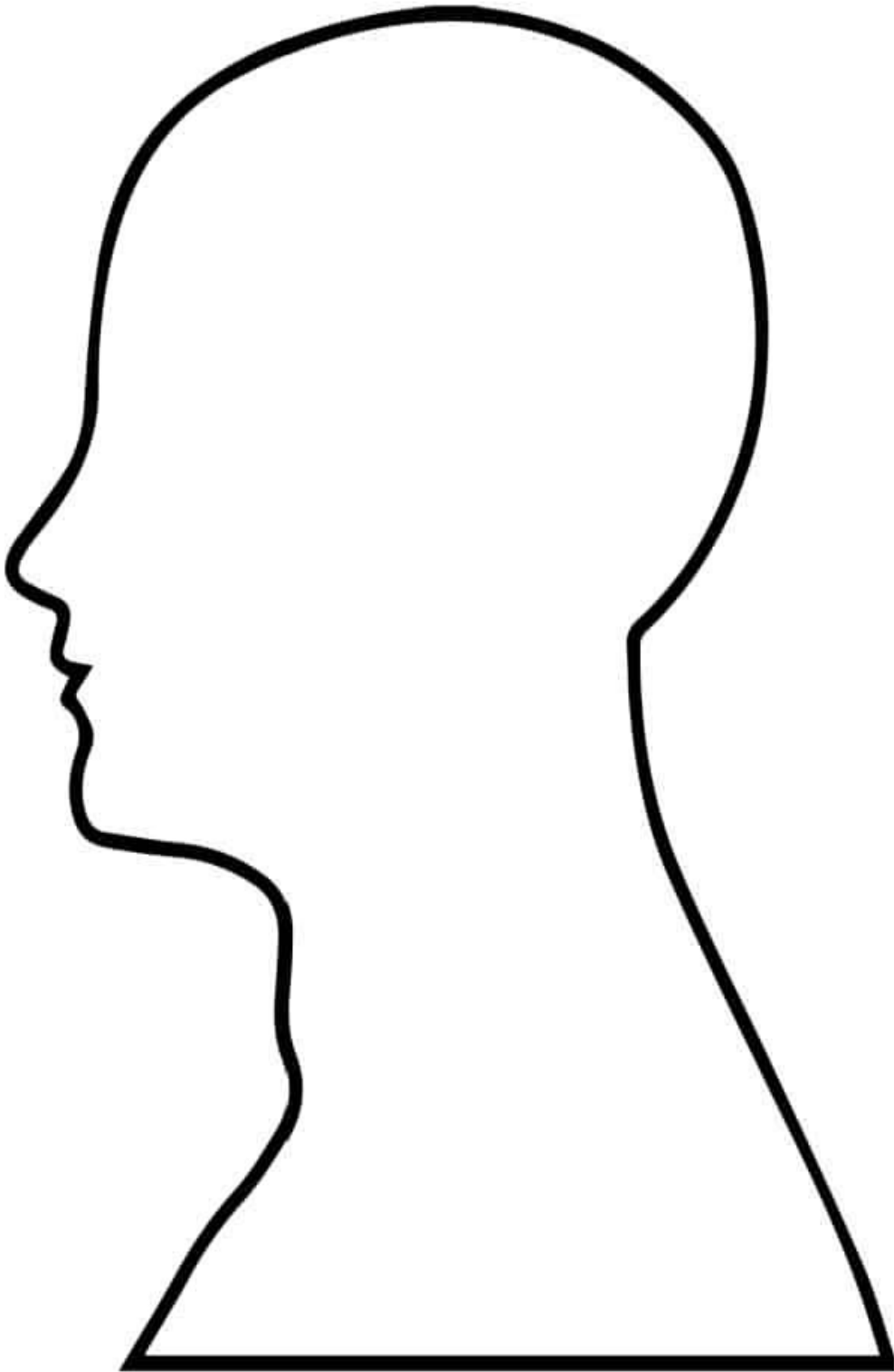
Cultural Identity: Cultural identity relates to the group or community you come from and the traditions, beliefs, and values associated with it. It includes aspects such as your ethnic background, language, customs, and heritage. For instance, if your family comes from a specific country or follows particular traditions, those cultural elements become part of your identity. Cultural identity can shape the way you see the world, the food you eat, the languages you speak, and the celebrations you take part in.

National Identity: National identity refers to the sense of belonging and attachment to a specific country or nation. It includes the shared history, language, values, symbols, and traditions of that nation. For example, if you are proud to be a citizen of a certain country, and you celebrate national holidays and understand the history of that nation, that contributes to your national identity.

Interests and Hobbies: Your interests and hobbies also play a role in shaping your identity. They are the activities you enjoy and the things that make you feel passionate or excited. Whether it's playing a musical instrument, painting, dancing, playing sports, or reading books, these activities can become an important part of who you are. Your interests and hobbies can also connect you with others who share the same passions and create opportunities for friendships and personal growth.

Remember, identity is a complex and multifaceted concept that develops over time. It's important to embrace and explore different aspects of your identity as you grow and learn more about yourself. Embracing diversity and respecting the identities of others is also essential for building inclusive and accepting communities.

My Identity



What risks are associated with gambling & chance games?



New key terms:

Gambling – the betting or staking of something of value (usually money), whilst being aware of a risk and in hope of a gain (usually more money).

Games of chance - Games that depend more on luck than skill. E.g. snakes and ladders is a game of chance (as are most card games), Pictionary is a game of skill. Not all games of chance involve gambling.

Learning outcomes:

Describe the risks associated with gambling and recognise that chance-based transactions can carry similar risks.

Describe the impact gambling has on people's lives.

Online gambling – what are the risks?

Online gambling poses significant risks to young people for several reasons, and its increasing popularity can be attributed to a combination of factors. The convergence of technology, accessibility, and targeted marketing has created an environment where young individuals are particularly vulnerable to the negative impacts of online gambling.



Firstly, young people often lack the cognitive and emotional maturity to make informed decisions about gambling. The prefrontal cortex, responsible for decision-making and impulse control, continues to develop until the mid-20s. This makes adolescents more susceptible to impulsive behaviours, such as excessive gambling, without fully comprehending the potential consequences. Online gambling platforms capitalize on this vulnerability by offering instant gratification and easy access, bypassing the natural checks and balances that might occur in physical gambling environments.

Secondly, the immersive nature of online gambling can blur the lines between entertainment and risk. Flashy graphics, interactive elements, and the constant thrill of potential rewards can create

an illusion of skill-based play. Young people might believe that they can outsmart the odds or that their losses are just a temporary setback. This misconception can lead to a cycle of chasing losses and developing gambling problems, as they fail to recognize the random and algorithm-driven nature of these games.

Moreover, online gambling platforms often employ sophisticated techniques to engage and retain users. They use data analytics to personalize experiences, offering rewards, bonuses, and notifications tailored to individual behaviours. This level of customization can foster a sense of connection and belonging, which is particularly appealing to young people seeking social interaction and validation. The gamification of gambling can normalise risky behaviours and contribute to the normalization of gambling activities in everyday life.



Why is online gambling on the increase?

The increase in online gambling among young people is driven by a combination of technological advancements and aggressive marketing strategies. The ubiquity of smartphones and high-speed internet makes online gambling easily accessible anytime and anywhere. Mobile apps further streamline the process, making it hard for young individuals to avoid exposure. Additionally, online gambling platforms utilize targeted advertising, often employing influencers and social media to glamorize gambling and make it appear socially acceptable and even glamorous. The integration of cryptocurrency into online gambling has also contributed to its rise. Cryptocurrencies offer a degree of anonymity and convenience, making financial transactions less transparent and potentially more addictive. This anonymity can shield young gamblers from the judgment of peers and family members, enabling them to engage in risky behaviours without immediate consequences.

The increasing popularity of online gambling among young people can be attributed to the accessibility offered by technology, the gamified nature of these platforms, and the normalization efforts driven by aggressive marketing strategies. Addressing this issue requires a multi-pronged approach involving education, regulation, and support systems to protect young individuals from the potential harms of online gambling.

What are the potential consequences?



Online gambling can have a range of significant consequences, impacting various aspects of individuals' lives including their financial, mental, and social well-being. These consequences are particularly concerning because of the ease of access, the fast-paced nature of online gambling, and the potential for addiction to develop quickly.

Financial consequences are among the most immediate and tangible impacts of online gambling. Many young people may not fully grasp the odds and probabilities associated with gambling activities, leading to excessive spending and substantial financial losses. The allure of quick wins and the belief that one's luck will eventually change can lead to a dangerous cycle of chasing losses. This can result in mounting debts, strained relationships, and even criminal activities such

as theft or fraud to fund the gambling habit. The financial burden of gambling-related debts can have long-lasting effects on young individuals' credit scores, financial stability, and overall quality of life.

The mental health implications of online gambling cannot be overlooked. As losses accumulate and financial distress sets in, individuals can experience feelings of anxiety, stress, and depression. The unpredictability of gambling outcomes can lead to emotional highs and lows, contributing to a rollercoaster of emotions that can be emotionally taxing. Moreover, the shame and guilt associated with gambling losses and the potential for strained relationships can exacerbate mental health issues, pushing individuals into a cycle of escapism through gambling. This can create a self-destructive loop where gambling becomes a way to cope with negative emotions, further worsening their mental well-being. Online gambling can also have a profound impact on an individual's social life. The secretive nature of online gambling can isolate individuals from their friends and family as they hide their activities to avoid judgment and criticism. The time spent gambling online can lead to neglect of social interactions, academic or professional responsibilities, and hobbies that once brought joy. In extreme cases, individuals may withdraw from their social circles entirely, becoming increasingly isolated and trapped in a cycle of gambling behaviour.



Addiction is one of the most concerning consequences of online gambling. The constant availability of online gambling platforms, coupled with their immersive design and use of psychological triggers, can lead to the rapid development of gambling addiction. The brain's reward system becomes hijacked by the frequent release of dopamine during wins, creating a craving for that pleasurable sensation. This can lead to a loss of control over gambling behaviour, with individuals finding it difficult to stop even when they want to. Gambling addiction can devastate lives, leading to severe emotional distress, deteriorating mental and physical health, job loss, broken relationships, and even suicidal thoughts or actions.

In conclusion, the potential consequences of online gambling are multifaceted and can deeply impact young people's lives. These consequences range from immediate financial losses to long-term mental health issues, strained social relationships, and the devastating effects of addiction. As online gambling continues to be easily accessible and increasingly prevalent, it is crucial for society to address these risks through education, regulation, and support systems to protect young individuals from the potential harms associated with this activity.

Questions to answer:

1. **What are some cognitive factors that make young people particularly vulnerable to the risks of online gambling?**
2. **How does the immersive nature of online gambling contribute to its potential negative impacts on individuals?**
3. **Explain how online gambling platforms use data analytics and personalization to engage and retain users, particularly young individuals.**

4. What role does the convergence of technology, accessibility, and marketing play in the increasing popularity of online gambling among young people?
5. Describe the potential financial consequences of online gambling for young individuals, including specific ways it can impact their financial stability.
6. How can the unpredictability of gambling outcomes contribute to mental health issues among online gamblers?
7. Explain the social consequences of online gambling, particularly how it can affect individuals' relationships and social interactions.
8. Explain how the use of cryptocurrencies in online gambling can exacerbate its risks for young people.
9. What are some of the ways in which the design of online gambling platforms and their marketing strategies contribute to the development of addiction?
10. Summarise the overall impacts of online gambling on young people, encompassing financial, mental, social, and addictive consequences.

Task Two:
How does gambling impact young people?

Watch the clip carefully and answer the questions in the boxes. Be ready to feedback your answers to the class shortly.
We'll go through the correct answers together afterwards.
<https://www.youtube.com/watch?v=IHYaGAQogaw>

How and why do young people gamble in 2023?

How long did it take Matthew to blow a whole month's wages on gambling?

How does gambling affect Matthew financially even today?

How did Matthew get into gambling?

How does Matthew say you should stop it escalating

How can gambling take over a person's life?



What risks are associated with gambling & chance games?



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.begambleaware.org/> Advice for anyone concerned about gambling or a gambling addiction.

<https://www.gamblingcommission.gov.uk/public-and-players/guide/page/organisations-that-can-help> Thorough information, guidance and further signposting

0808 8020 133 National Gambling Helpline, which is run by GamCare

Eating Healthy on a Budget



Learning outcomes:

Describe what we mean by a healthy diet and explain how we can maintain a healthy diet whilst living on a budget.

Key terms:

Budgeting:

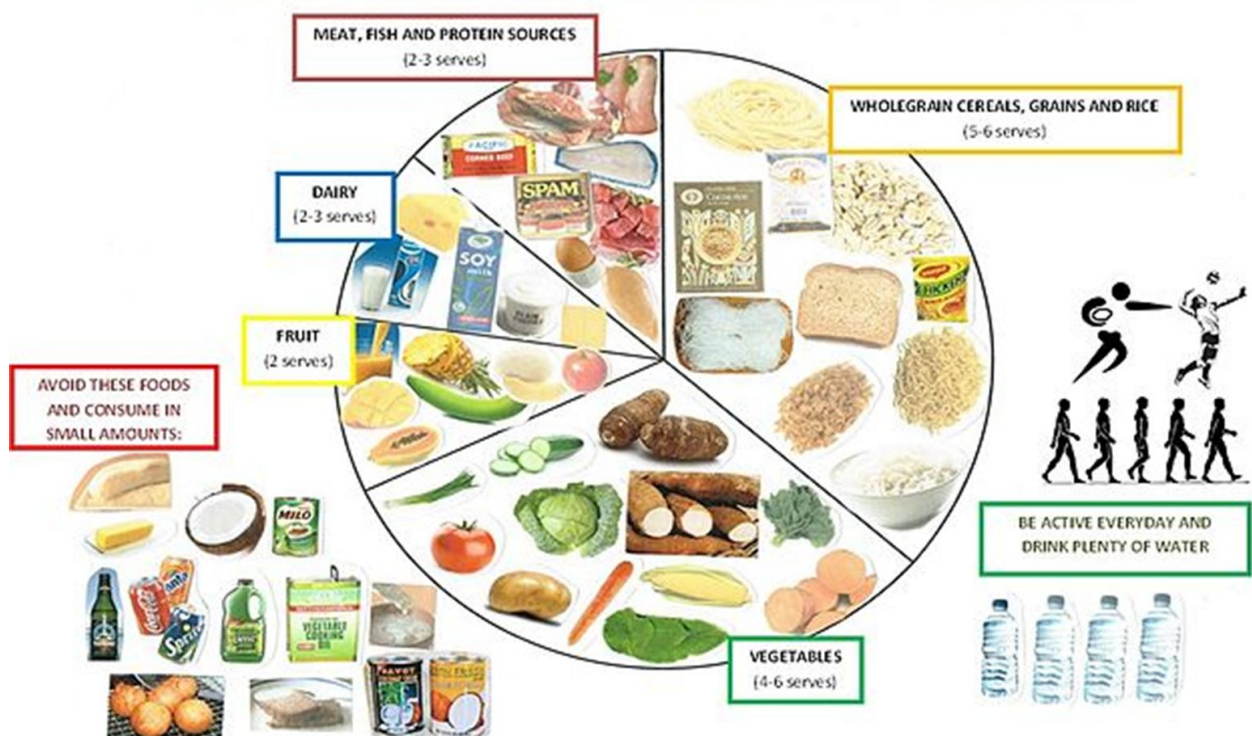
Planning ahead with money, setting money aside for different things, based on your income and expenditure (how much you make vs how much you spend).

Healthy diet:

Having a balance of different foods and nutrients in the diet for good health and wellbeing.



FOOD GUIDE FOR HEALTHY EATING



What do we mean when we talk about a ‘balanced diet’?

Eating a healthy, balanced diet is an important part of maintaining good health, and can help you feel your best. This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight. To have a healthy, balanced diet, people should try to:

- eat at least 5 portions of a variety of fruit and vegetables every day
- base meals on higher fibre starchy foods like potatoes, bread, rice or pasta
- have some dairy or dairy alternatives (such as soya drinks)
- eat some beans, pulses, fish, eggs, meat and other protein
- choose unsaturated oils and spreads, and eat them in small amounts
- **drink plenty of fluids** (at least 6 to 8 glasses a day)



If you're having foods and drinks that are high in fat, salt and sugar, have these less often and in small amounts and try to choose a variety of different foods from the 5 main food groups to get a wide range of nutrients. Most people in the UK eat and drink too many calories, too much saturated fat, sugar and salt, and not enough fruit, vegetables, oily fish or fibre. It's not just the UK though, this is a common problem in most western countries.

Fruit and vegetables are a good source of vitamins and minerals and fibre, and should make up just over a third of the food you eat each day. It's recommended that you eat at least 5 portions of a variety of fruit and vegetables every day. They can be fresh, frozen, canned, dried or juiced. There's evidence that people who eat at least 5 portions of fruit and vegetables a day have a lower risk of heart disease, stroke and some cancers.

Eating 5 portions is not as hard as it sounds. A portion is:

- 80g of fresh, canned or frozen fruit and vegetables
- 30g of dried fruit – which should be kept to mealtimes
- 150ml glass of fruit juice or smoothie – but do not have more than 1 portion a day as these drinks are sugary and can damage teeth

Just 1 apple, banana, pear or similar-sized fruit is 1 portion each.

A slice of pineapple or melon is also 1 portion, and 3 heaped tablespoons of vegetables is another portion.

Starchy foods should make up just over a third of everything you eat. This means your meals should be based on these foods. Choose wholegrain or wholemeal varieties of starchy foods, such as brown rice, wholewheat pasta, and brown, wholemeal or higher fibre white bread. They contain more fibre, and usually more vitamins and minerals, than white varieties. Potatoes with the skins on are a great source of fibre and vitamins. For example, when having boiled potatoes or a jacket potato, eat the skin too.

Milk and dairy foods, such as cheese and yoghurt, are good sources of protein. They also contain calcium, which helps keep your bones healthy. Go for lower fat and lower sugar products where possible and choose semi-skimmed, 1% fat or skimmed milk, as well as lower fat hard cheeses or cottage cheese, and lower fat, lower sugar yoghurt. Dairy alternatives, such as soya drinks, are also included in this food group but when buying alternatives, it's best to choose unsweetened, calcium-fortified versions.

Beans, pulses, fish, eggs, meat are all good sources of protein, which is essential for the body to grow and repair itself. They're also good sources of a range of vitamins and minerals. Meat is a good source of protein, vitamins and minerals, including iron, zinc and B vitamins. It's also one of the main sources of vitamin B12. Choose lean cuts of meat and skinless poultry whenever possible to cut down on fat and try to eat less red and processed meat like bacon, ham and sausages.

Eggs and fish are also good sources of protein, and contain many vitamins and minerals. Oily fish is particularly rich in omega-3 fatty acids. Aim to eat at least 2 portions of fish a week, including 1 portion of oily fish. You can choose from fresh, frozen or canned, but remember that canned and smoked fish can often be high in salt.

Pulses, including beans, peas and lentils, are naturally very low in fat and high in fibre, protein, vitamins and minerals. Nuts are high in fibre, and unsalted nuts make a good snack. But they do still contain high levels of fat, so eat them in moderation.

Some fat in the diet is essential, but on average people in the UK eat too much saturated fat. It's important to get most of your fat from unsaturated oils and spreads. Swapping to unsaturated fats can help [lower cholesterol](#). Remember that all types of fat are high in energy and should be eaten in small amounts.

Too much saturated fat can increase the amount of cholesterol in the blood, which increases your risk of developing **heart disease**. Regularly consuming foods and drinks high in sugar increases your risk of **obesity** and **tooth decay**. Eating too much salt can raise your blood pressure, which increases your risk of getting heart disease or having a stroke.

Source – NHS England



Task Three:

Now we've had a recap on what exactly a healthy diet is, we need to know how we can manage to maintain one whilst on a budget. Watch the clip and answers the questions on your sheet. We'll go through the answers together shortly.

[How to Eat for £10 a Week | Emergency Extreme Budget Food Shopping Haul | Aldi Budget Food Shop - YouTube](#)

Where did Nicola do her £10 shop?

Why did Nicola just buy basic bread?

What forms the basis on many of Nicolas meals?

What kind of fruit and veg did Nicola buy?

What is a cheap, easy lunch Nicola mentions?

How much did Nicola's weekly food shop come to?

What does Nicola say she needs to add with her final pound to make this list healthier for her family?



How can we eat healthily on a budget?



Signposting support:

Useful helplines and charities:

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

<https://www.moneyprodigy.com/teenage-money-management/>

(money management guide for teens)

[Cheap and healthy recipes | BBC Good Food](#) A great site for cheap healthy recipe ideas

[Debt and money - Citizens Advice](#) Your rights, helpful advice and much more

[Money Saving Expert: Energy Help, Credit Cards, Flight Delays, Shopping and more](#) Martin Lewis' site. Great for learning more about saving money, the best deals and getting to grips with finance.

[Find a Food Bank - The Trussell Trust](#) This site will help you find a foodbank if you need one.

What is the economy and how does it affect us?



New key terms:

Learning outcomes:

Describe what the economy is and how it affects everyday people in our lives.

Explain how governments try to manage a country's economy.

We've looked at interest rates in our lesson on saving and budgeting – but let's have a quick reminder about how these work.

[Why do interest rates matter to me? - YouTube](#)

The Economy – the state of a country in terms of the selling and buying of goods and services and the supply of money. The economy can be in a positive or negative state, which directly affects the wealth in the pockets of a country's citizens.

TLDR: Financial health of a country. If it doesn't make much and doesn't sell much, everyone has less stuff and less money (a poor economy).

How might the rise in interest rates on his mortgage affect Sidney's life?

What on earth is going on with the British economy? (2023 edit)

The economy is managed by the government of the country, and voters expect the government to manage it as well as possible – often a government will have been voted in based on their ideas for a successful economy. This is why you sometimes see people on the news angry at how the government has managed it. A good example of this is when Kwasi Kwarteng, Liz Truss' Chancellor, created a budget (plan for the country's money) which caused a lot of problems for people. His overall aim was to increase the amount of money brought into and created by the country in the long term (growth). However, because of his short-term plans, the budget caused a lot of financial issues, meaning British people like Sarah, who we met in today's starter, have far less money in their pockets.

The Chancellor decided to introduce lower taxes for people – well that sounds great, you might think. The idea behind this was that it would boost spending, which would give the economy a healthy push in the right direction. However, tax cuts have to be funded from somewhere – and currently it's unclear where that money would come from. Global markets (think the economy, but world-wide) hate uncertainty, so less people wanted to invest in Britain. Less investment means less money. This is at a time when inflation (the rising or lowering cost of everything) was already getting higher.

In order to combat rising inflation, the Bank of England had already put interest rates up. They stated:



We know the rapid increase in the cost of living is hard. Russia's invasion of Ukraine has led to higher energy bills and increases in the prices of food and other goods.

High inflation hits the least well off the hardest.

Our job to make sure inflation is low and stable, so we need to bring inflation back down. The way we do that is by increasing interest rates.

We set the UK's key interest rate, Bank Rate. It is more widely known as 'the base rate' or just 'the interest rate'. Bank Rate influences all the UK's other rates, including those you might have for a loan, mortgage or savings account.

After the recent budget, interest rates rose even higher. This meant people like Sarah were now paying way more money on their home loans (mortgages). Others will be paying more on other types of loans they have too – for cars or credit cards for example. This should mean that savers would make more money in their accounts – but your average person can't afford to save much at the moment anyway, as we were already in a cost of living crisis!

How can a government manage the economy?

The government's aims are (usually) to create and manage -

- **Low Unemployment**, that is, as many workers in jobs as possible.
- **Lower Prices**. Continually rising prices is called inflation (a government aims for low inflation)
- **Economic Growth**. The aim is to produce more goods and services each year so that individuals have a higher standard of living.
- **Manage taxes**. The Government can change the way businesses work and influence the economy by passing laws, or by changing its own spending or taxes. For Example:

Extra government spending or lower taxes can result in more demand in the economy and lead to higher output and higher levels of employment.

Economic activity is the amount of production (creation of goods and services) taking place. Over time, the level of economic activity in a country tends to move up and down. In a downturn (or a slump as it's sometimes called) output falls and many businesses let staff go, because sales are falling. In an upturn or boom, businesses increase output and hire more staff to keep up with extra demand, and the economy experiences economic growth. This is what a government aims for – and it benefits us all, as we all have more money in our pockets.



If things go really badly, a country's economy can end up in recession. A recession is a period of continual economic decline. People lose their jobs as companies struggle to pay them, public services are cut, which means less police to deal with crime, less hospital staff increasing waiting times and less pay and resources for school staff too. If you speak to most people who work in public services, they will say that they have already been cut enough. Cutting them too much could be dangerous.

At the moment (2023), Britain is trying to avoid slumping into a recession. This is not easily done – and may involve more changes to people and policies than we have seen already. The cost of living crisis is a high priority for any government, the question is how to deal with it. Some factors are external to Britain – for example, the war in Ukraine, the fact that fossil fuel supply is dwindling (and we are already committed to using far less of these anyway) and the fact that most countries' economies are still recovering from Covid.

No-one seems to have a magic bullet answer for all this. Think you do? Maybe you could be the next Chancellor of the Exchequer.

Task Three:

So what's next? Well, some financial forecasters say that if we do slump into a recession we will have to have a period of austerity.

But what is this?

Watch the clip carefully and answer the questions on your sheet.

We'll go through them together afterwards. [Austerity Explained – YouTube](#)

What is austerity?

What does austerity get rid of?

What measures do we see in austerity?

Why is debt such a problem?

How might austerity help in the long-term?

How does it hurt in the short-term?

What did the economist John Keynes say?





What is the economy and how does it affect us?



Signposting support:

Useful helplines, advice sites 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

<https://www.moneyprodigy.com/teenage-money-management/>
(money management guide for teens)

[Debt and money - Citizens Advice](#) Your rights, helpful advice and much more

[Money Saving Expert: Energy Help, Credit Cards, Flight Delays, Shopping and more](#) Martin Lewis' site. Great for learning more about saving money, the best deals and getting to grips with finance.



What are communities and why do we need them?



What are communities and why do we need them?



Learning outcomes:

Describe the importance of real-life communities (as opposed to online communities) and why participation in communities is important.

Explain why it's beneficial to our mental health to participate in real life communities.

New key terms:

Community - a group of people living in the same place or having a particular characteristic in common. A community can be online or off-line.

Introvert - someone who is shy, quiet, and prefers to spend time alone rather than often being with other people.

Extrovert - a person who tends to enjoy being with other people



My Communities Venn Diagram

How do we define communities and why is participation in real-life communities so important?

What exactly is a community and how do they come to exist?

A community is a group of individuals bound together by common interests, shared goals, or a sense of belonging. At its core, a community is a social unit characterised by a sense of connection and mutual support among its members. This definition encompasses a wide range of communities, from small local groups to global networks, and can be applied to various contexts, both online (think gaming communities on Twitch) or off-line (such as your school community or your local neighbourhood).



Communities often form around shared values, beliefs, or cultural ties. These commonalities create a sense of identity and belonging among individuals within the group. Whether it's a cultural community, religious community, or interest-based community, the shared elements serve as a foundation for relationships and interactions. Think back to Mesha in our starter today – her communities are the basis for all of her personal relationships.

Geographical proximity (how close the people in a community live to each other) is another defining factor for many communities. Local communities are often rooted in physical proximity, with members residing in the same neighbourhood, town, or region. This physical closeness facilitates face-to-face interactions, fostering a deeper sense of connection and shared experience. This is why many people from the same area would tend to traditionally (but certainly not always), support the same football team.

Why is it important for us to participate in real-life communities?

Participating in real-life communities is of paramount importance to us all, as it offers a depth of human connection, personal development, and mental health benefits that online interactions often cannot fully replicate. Face-to-face interactions within physical communities contribute to genuine relationships characterised by trust, empathy, and nuanced communication, which are challenging to establish solely through online platforms.





Real-life communities provide a unique environment for personal growth and skill development. Exposure to diverse perspectives, backgrounds, and experiences fosters a broader understanding of the world. Collaboration within a community encourages the development of essential social skills such as effective communication, conflict resolution, and teamwork. These skills, honed through real-world experiences, are invaluable

for success in both personal and professional life.

The sense of belonging and social support derived from real-life communities is crucial for mental well-being. Human beings are inherently social creatures, and the emotional connection and shared experiences within a community reduce feelings of isolation and loneliness. This social support network serves as a buffer during challenging times, promoting a sense of identity and purpose that contributes significantly to mental health.

Participation in real-life communities has positive effects on physical health, often involving activities that promote exercise and a healthier lifestyle. Whether engaging in sports, group fitness classes, or community events, these activities contribute to overall well-being by reducing stress, improving mood, and enhancing physical health. Moreover, real-life communities foster civic engagement and responsibility. Being part of a local community encourages individuals to actively address local issues, volunteer, and contribute to societal well-being. This sense of responsibility and connection to a broader community can lead to positive societal changes and a stronger, more resilient society. Basically, off-line communities are good for all of us, and the country as a whole (as well as humanity as a whole too).

In the context of mental health, participating in real-life communities is particularly beneficial. Face-to-face interactions reduce social isolation and loneliness, providing genuine emotional support during times of stress. The immediacy of emotional connections within physical communities allows for nuanced responses to cues, contributing to better mental well-being. Additionally, the sense of purpose and accomplishment derived from community involvement positively impacts mental health, while the physical activities often associated with these communities contribute to overall cognitive function and mood.



Striking a balance between online and offline interactions is essential for a holistic and fulfilling life. While online communities offer valuable connections, participating in real-life

communities remains indispensable for building authentic relationships, promoting personal development, enhancing overall well-being, and contributing to positive mental health outcomes.



Questions to answer:

1. **What is the fundamental essence of a community, as described in the explanation?**
2. **How do shared values, beliefs, or cultural ties contribute to the formation of a community?**
3. **Give examples of different types of communities mentioned in the definition.**
4. **In what way does geographical proximity influence the formation and dynamics of a community?**
5. **How do online communities differ from local communities in terms of their defining factors?**
6. **What role do social interactions and relationships play in defining a community?**
7. **Explain the concept of a collective identity within a community. How does it contribute to the community's cohesion?**
8. **Provide examples of how communities adapt to changing needs and dynamics.**
9. **What distinguishes a community from random groups of individuals, according to the explanation?**
10. **How does a sense of collective responsibility contribute to the overall well-being of a community?**

Task Three:



Why exactly do humans need to socialise with each other in real life?

Watch the clip carefully and complete your table.

We'll go through the answers together as a class afterwards.

<https://www.youtube.com/watch?v=zCbpFKX6WCA>

Why do humans need to socialise off-line?	How do we know this?



What are communities and why do we need them?



Signposting support:

Useful mental health 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://mensadviceline.org.uk/contact-us/> Men's advice and support site

