



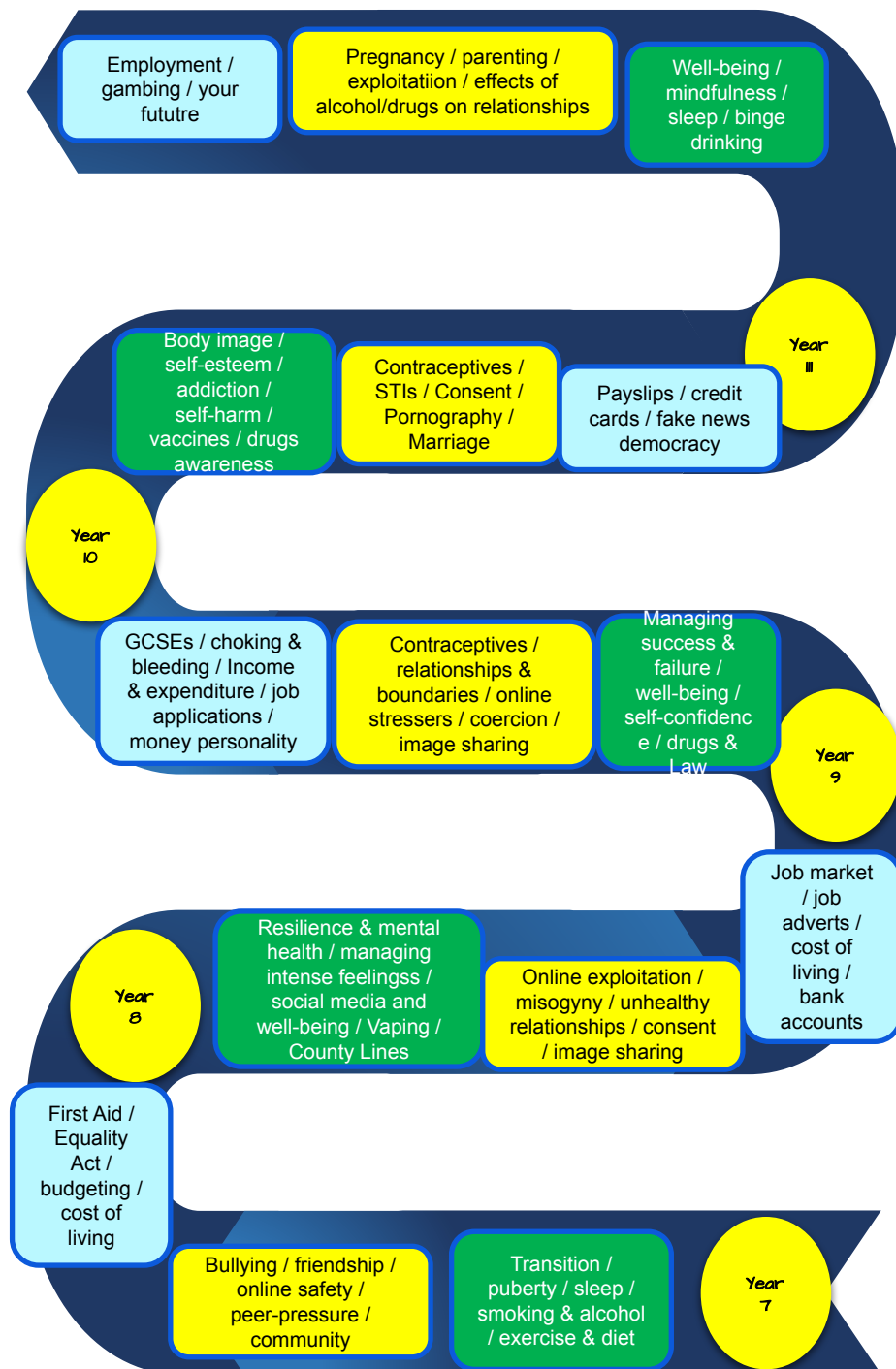
# Year 11 PSHE

## Booklet 1: Health & Well-being



|          |
|----------|
| Name:    |
| Class:   |
| Teacher: |

# PSHE Learning Journey



**Key Concept:**

## Baseline Confidence Checker

| BEFORE LEARNING THE UNIT   | 1<br><small>(low)</small> | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10<br><small>(high)</small> |
|--|---------------------------|---|---|---|---|---|---|---|---|-----------------------------|
| L1: I know what is meant by resilience.  |                           |   |   |   |   |   |   |   |   |                             |
| L1: I know different examples of negative thinking patterns.                             |                           |   |   |   |   |   |   |   |   |                             |
| L1: I have alternative strategies to negative thinking patterns.                         |                           |   |   |   |   |   |   |   |   |                             |
| L2: I understand what is meant by mindfulness.   |                           |   |   |   |   |   |   |   |   |                             |
| L2: I know how to use mindfulness to support my own health and well-being.               |                           |   |   |   |   |   |   |   |   |                             |
| L2: I have a series of questions I can ask myself in order to check in on my well-being. |                           |   |   |   |   |   |   |   |   |                             |
| L3: I can explain what is meant by sleep hygiene.  |                           |   |   |   |   |   |   |   |   |                             |
| L3: I understand how a lack of sleep can affect my health.                               |                           |   |   |   |   |   |   |   |   |                             |
| L4: I understand what is meant by binge drinking.  |                           |   |   |   |   |   |   |   |   |                             |
| L4: I can explain how binge drinking could affect my health.                             |                           |   |   |   |   |   |   |   |   |                             |
| L4: I understand the potential broader consequences of binge drinking.                   |                           |   |   |   |   |   |   |   |   |                             |

### Personal Development Ground Rules

|                                   |  |
|-----------------------------------|--|
| Openness                          | We will be open and honest but not directly discuss our own or others personal or private lives. We will explore the content through scenarios and not put anyone on the spot. |
| Keep the conversation in the room | Nothing discussed in class is repeated outside of the room unless a concern is raised, then the school's safeguarding policy will be followed.                                 |
| Non judgemental approach          | It is ok to disagree with another persons opinion, but we will not judge, make fun of or be unkind to anyone.  |
| Right to pass                     | Participation is important, however we have a right to pass on answering a question or discussion if appropriate.  |
| Make no assumptions               | We will not make assumptions about peoples values, beliefs, attitudes or behaviours.   |
| Listen to others                  | We will listen to each others opinions, demonstrating respect.   |
| Use of language                   | We will use the correct terminology, rather than using slang terms that people might find offensive. If we are unsure of the correct term, we will ask out teacher/            |
| Asking questions                  | No question is a stupid question. Ask lots in order to learn!  |
| Seeking advice and help           | If we need further help or advice, we know how where to seek it confidently, both in school and out in the community.  |

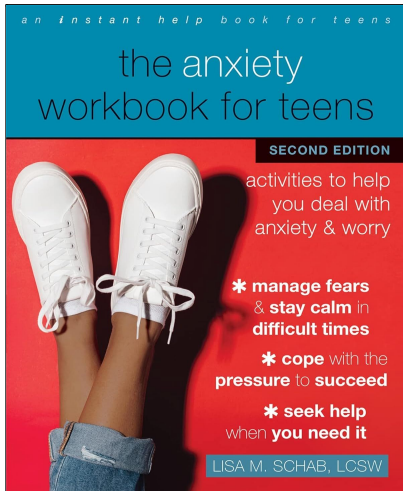
### School Services at Falmouth School

|                      |  |   |
|----------------------|--|---|
| Student Support      | General support, including sanitary products           | Mrs Holland and Miss Macrae                       |
| School Nurse Drop In | Information, advice and guidance on any health concern | Once a month, ask Student Support for information |
| Faith Group          | Spirituality and well-being support                    | Chaplain group                                    |
| Intercom Trust       | For individual LGBTQ+ questions                        | Please see Mr Blackwell                           |

Your tutor, Wellbeing and Learning Leader are also there to support you alongside teaching staff.

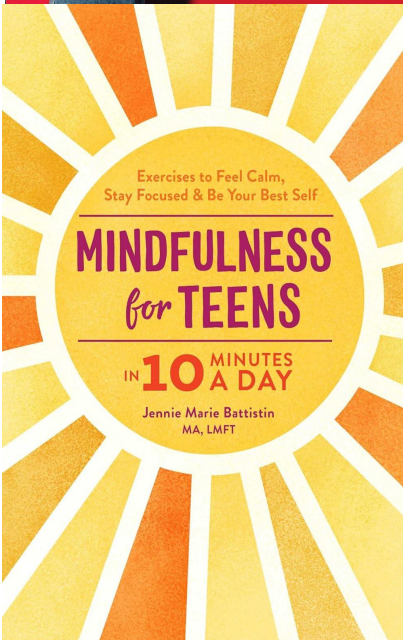
### Sources of support

|   |   |
|---|---|
| Childline: <a href="http://www.childline.org.uk">www.childline.org.uk</a> | Anna Freud: <a href="http://www.annafreud.org/on-my-mind">www.annafreud.org/on-my-mind</a>  |
| Kidscape: <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>    | Equality Advisory Support Service: <a href="http://Equality Advisory Support Service (EASS) - GOV.UK (www.gov.uk)">Equality Advisory Support Service (EASS) - GOV.UK (www.gov.uk)</a> |



**The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry by Lisa M Schab**

From managing social media stress to dealing with pandemics and other events beyond your control, this fully revised and updated edition of The Anxiety Workbook for Teens has the tools you need to put anxiety in its place. In our increasingly uncertain world, there are plenty of reasons for anyone to feel anxious. And as a teen, you’re also dealing with academic stress, social and societal pressures, and massive changes taking place in your body, brain, and emotions. The good news is that there are a lot of effective techniques you can use—both on your own and with the help of a therapist or counselor—to reduce your feelings of anxiety and keep them from taking over your life.

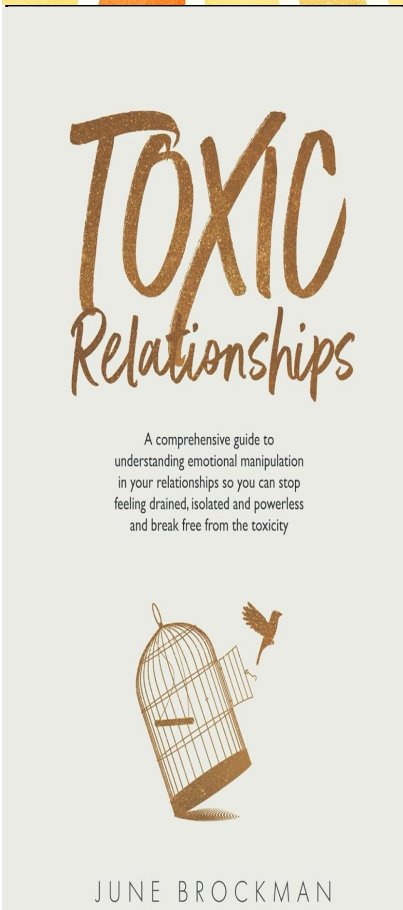


**Mindfulness for Teens in 10 Minutes a Day: Exercises to Feel Calm, Stay Focused & Be Your Best Self by Jennie Marie Battistin**

Calm your mind and find your best self with 10-minute mindfulness exercises for teens

Learn how to use mindfulness, or the ability to be fully aware in the present moment, to reduce everyday stress. Mindfulness for Teens in 10 Minutes a Day shows you how to take control of your feelings and focus your attention with short, simple mindfulness activities.

Discover a wide variety of mindfulness techniques that will fit easily into your routine and help you thrive in every area of life. These engaging exercises show you how to find peace in the face of stress, improve relationships with friends and family, boost your self-esteem, and increase your focus to help you succeed at school and work.



**Toxic Relationships: A comprehensive guide to understanding emotional manipulation in your relationships so you can stop feeling drained, isolated and powerless and break free from the toxicity by June Brockman**

**Are you dying to break free from toxic relationships and rediscover yourself through resilience?**

Perhaps you are suffocating from endless emotional manipulation and feel trapped in a cycle of destructive interactions. Your feelings of worry and fear are valid, and you're not alone. If you are fed up with toxicity and aim to break this pattern, then you have found the key to unlocking the secrets of toxic dynamics and fostering self-healing.

This comprehensive survival guide is easy to follow and addresses your most pressing questions about difficult partnerships. In Toxic Relationships, you’ll learn: the hidden nature of toxic relationships; to identify warning signs and red flags of toxicity; the emotional consequences of destructive relationships; decision-making skills for complex situations; effective strategies for recovery and healing; steps to prevent the recurring negative relationships. You’ll also learn the importance of self-reflection, mindfulness in personal growth, and effective ways to cope with setbacks and challenges on the journey to recovery.

Only you can take the first step to seize control of your relationships.

# Relevant sentence stems/scaffolding

## ? ? ? Open-Ended Questions ? ? ?

|                      |   |  |                       |
|----------------------|---|--|-----------------------|
| Show Interest        | <p><b>Show</b> me....</p> <p><b>Tell</b> me about.....</p> <p><b>What</b> are you doing...?</p> <p><b>What</b> else can you do?</p>             | <p><b>How</b> did you do that?</p> <p><b>Why</b> did you...?</p> <p><b>How</b> did this happen?</p> <p><b>Tell</b> me why...?</p>                | Extend on Thinking    |
| Solve Problems       | <p><b>Can</b> you find...?</p> <p><b>Can</b> you do it another way?</p> <p><b>What</b> else do we need...?</p> <p><b>What</b> is your plan?</p> | <p>I <b>wonder</b> if / when...</p> <p><b>What</b> will happen next?</p> <p><b>What</b> do you think will work?</p> <p><b>When</b> will...?</p>  | Make Predictions      |
| Compare and Contrast | <p><b>How</b> are these the same?</p> <p><b>How</b> are these different?</p> <p><b>What</b> does it remind you of?</p>                          | <p><b>What</b> might happen if...?</p> <p><b>How</b> might you feel if...?</p> <p><b>What</b> do you suppose...?</p>                             | Consider Consequences |
| Assess Feelings      | <p><b>How</b> do you feel about...?</p> <p><b>How</b> would you feel if...?</p> <p><b>How</b> do you think ... feels?</p>                       | <p><b>Why</b> do you think...?</p> <p><b>How</b> do you know...?</p> <p><b>What</b> made you decide...?</p> <p><b>What</b> happened when...?</p> | Evaluate Thinking     |

How? What? Where? Why? When?

## Key vocabulary

| Vocabulary        | Definition   |
|-------------------|--|
| Mindfulness       | a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.  |
| Mental health     | a person's condition with regard to their psychological and emotional well-being.  |
| Catastrophising   | to think about the worst things that could possibly happen in a situation, or to consider a situation as much worse or much more serious than it really is: You must stay calm and not catastrophize. He says that adolescents tend to catastrophize things.   |
| Sleep hygiene     | Sleep hygiene refers to the practices and habits that are conducive to sleeping well. It encompasses both behavioral and environmental factors that can impact sleep quality and duration. Essentially, it's about establishing healthy routines and conditions that promote restful sleep   |
| R.E.M             | REM, in the context of sleep, stands for Rapid Eye Movement. It is a stage of sleep characterized by rapid, random movements of the eyes, accompanied by low muscle tone throughout the body and vivid dreaming. During REM sleep, brain activity resembles wakefulness, with increased heart rate, blood pressure, and breathing. This stage is crucial for memory consolidation and cognitive function |
| Binge drinking    | the consumption of an excessive amount of alcohol in a short period of time.   |
| Alcohol poisoning | condition in which alcohol causes the body's functions (heart rate, breathing and gag reflex) to shut down, and when the liver can no longer detoxify the alcohol in the body.   |

Lesson 1  
EQ: How can we reframe our negative thinking?

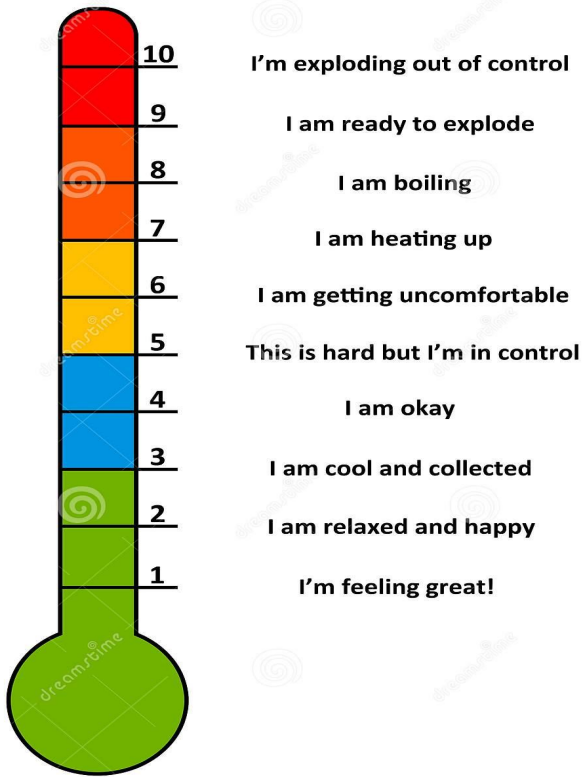
Date:

Do now: Where do you see yourself today on the emotional thermometer? Write your answer alongside



Task 1: the picture and aim to explain why you feel this way. How do you feel generally?

### Feelings thermometer



Resilience is a skill that helps people to recover quickly from difficulties, change or misfortune; to adapt to and overcome risk and adversity through adopting effective coping strategies; to persevere and 'bounce back'. Negative thinking patterns/loops are habitual thought processes which can affect our perceptions. Reframing is a process of thinking about something differently, often in a more positive way.

Summarise this in your own words.



**Exploring your attitude. Look at the following statements and record your thoughts.**

Making mistakes is embarrassing so it's best to be sure of the answer before sharing.

**AGREE**



**DISAGREE**

Why do you feel this way?

Making mistakes is embarrassing so it's best to be sure of the answer before contributing.

**AGREE**



**DISAGREE**

Why do you feel this way?

If someone has to try very hard at something, it's because they don't have natural talent and they are wasting their time.

**AGREE**



**DISAGREE**

Why do you feel this way?

Most successful people have created their own luck.

**AGREE**



**DISAGREE**

Why do you feel this way?

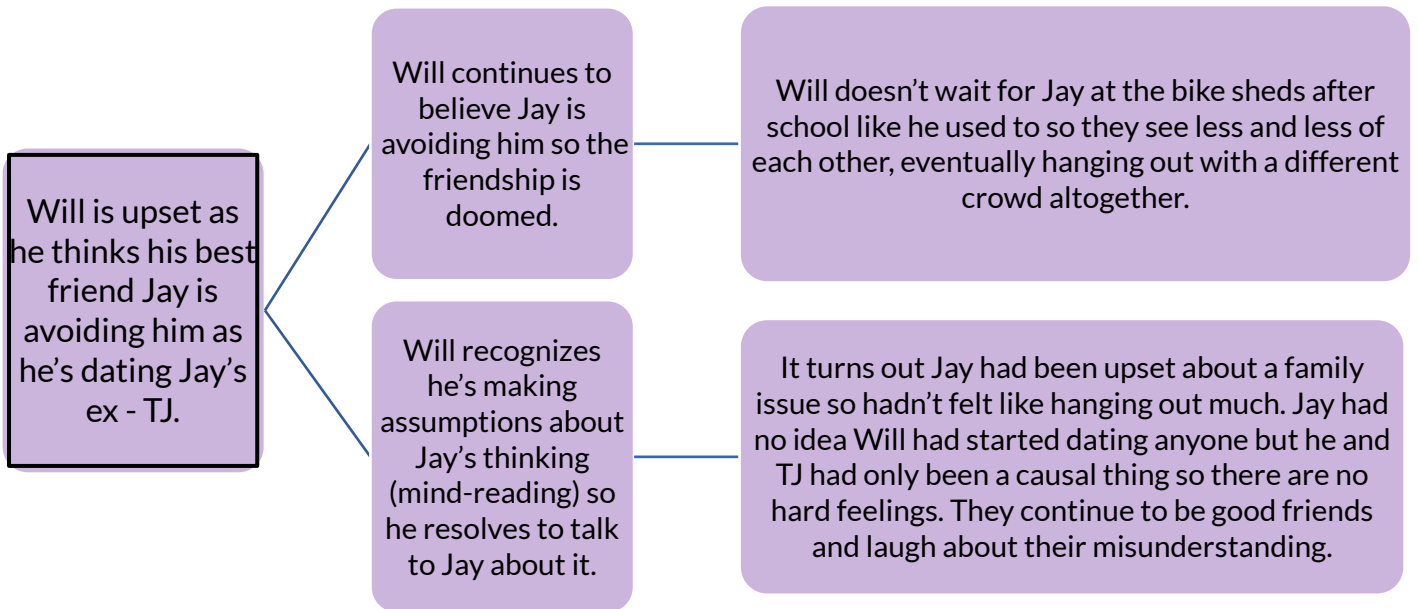
**Task 2: Research has found many ways people can get stuck in negative thinking patterns that stop them. Match the term to the definition, you will then need to match to the example**

|                         |  |  |
|-------------------------|--|--|
| <b>Personalising</b>    | Assuming something is your fault                 | Suzie blanked me this morning - I must have done something wrong.                      |
| <b>Mind reading</b>     | Thinking you know what someone else is thinking. | I bet they all think I'm a complete idiot for failing that test.                       |
| <b>Labelling</b>        | Giving yourself a negative name or quality.      | I'm so useless!  |
| <b>Fortune-telling</b>  | Assuming you know how things will turn out.      | I never score a goal so there's no point even trying!                                  |
| <b>Catastrophising</b>  | Assuming the worst possible outcome.             | If s/he says 'no', everyone will think I'm 'undateable' and I'll be alone forever.     |
| <b>Overgeneralising</b> | Making big judgments based on small, one-off's   | I've done really badly on my spelling vocab today - I'm bound to fail my Spanish GCSE. |

**Fast Finisher: Describe some times when you have found yourself falling into these negative thinking patterns.**

|  |
|--|
|  |
|  |
|  |
|  |
|  |

# Alternatives to negative thinking patterns



## Task 3:

Why was it important that Will recognised his assumptions?

Was there any further issues that could have been caused through Jay's mind-reading?

Is it as simple as saying "you need to resolve and talk about it?" What other factors must we consider and why is it not always as easy as this simple explanation?

EQ review: How can we reframe our negative thinking? What will you now do as a result of today's lesson?



Write down an answer to the following NUT prompts:

Something you learned that is **new**:

Something you learned that is **useful**:

Something you learned that made you **think**?



N =

U =

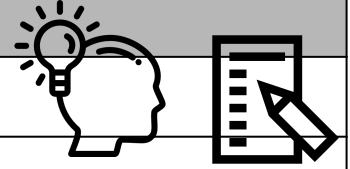
T =



Date:

**Do now: What is meant by catastrophising?**

Billie is feeling stressed and anxious. Her exams are coming up and she's prepared really well, but still can't relax about it. How could Billie help herself feel better?



Why would Billie feel like this even though she's prepared?

Explain what you believe the term 'mindfulness' to mean.

Task 1: According to mental health charity Mind, **mindfulness** is a technique you can learn which involves noticing what's happening in the present moment, without judgement. You might take notice and be aware of your mind, body or surroundings. The technique has roots in Buddhism and meditation, but you don't have to be spiritual, or have any particular beliefs, to try it.

**Mindfulness aims to help you:**

- become more self-aware
- feel calmer and less stressed
- feel more able to choose how to respond to your thoughts and feelings
- cope with difficult or unhelpful thoughts
- be kinder towards yourself.



**Summarise what mindfulness means to you.**

Mental health – like physical health, is a measure of how well a person is, just in their mind instead of their body. How do you feel about your own mental health right now? Can you write down three different places you can visit if you feel you need support with your mental health?

1-

2-

3-

How do you feel right now?

**Task 2: We are now going to watch a video about mindfulness. Record 5 pieces of information around the picture below. What would you takeaway to present as a consequence?**



**Task 3: When was the last time you were awake and did absolutely nothing?**

Why in society do you think the idea of 'doing nothing' is frowned upon?

Why do some people find doing nothing so difficult? Explain.

Is there an issue with too much of 'doing nothing?'

We will now find out more about mindfulness, how it can help us with stress and anxiety and how we can actually do it. Let's highlight words and phrases that are particularly useful.



**What Is Mindfulness?**

Being aware of what is going on around you is important for lots of reasons: it keeps you safe; it keeps you informed; it helps you to decide what you need or want to do. But being aware of what is going on inside your head – your thoughts and feelings – is just as important for your mental health.

Being aware of your environment as well as your own feelings and thoughts is called mindfulness. It helps us to pay attention to things, understand our feelings and enjoy a better life.

Thoughts, feelings and the outside world can change all the time. Part of mindfulness is being aware of the changes that are happening from one moment to the next. A big part of mindfulness is focusing on the present moment – this includes what you can see, smell, hear, taste and touch, as well as what you're thinking about. The goal of mindfulness is to help you reconnect with your body and mind so that you can think about things clearly.

One of the big advantages of mindfulness is that it lets you appreciate things that you would otherwise take for granted or not think about. This could be even the simplest of things like the way it feels to sit in a chair, or the smell of a particular room. It also lets you notice your stream of thoughts and allows you to start seeing patterns in your thinking. For example, after practicing mindfulness, a person might start noticing that they are thinking in an unhealthy way and they can then choose to deal with this in a productive way. Stress, anxiety and depression can all be noticed more easily through mindfulness and can therefore be treated more effectively. This doesn't mean that mindfulness can cure stress, anxiety or depression, because these conditions are often complex and severe, but mindfulness is recommended by the National Institute for Clinical Excellence (NICE) as one way of treating some of the symptoms.

Mindfulness has been around for many centuries as part of several Asian traditions, including Buddhism. It is now becoming widely accepted and popular in lots of different parts of the UK.

### **How Can I Practice Mindfulness?**

One way to practice mindfulness is through meditation. Meditation is a way of training the mind to relax and see things clearly and calmly. Here are a few steps to try:

1. Find somewhere comfortable to sit or lie down.
2. Close your eyes.
3. Breathe naturally and listen to your breath. Don't make any effort to breathe in a special way; just let it happen.
4. Focus on how your body moves with each breath in and each breath out. Pay attention to the way your body is moving, especially your chest, shoulders, stomach, and rib cage. If you find yourself starting to think about other things, gently bring your thoughts back to your breathing.

Do this for 1 – 2 minutes every day. After a while, you will find that you can last for longer without getting distracted. Like all skills, it takes time and practice if you want to improve. Also like all skills, you have to make sure you do it regularly if you want to keep it.

### **Some other mindfulness exercises that you can try include:**

- go for a walk in an area of natural beauty, e.g. a park or a wood. Pay attention to what you can see, smell, hear, touch and taste.
- pick an activity that you do every day, e.g. brushing your teeth. Pay attention to every detail, including what you can see, smell, hear, touch and taste.
- eat mindfully! Notice the temperature, texture and smell of your food. Notice how the food feels on your fork or in your hands, and how it feels in your mouth. Notice your mouth chewing and notice the way you are breathing. When you've finished eating, notice your breathing and be aware of the feeling of being full.

When practicing mindfulness, you may find that you start to think about other things. This is very common and you should be kind to yourself about this. Mindfulness will teach you not to judge your own thoughts and feelings, but to accept them instead. If you find your thoughts moving away, just accept that your mind is wandering and bring your thoughts back to the present moment by focusing on what you can see, hear, smell, taste and touch.

## Guided mindfulness

We are now going to have a go at doing nothing. That sounds easy doesn't it? It's actually quite hard.

We need to be able to do this to successfully practise mindfulness. To help us relax, we will listen to the music, but all our thoughts will be on the present. Your teacher will shortly show you a short video guide.

That means - no thinking of what you're having for dinner, that homework due in or that text to your mate.

No fidgeting. Focus on what's around you, what you can see, hear, smell – the present.

We will do this for just two minutes.

**You might feel silly, you may want to laugh. Don't though, because otherwise it won't work.  
If you think you'll be distracted, just close your eyes.**

## How did that feel?

Your friend Aliyah has sent you a message on Snapchat :



Hiya,

*Sorry I've not been in touch this week.*

*It's been a crazy time for me recently! So busy all the time, so much to do! I don't know where to start, I can't focus. I've done so much work for these exams but even then I can't chill out.*

*Keep worrying about stupid stuff in the past too, like when I fell over at Amy's party! Can't get over stupid embarrassing things like that for some reason. Plus I worry so much about my first maths exam next week. I spend so much time thinking about all this I forget what time it is and even to have my lunch!*

*Wish there was a way to just chill and de-stress that actually worked.*

*Aliyah x*

Task: Write a detailed reply to Aliyah, explaining how her symptoms indicate she isn't 'living in the now'. Explain to her what mindfulness is, what it's used for and how it could help her. Explain how doing 'nothing' could help ease her stress levels.

Your reply:

**EQ Review:**

Summarise in EXACTLY 20 words what mindfulness means and how it can help us.



Describe the meaning of 'living in the now.'

Explain why doing 'one thing at a time' can help us de-stress.

## Mindfulness questions to ask yourself for every week of the year:

1. What is standing between you and your biggest goal?
1. What do you get distracted by that keeps you from effectively engaging and connecting with others?
1. What or who could you pay more attention to in life?
1. What thoughts or ideas do you attach to (your rules, script about people and things) that keep you from growing and making further progress?
1. How often do you make excuses about things? About what in particular?
1. Where do you want to be in five years from now? What may get in the way? What are you willing to do about it?
1. What is one change you need to make in your life this year?
1. What meaningful thing(s) did you learn about yourself this year?
1. What was the best day of your life? Why? How can you replicate those meaningful moment(s)?
1. If your life was a movie, what would the title be? What would you want it to be?
1. What life lessons do you wish you knew 10 years ago? What got you to the place of learning those life lessons?
1. What is the biggest dream in life? Did you achieve it? Hope to achieve it? What will help get you there?
1. What is your biggest fear? Why? Are your actions guided by this fear? Does it get in the way of doing what I want to be doing? In what way?
1. What are some personal characteristics or qualities that you're not proud or fond of? What helped to create them (e.g., family genetics, family role modeling, experience, etc.)? What are those you need to accept and what are those you could work to change? Are you engaging in this process?
2. Do you think that you're enough and are worthy of love and affection? If not, what gets in the way of this?
1. Do you quickly get defensive and have a hard time facing yourself or confronting your mistakes or imperfections? About what? Why do you think so? What is its impact?
1. Do you quickly get defended or cut off to avoid uncomfortable/negative thoughts or emotions? Which emotions? Why do you think you do this? What is its impact?
1. If you had one year to live, what would you try to achieve?
1. If you have one month left to live, what would you try to achieve
1. What would you say about you at your funeral? What would others say about you? What would you want to be said?
1. What is your ideal self? What does it mean to be your best self?

1. Look at your life now. Are you living the life of your dreams? What's getting in the way? What can you do to change it?
2. What advice would you give to yourself 3 years ago?
3. Is there anything you are avoiding/running away from? Why?
4. Are you settling for less than what you are worth? In what arena of your life? Why?
5. What bad habits do you want to break? What's keeping you from breaking them? How will you go about working on them?
6. What good habits do you want to cultivate?
7. How can you make your life more meaningful, starting today?
8. What qualities do you want to embody?
9. Who is/are the most important person(s) to you in the world? Why are they most important?
10. When was the last time you told yourself that you love and appreciate yourself? Do you feel comfortable doing so? Why?
11. Do you treat yourself with the love and respect you truly deserve? What gets in the way?
12. What is one thing you could start doing today to improve the quality of your life?
13. Are you holding onto something you need to let go of? What?
14. Is there someone who has hurt, angered, or rejected you that you need and want to forgive?
15. What parts of your life doesn't reflect who you are? How can you improve that?
16. Do you find yourself feeling lonely at times? What's making you feel this way?
17. Where are you not being honest with yourself and why?
18. Are you comfortable with being uncomfortable? How does this impact you?
19. Do you enjoy your own company? If not, Why?
20. What do you want to be remembered for?
21. What are you most thankful for?
22. When did you last push the boundaries of your comfort zone? Do you avoid doing this? When? Why?
23. Who has had the greatest impact on your life? Why? In what way?
24. Who do you want to get closer to? How will you pursue this relationship?
25. What can you improve about the way you communicate to others? How would you go about doing this?
26. What emotion do you often tap into and is most familiar to you (e.g., worry, anger, frustration, etc.)? If you were to look more in depth and beneath that feeling, what might you find (e.g., sadness, disappointment, etc.)? Are you willing to go there? Why or why not?
27. What was the most challenging circumstance that you had to experience, that profoundly impacted and changed your life? In what way did it affect you? What did you learn from it?
28. What is the one rule that you hope or wished for that everyone lived by in order to live a more meaningful life? What are you doing to change or reconstruct this rule in your life or in society in general?
29. What regret do you have that you wish you can change? Have you learned from it going forward? What have you learned?
30. Are there times like you feel like giving up? What leads you to that state? What helps you out of your rut?
31. What's your strengths and best qualities? What contributed to the formation of it? How could you continue fostering them?



Lesson 3  
EQ Review: What is the power of sleep?

Date:

Do now: How have you looked after your mental health in the past two weeks?  
How many hours sleep on average do you have each night? How do you feel after a good night's sleep?



# All about sleep



When it's dark our bodies produce a hormone called **melatonin** which tells our bodies it's time to sleep.



A good night's sleep has a positive impact on the **brain** and body, improving performance and productivity.



11-16 year-olds are recommended to get **8 to 10 hours sleep a night**.



It is recommended to not use any **screen technology** one hour before bedtime.



**Physical activity** during the day improves your sleep.



Sleep affects your **physical appearance** as well as your mood, **mental health** and your memory.

If we follow this advice we can be said to have good 'sleep hygiene'. How would you describe your current sleep hygiene? Describe your current sleeping habits/sleep hygiene.

---

---

---

---

---

---

---

---

---

---

**Sleep helps the brain function**

**Concentration and mood**

Activity in the brain during sleep improves concentration and mood.

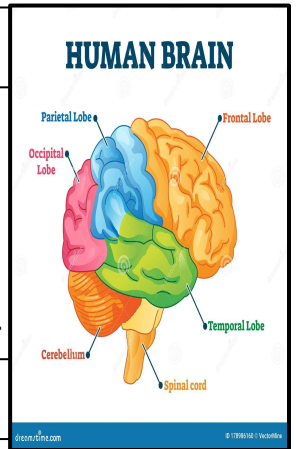
**Memory**

Overnight, information moves from our short-term to our long-term memory.

**Productivity and performance**

Decision making and cognitive performance (our ability to think) are improved by sleep.

**Which of these do you think was most impacted by sleep?**



**Sleep helps the body function**

**Immune system**

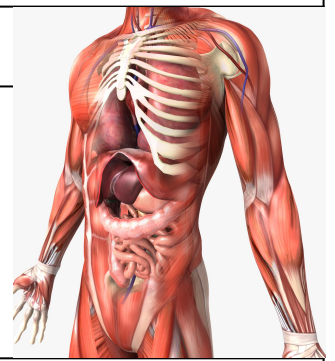
Special proteins are released, which support the immune system.

**Regulates hormones**

The hormone levels in the body are balanced out.

**Repair and growth**

The body works to grow and repair muscles, organs and other cells.

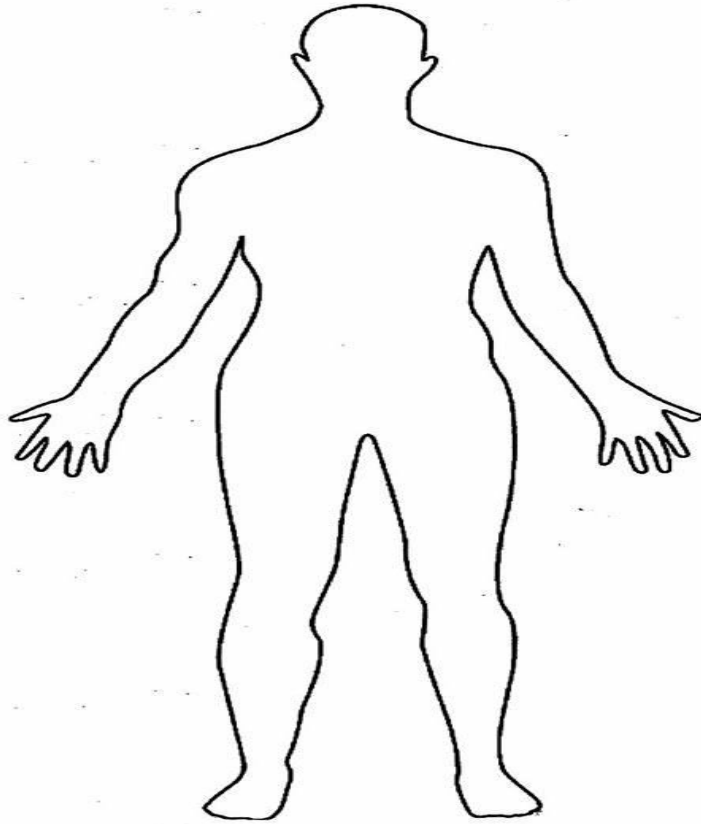


**Which of these do you think was most impacted by sleep?**

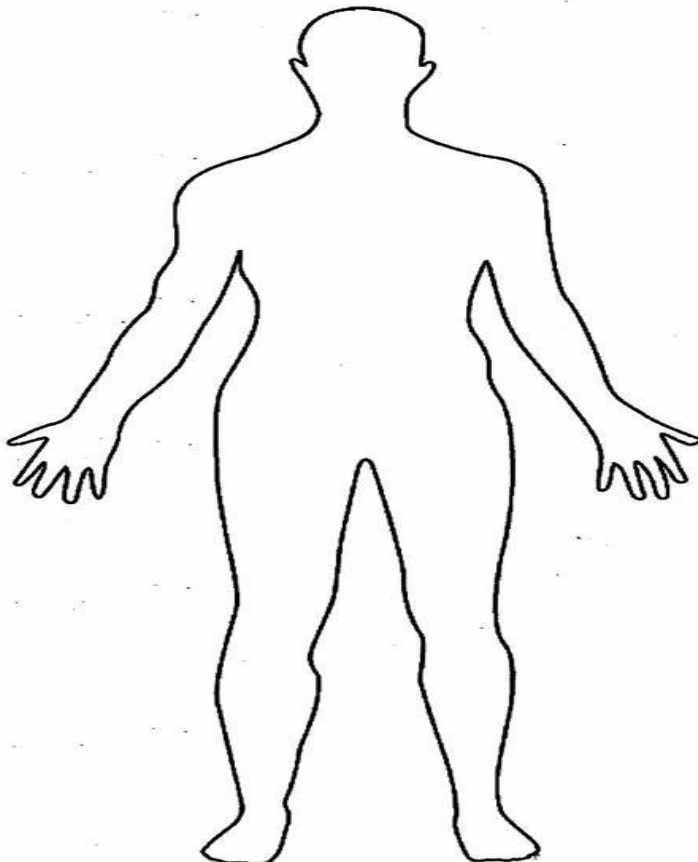
**Why do you think good sleep is so important for Year 11 students?**

**What impact does sleep have?**

Draw an outline of a student and makes notes around the outline to show how good quality sleep might impact them.



Now draw an outline of a student and makes notes around the outline to show how poor quality sleep might impact them.



## Good quality vs. poor quality sleep

While watching the video, make notes around the image below.



### Let's explore a typical scenario

Abe had been feeling fairly tired recently so went to bed early on Sunday to ensure he felt ready for the week at school. He had packed his things ready beforehand to ensure a quick getaway in the morning.

But he couldn't get to sleep so, despite his best intentions, Abe starts Monday by pressing the snooze button, being too late for breakfast, and missing the bus meaning he had to run to school. He got through the morning by eating crisps and energy drinks for a quick energy boost.

Abe tries to finish school work at school so he feels like there is a balance between school and home life. So he stays at homework club till 5pm and works ultra-hard before going to cricket practice at the local club.

When he gets home, Abe showers and has dinner before winding down by messaging friends and watching TV. He tries again to get an early night but just lies awake.

### What quick advice could we offer Abe?

**Using gained knowledge this lesson, make some notes to support young people struggling with their sleep? Focus on bedroom routines, bedtime environment and daytime routines.**

Healthy bedroom routines before sleep:

Bedtime environment:

Daytime routines:

1- Draw an image of a positive bedroom environment for good quality sleep and annotate it with notes on what makes good quality sleep. You could also include a timeline of pre sleep habits.

# Advice

What advice would you give to two of the following students?

I've just moved to a new home. There are lots of noises at night and often I find it hard to get to sleep or wake up during the night.

Someone I really care about won't talk to me. I wake up in the night thinking about it and can't get back to sleep.

I share a room with my younger sibling who can be very messy! And sometimes the light from her screen tablet keeps me up.

I find it really hard to get up in the mornings and I'm really tired in the day so I've stopped doing sports and going out so much.

I'm in loads of WhatsApp groups - my phone never stops buzzing and I keep staying up late even after I've finished messaging.



Your advice to student 1:

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Your advice to student 2:

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |



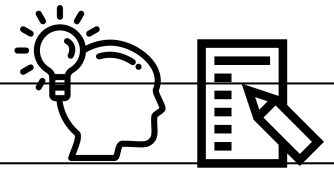
Lesson 4

EQ: What are the dangers of binge drinking?

KW: Binge drinking

Date:

Do now: what is mindfulness is and how it can you support your mental health.  
what does good sleep hygiene looks like?



**Task 1: Let's explore this scenario.**

Lara works very hard in her job as a plumber. She doesn't drink during the week, but really looks forward to going out and drinking all night with friends every Friday. She thinks she has a lot of fun, but can never quite remember any of it.

What do we call this type of drinking pattern? Why do we use this name?

Are Lara's drinking habits healthy? Why / why not?

Why do you think Lara can never remember her nights out? What might this indicate about the effects of mass alcohol consumption?

How do people you know consume alcohol?

## Key words

**Binge Drinking** - the consumption of an excessive amount of alcohol in a short period of time.

**Alcohol Poisoning** - condition in which alcohol causes the body's functions (heart rate, breathing and gag reflex) to shut down, and when the liver can no longer detoxify the alcohol in the body.

**We will now find out more about why binge drinking is on the increase and the effects it can have on your health. Have a highlighter ready so we can actively read and highlight key words and phrases.**

## Binge Drinking



### What is the definition of binge drinking?

Binge drinking refers to drinking lots of alcohol in a short space of time. Often, the intention of a binge drinker is to get very drunk; however, sometimes a person might start off with one drink and then find that they can't or don't want to stop. Consuming a high volume of alcohol in a short span of time is called binge drinking. It may happen regularly or as a one-off. Binge drinking that happens regularly is called chronic binge drinking.

### How much alcohol does a binge drinker consume?

The National Institute on Alcohol Abuse and Alcoholism states that men who drink five alcoholic drinks in two hours are binge drinking. For women, four alcoholic drinks in two hours classes as binge drinking. The National Health Service defines binge drinking as consuming more than 6 units of alcohol (around 3 pints of beer or 3 glasses of wine) in a single session. When a person drinks alcohol at this rate, the concentration of alcohol in the blood is significantly raised, because the body can't clear out that volume of alcohol in such a short period of time (the body can only process one unit of alcohol per hour). This means the person will become very drunk.

### Is binge drinking the same as being an alcoholic?

Binge drinking is different from being an alcoholic, even though some alcoholics may binge drink. The difference between binge drinking and alcoholism is that an alcoholic is dependent on alcohol, and will most likely drink alcohol every single day, even when it is physically or socially harmful for them to continue drinking. Many alcoholics drink alcohol just to feel normal or get through the day every day, which isn't necessarily the same for binge drinkers. Alcoholics can often be secretive about their drinking in ways that binge drinkers often aren't. Finally, alcoholics are physically addicted to alcohol, whereas binge drinkers are not. Even though it is different from alcoholism, binge drinking can still be classed as a type of alcohol abuse, and people who binge drink regularly could still be seen as having problems with alcohol.

### What are the risks of binge drinking?

Binge drinking is very dangerous, and the risks associated with it are many. Some of the main risks include:

Alcohol poisoning

Accidental physical injury to yourself or others

Accidental pregnancy and/or sexually transmitted diseases

Death (e.g. through choking on your own vomit, causing a car accident etc.)

Anti-social, violent or aggressive behaviour

Because binge drinkers consume a lot of alcohol in a short time and get very drunk, they often find that they can't remember exactly what happened when they were drunk. Binge drinkers often feel terrible when they experience the hangover that results from their excessive consumption of alcohol. They experience physically unpleasant symptoms such as nausea and headache, as well as low mood, poor mental health, and often feel shame when informed of the things that they said and did when drunk.

**How can somebody tell if they are a binge drinker and what can they do to stop?**

If somebody regularly drinks more than 14 units of alcohol per week, they would qualify as a chronic binge drinker. Somebody who drinks alcohol very quickly or drinks alcohol in order to get drunk could also be seen as a binge drinker. There are a number of ways a binge drinker can try to change their behaviour. One course of action is to not drink alcohol at all, or only drink alcohol on certain days. They may choose to drink soft drinks or alcohol-free versions of drinks like beer or wine. If a person chooses to drink alcohol, they could alternate their consumption of alcoholic drinks with non-alcoholic drinks. This means that they won't get as drunk so quickly.

However, many binge drinkers find it very difficult to change their pattern of alcohol consumption: for many binge drinkers, it isn't as easy as just laying off the alcohol. If a person who binge drinks is finding it hard to change their unhealthy patterns of alcohol use, it may be useful for them to attend counselling sessions. In counselling, the person who binge drinks is given the chance to explore how they drink, as well as some of the reasons why they drink to excess. They can also work with the counsellor to create a personalised step-by-step plan to help them reduce their drinking.

In addition to counselling, there are also several dedicated charities who offer advice, information and support through online services as well as helplines. In the UK, these include Drinkaware and Alcoholics Anonymous, amongst others.

**Task 2: Summarise what you now know about binge drinking and how it affects human health.**

1-

2-

3-

4-

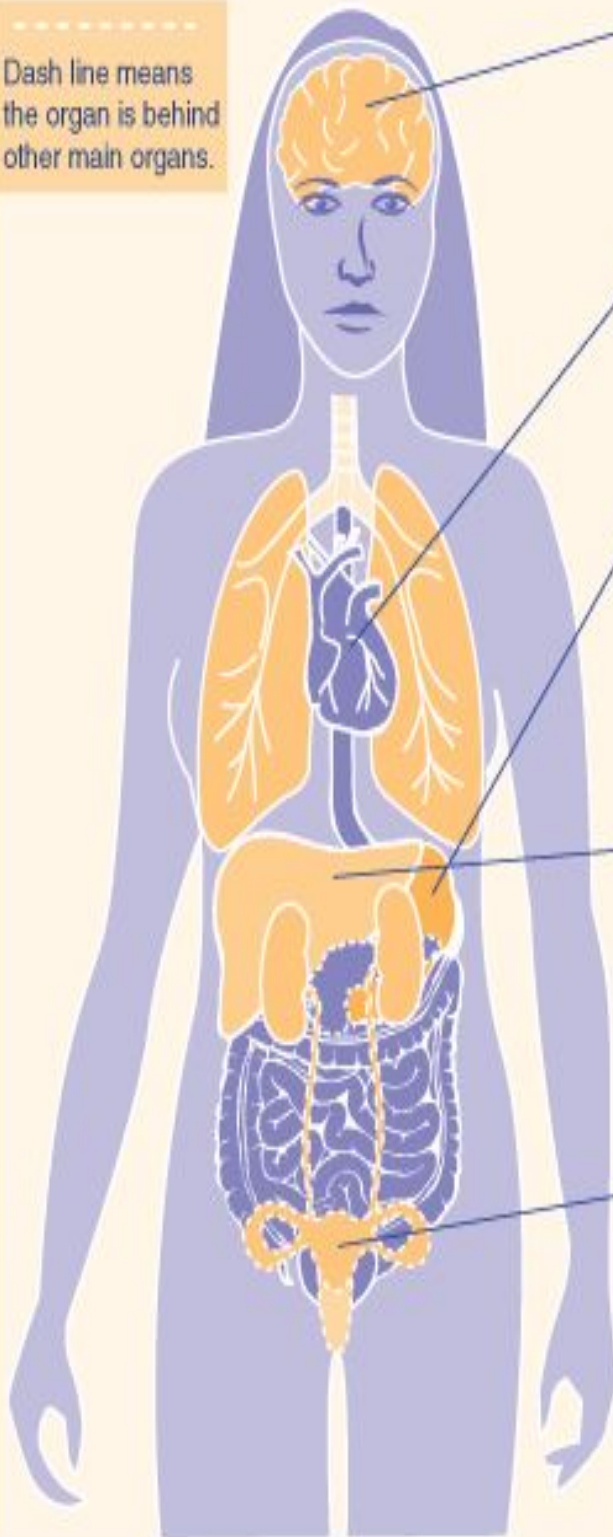
5-

6-

7-

# How Alcohol Affects Your Body

Dash line means the organ is behind other main organs.



## Brain

Drinking alcohol leads to a loss of coordination, poor judgment, slowed reflexes, distorted vision, loss of memory, and even blackouts.

## Heart

Drinking alcohol could cause your blood pressure to rise, increase your heart rate, cause your heart to beat abnormally, and can increase the size of your heart.

## Stomach

You're putting empty calories into your body, which could cause weight gain. If you drink too much, you may vomit because alcohol is toxic. Drinking alcohol can also cause stomach ulcers and cancer.

## Liver

Drinking alcohol could cause diseases such as cirrhosis (sir-o-sis). It also can cause hepatitis (inflamed liver) or even liver cancer, which weakens the liver's ability to clot and keep our blood free from poisons and bacteria.

## Reproductive System

Heavy drinking can cause painful periods, heavy flow, discomfort before your period (PMS), and irregular periods (not getting your period when you're supposed to). Drinking also raises the risk of getting sexually assaulted and having unsafe sex.

Task 3: Provide two points from the diagram that you have learnt?

Reading for  
**RETRIEVAL**

**Now let's watch the video and answer the questions below.**

Name THREE negative things that the people in the video say they have done when they were drunk.

1-

2-

3-

What happened to Dan one night when he was out drinking with his friends, and how did it negatively affect his life?

How do the four binge drinkers in the video react to Dan's story? Is it the same as your reaction or different? Explain why.

One of the people in this video says, "If I can function properly the next day, it hasn't been that great of a night." Why do you think that this person believes this? What is it about getting so drunk that makes a 'great' night according to her?

Does a good party have to involve drinking to excess? Explain your answer fully.

What, in your opinion, are the most harmful behaviours mentioned in the video and why?

Do you think that Dan's story is going to help the people in the video to change their behaviour? Explain your answer.

Does it surprise you to see the binge drinkers smiling when discussing their behaviour? Fully explain your answer, giving multiple reasons.

What is the difference in reaction to Dan's story amongst the individual binge drinkers? Whose reaction strikes you the most and why?

How effective do you find the format of this video (i.e. having four binge drinkers talk about their drinking and then introducing them to someone whose life has been negatively affected by binge drinking)? Explain your answer fully, including several reasons for your evaluation.

There are various campaigns around the world to tackle binge drinking. Here is one from the U.S



Binge drinking  
can lead to

- Motor Vehicle Crashes**
- Violence Against Others**
- Spread of HIV and Sexually-Transmitted Diseases (STDs)**
- Unplanned Pregnancy**
- Fetal Alcohol Spectrum Disorders and Sudden Infant Death Syndrome (SIDS)**
- Alcohol Dependence**

Although governments in countries around the world have created various anti-binge drinking campaigns, young people especially are still binge drinking, especially in countries with colder climates, like Russia and the UK. Why do you think this is?

|  |
|--|
|  |
|  |
|  |
|  |
|  |

You are now going to watch a clip. What do you think about the ideas expressed?

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |



# Baseline Confidence Checker

| AFTER LEARNING THE UNIT  | 1<br><small>(low)</small> | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10<br><small>(high)</small> |
|--|---------------------------|---|---|---|---|---|---|---|---|-----------------------------|
| L1: I know what is meant by resilience.  |                           |   |   |   |   |   |   |   |   |                             |
| L1: I know different examples of negative thinking patterns.                             |                           |   |   |   |   |   |   |   |   |                             |
| L1: I have alternative strategies to negative thinking patterns.                         |                           |   |   |   |   |   |   |   |   |                             |
| L2: I understand what is meant by mindfulness.   |                           |   |   |   |   |   |   |   |   |                             |
| L2: I know how to use mindfulness to support my own health and well-being.               |                           |   |   |   |   |   |   |   |   |                             |
| L2: I have a series of questions I can ask myself in order to check in on my well-being. |                           |   |   |   |   |   |   |   |   |                             |
| L3: I can explain what is meant by sleep hygiene.  |                           |   |   |   |   |   |   |   |   |                             |
| L3: I understand how a lack of sleep can affect my health.                               |                           |   |   |   |   |   |   |   |   |                             |
| L4: I understand what is meant by binge drinking.  |                           |   |   |   |   |   |   |   |   |                             |
| L4: I can explain how binge drinking could affect my health.                             |                           |   |   |   |   |   |   |   |   |                             |
| L4: I understand the potential broader consequences of binge drinking.                   |                           |   |   |   |   |   |   |   |   |                             |





