

## Curriculum Area: PSHE KS3 Year 8

### My Goals, Behaviour, Emotions and looking after our health

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson:  New Guidelines PSHE Association Mapping:
<b>1. Intro Lesson</b>				
<b>2</b>	<b>Self Confidence and Goals</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Identify different confidence boosters and situations where they can be used.  <b>More challenging:</b> Describe how using these boosters can aid our achievement and how we can apply them to our own lives.	<b>Starter (case study on PP)</b> <b>Challenge:</b> Which of Kerry's thoughts are likely to help her in a positive way and which are more likely to be unhelpful? <b>More challenging:</b> Why do you think this? Explain. <b>Mega challenge:</b> Explain the meaning of Growth Mindset. How could you link this idea with self-confidence?  <b>Task one:</b> Students watch video clips and complete questions at their <b>challenge level</b> .  <b>Main task (using case studies provided):</b> <b>Challenge:</b> Read the three case study timelines. You have nine 'confidence boost' cards. You are allowed to use three for each case study. Choose three points in each	<b>Self-confidence</b> – This means belief in your own ability, skills and experience, plus feeling good and ready to tackle challenges.	<b>New PSHE Association Guidelines:</b> <b>KS3 H1</b> <b>KS3 H2</b> <b>KS3 H4</b> <b>KS3 H5</b> <b>KS3 H9</b> <b>KS3 R1</b> <b>KS3 R2</b> <b>KS3 L2</b> <b>KS3 L3</b> <b>KS3 L4</b> <b>KS3 L14</b>

	<p><b>Mega challenge:</b> Explain why we have chosen particular boosters to suit particular case studies and the role science plays in our confidence levels.</p>	<p>case study where the teenager needs a confidence boost and place an appropriate card underneath each one.  <b>More challenging:</b> Create one more timeline based on an upcoming event in your own life. Use three of the cards on your timeline at any point (you can take them from the other case studies). Copy the completed timeline in your workbook.  <b>Mega challenge:</b> Be prepared to explain to the class why you have chosen these particular 'confidence boosts'.</p> <p><b>Plenary:</b>  <b>Challenge:</b> You have two motivational poster templates. Create a slogan for each image to help boost a person's confidence.  <b>More challenging:</b> Either find an image from the internet or create your own image to make a third motivational poster.  <b>Mega challenge:</b> You MUST fit in these three terms somewhere in your slogans: Growth Mindset / Self-Esteem / Communication</p>		
3.	<p><b>Mindfulness</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify ways we can practice mindfulness and</p>	<p><b>Starter (scenario on PP):</b>  <b>Challenge:</b> How could Billie help herself feel better? She doesn't want medication and doesn't drink or take drugs.  <b>More challenging:</b> Why would Billie feel like this even though she's prepared?  <b>Mega challenging:</b> Explain what you believe the term 'mindfulness' to mean.</p>	<p><b>Mental health:</b> like physical health, a measure of how well as person is, just in their mind instead of their body.</p>	<p><b>New PSHE Association Guidelines:</b>  <b>KS3 H2</b>  <b>KS3 H4</b>  <b>KS3 H5</b>  <b>KS3 H7</b>  <b>KS3 H9</b></p>

	<p>ways mindfulness can help our mental health.</p> <p><b>More challenging:</b> Describe in detail ways for us to deal positively with anxiety and stress through practicing mindfulness.</p> <p><b>Mega challenge:</b> Explain the benefits of 'doing nothing', living in the now and doing one thing at a time.</p>	<p>Class discussion using the discussion points on slide 2.</p> <p><b>Task one (using PP slide 3):</b> Watch the clip and fill in the mind map.</p> <p><b>Challenge:</b> When was the last time you were awake and did absolutely nothing?</p> <p><b>More challenging:</b> Why don't we ever take the time to do 'nothing' do you think?</p> <p><b>Mega challenge:</b> Why do some people find doing nothing so difficult? Explain.</p> <p><b>Task two</b> Students read about and then try mindfulness practices (see PP slides 4 and 5).</p> <p><b>Main task: case study</b></p> <p><b>Challenge:</b> Use the fact sheet to write a letter back, telling Aliyah how she can use mindfulness to help her feel better. Describe what 'living in the now' and 'doing nothing' is like.</p> <p><b>More challenging:</b> Construct 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.</p> <p><b>Mega challenge:</b> Construct a detailed reply to Aliyah, explaining the benefits of mindfulness, but also stressing the difficulties you found when you tried it. Suggest ways these could be overcome. Explain the benefits of doing nothing and doing 'one thing at a time.'</p>	<p><b>Mindfulness:</b> the idea that being more conscious of your surroundings and feeling that you are in the present (rather than worrying about the future) can help you feel more calm.</p>	<p><b>KS3 H10</b> <b>KS3 H12</b> <b>KS3 H13</b> <b>KS3 H14</b> <b>KS3 R18</b> <b>KS3 L1</b> <b>KS3 L4</b></p>
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4.	<p><b>Vaping, Nicotine and Addiction</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify and categorise the different health problems caused by smoking tobacco and cannabis and describe problems caused by nicotine.</p> <p><b>More challenging:</b> Describe the different health problems caused by smoking tobacco and cannabis and the link between addiction, nicotine and dopamine.</p> <p><b>Mega challenge:</b></p>	<p><b>Starter (case study on PP)</b></p> <p><b>Challenge:</b> What is this person breathing in exactly?</p> <p><b>More challenging:</b> Why is this person doing this? What benefit might they feel they are getting from this activity?</p> <p><b>Mega Challenge:</b> The NHS recently endorsed this activity as an aid to stop smoking. Why? Does that mean it's ok for anyone?</p> <p><b>Task one (using table on PP slide 3)</b></p> <p><b>Challenge:</b> In pairs, decide whether the statements are talking about cigarette smoking, vaping or cannabis smoking.</p> <p><b>More challenging:</b> Explain your decision for each choice. Think of three more from your own knowledge to add for a partner.</p> <p><b>Mega challenge:</b> Why do people still smoke cannabis and cigarettes fully knowing these dangers? Be prepared to feedback your answer to the class.</p> <p><b>Task two</b></p>	<p><b>Vaping</b> – breathing in a steam-like fume designed as a replacement for tobacco smoking, still containing nicotine in many cases.</p> <p><b>Smoking</b> – breathing in smoke from a cigarette, cigar or roll-up (usually for tobacco smoke) or, spliff, joint or bong (usually for cannabis) to gain pleasure from the chemicals.</p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p><b>KS3 H23</b>  <b>KS3 H24</b>  <b>KS3 H25</b>  <b>KS3 H26</b>  <b>KS3 H27</b>  <b>KS3 H28</b>  <b>KS3 H29</b>  <b>KS3 R43</b>  <b>KS3 R44</b></p>

	<p>Explain why the NHS have endorsed vaping as a stop smoking aid and whether or not this makes vaping a safe long term activity using new terminology.</p>	<p>Students watch video clips and complete questions at their <b>challenge level</b>.</p> <p><b>Main task (create a display piece using information sheet provided)</b></p> <p><b>Challenge:</b> Your display piece must include information on nicotine and addiction describing the problems they cause for smokers and the problems with smoking alternatives.</p> <p><b>More challenging:</b> Your display piece must include detailed information on addiction, dopamine and nicotine, explaining the link between these three and the economic benefits of not smoking.</p> <p><b>Mega challenge:</b> Your display piece must include detailed information nicotine and dopamine's role in addiction. It must explain why smokers continue despite knowing the dangers and give healthy dopamine fix alternatives as well as explaining economic issues with smoking and vaping.</p> <p><b>Plenary:</b></p> <p><b>Challenge:</b> On your new Post-It, write down the most important thing you think young people should know about vaping.</p> <p><b>More challenging:</b> On your new Post-It, write down the three most important things you think young people should know about smoking, vaping and cannabis.</p> <p><b>Mega challenge:</b> On your Post-It explain three possible long term health problems and one benefit caused by vaping. You must include the words diacetyl and combustion reaction.</p>		
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5.	<b>Cancer Awareness</b>			
	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe how the lifestyle choices we make can put us more at risk of certain cancers and preventative changes we can make.</p> <p><b>More challenging:</b> Explain how cancer develops in the body, how it's treated and why it can be hard to treat. Explain the best ways we can amend our lifestyles to help lower our risks of certain cancers.</p> <p><b>Mega challenge:</b> Explain how genetic factors can affect our levels of risk and how changes to DNA contribute to the development of cancer.</p>	<p><b>Starter (information on PP):</b></p> <p><b>Challenge:</b> Read the newspaper headlines. Which do you think is most accurate?</p> <p><b>More challenging:</b> One of these headlines is more accurate than others. Why is that? Explain your ideas.</p> <p><b>Mega challenge:</b> Explain in your own words what exactly cancer is. Why do you think it is important we learn about this topic?</p> <p><b>Task one</b></p> <p>Students review answers to Starter task and then watch the video clip and complete the table (PP slide 3).</p> <p><b>Task two</b></p> <p>Students read the information sheet as a class, then watch video clips and complete questions at their <b>challenge level</b>.</p> <p><b>Main task</b></p> <p><b>Challenge:</b> Using your information and clip notes sheets, create an infographic which must describe what cancer is, how it happens and five measures we can take to cut our cancer risk.</p> <p><b>More challenging:</b> Your infographic must include detailed information on the preventative measures as well as how cancer develops in the body and how it is treated.</p>	<p><b>Cancer</b> – A disease caused by an uncontrolled division of abnormal cells in a part of the body.</p> <p><b>Genetic predisposition</b> – increased likeliness relating to genes or heredity. A person may be more genetically pre-disposed to certain cancers due to the genes they inherited from their parents.</p>	<p><b>New PSHE Association Guidelines mapping:</b></p> <p>KS3 H14 KS3 H17 KS3 H18 KS3 H19 KS3 H21 KS3 H23 KS3 H27</p>

		<p><b>Mega challenge:</b> The same as for the more challenging task, but your infographic must also include information about genetic factors and changes to DNA.</p> <p><b>Plenary</b> Students prepare a response to the debate statement: "Up to half of cancer diagnoses are preventable – we should all be cutting down on meat, drinking less and not smoking."</p>		
6	<p><b>Teenage Pregnancy</b></p> <p><b>Learning Outcomes:</b></p> <p>Challenge: Identify the challenges teen parents face as well as any positives about becoming a parent at a young age.</p> <p>More challenging: Describe options available to young people who find themselves in this situation, where help can be found and what help is available.</p> <p>Mega challenge: Analyse why it is harder to be financially stable when you are a young parent and</p>	<p><b>Starter (using slide 1 of PP):</b></p> <p>Challenge: Write down three challenges you think young parents face – let's say at the age of 16 years old. Use the starter image to help you.</p> <p>More challenging: Why would anyone choose to become a parent at this age? Explain why they might. Explain too if you think it is more likely to happen accidentally or be planned.</p> <p>Mega challenge: Analyse the long-term impact of becoming a parent at 16.</p> <p>Class discussion using discussion points on slide 2.</p> <p><b>Task one:</b> Students watch clips and answer questions at their <b>challenge level</b>.</p> <p><b>Main task:</b> Students read information sheet as a class.</p>	<p><b>Teenage Pregnancy –</b> When a girl aged 13-19 gets pregnant. However, when people talk about 'teen mothers' they are usually talking about ages 12-17. Pregnancy can happen as early as 9, however.</p> <p><b>CSA – Child Support Agency –</b> this service helps young parents gain funds they are entitled to, for example if one parent is absent.</p>	<p><b>New PSHE Association Guidelines mapping:</b> KS3 H30 KS3 H31 KS3 H35 KS3 R12 KS3 R24 KS3 R25 KS3 R28 KS3 R32 KS3 R33 KS3 R34 KS3 R35 KS3 R36</p>

	<p>explain the statistics behind teen pregnancy in the UK.</p>	<p>Challenge: Using your information sheets, create an infographic which must include information on the issues teenage parents face and where they can find help. More challenging: Your infographic must include detailed information on all subheadings in your information sheet, with key terminology used in the correct context. Mega challenging: As above, but your infographic must also include and explain statistics on teenage pregnancy in the UK.</p> <p><b>Plenary</b> Students prepare a response to the debate statement: 'Teenagers who become pregnant at a young age completely ruin their lives'.</p>	<p><b>Contraception</b> – the different items couples can use to avoid unwanted pregnancy – the pill, condoms – we will look at these in detail in another lesson.</p>	
7.	<p><b>Personal Safety and First Aid</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify ways we improve our levels of personal safety and what to do in different types of medical emergency.</p> <p><b>More challenging:</b> Describe in detail ways we can help in medical emergencies</p>	<p><b>Starter (scenario on PP):</b> <b>Challenge:</b> What do you need to do first in this situation? Identify three ways you could help. <b>More challenging:</b> Why does the order in which we help matter? Explain. <b>Mega challenge:</b> Analyse – could personal safety skills have helped the boy in preventing this situation or is this kind of crime something we can't prepare for?</p> <p>Review the starter using information on slide 3 of PP.</p> <p><b>Task one</b> Students watch clips (links on PowerPoint slide 4) and answer questions at their <b>challenge level</b>.</p>	<p><b>Personal safety</b> – your level of protection from potential harm. This is what you consider to ensure you minimise or prevent risks to yourself.</p>	<p><b>New PSHE Association Guidelines mapping:</b> KS3 H30 KS3 H31 KS3 H32 KS3 H33 KS3 R23</p>



	<p>and different methods of improving personal safety.</p> <p><b>Mega challenge:</b> Demonstrate accurately new first aid skills as well as analysing the best way of minimising risk to ourselves in dangerous situations.</p>	<p><b>Task two (Match up task using sheets provided)</b>  <b>Challenge:</b> Match them all up correctly.  <b>More challenging:</b> Pick your top three pieces of advice. Explain why you think these are the most important.  <b>Mega challenge:</b> In your pairs, create four more personal safety match ups for another pair to answer.</p> <p><b>Main task</b>  <b>Challenge:</b> Use the First Aid info sheet, your match up task and clip notes to create a 'Keeping ourselves and our friends safe' advice booklet for teenagers. You must give five top tips and describe how to administer CPR.  <b>Mega challenge:</b> Construct a detailed 'Keeping ourselves and our friends safe' booklet, explaining what thieves are looking for and how we can out-wit them. You must describe accurately two first aid skills including CPR.  <b>Mega challenge:</b> Construct a detailed and articulate 'Keeping ourselves and our friends safe', explaining what thieves are looking for and why and how we can out-wit them. You must describe accurately three first aid skills including CPR.</p> <p><b>Plenary</b>          Either:          Act out a demonstration accurately of one of the First Aid skills learned today, with a partner. Or....          Write down three top tips you will take with you today for your own personal safety.</p>	<p><b>First aid</b> – the essential basic medical skills we need to help others who are hurt in times of emergency. These skills are often used whilst waiting for health professionals to arrive.</p>	
<b>Extra Lessons</b>				

<p><b>Personal Development and Target Setting</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify different skills and behaviours we can develop and categorise them correctly. Set a SMART target.</p> <p><b>More challenging:</b> Describe how different people can develop their skills and behaviours and begin the plan to develop your own through use of a SMART target.</p> <p><b>Mega challenge:</b> Explain why it is important we develop certain skills and behaviours in order to be successful and check the SMART targets of others.</p>	<p><b>Starter (information on PP):</b>  <b>Challenge:</b> Unscramble the jumbled words.  <b>More challenging:</b> Label the words as either skills or behaviours  <b>Mega challenge:</b> Explain why each of these skills or behaviours are essential for young people starting out in the world of work or independent living.</p> <p><b>Task one:</b> Students take an aptitude test online (link on PP slide 3)</p> <p><b>Task two (using case studies provided):</b>  <b>Challenge:</b> Highlight in one colour the strengths and another the weaknesses of each person's abilities and behaviour.  <b>More challenging:</b> Select an area which you believe that person should work on which would benefit them in their employment prospects or in their social lives.  <b>Mega challenge:</b> Explain why you have chosen this – why is it so important for the person to work on this skill or behaviour?</p> <p><b>Task three:</b> Students watch video clips and complete questions at their <b>challenge level.</b></p> <p><b>Plenary:</b></p>	<p><b>Self Development –</b> Developing your self. This could be working on your personality through your behaviours or your skills, whether they are academic or interpersonal.</p>	<p><b>New PSHE Association Guidelines:</b>  <b>KS3 H1</b>  <b>KS3 H2</b>  <b>KS3 H4</b>  <b>KS3 H5</b>  <b>KS3 H9</b>  <b>KS3 H13</b>  <b>KS3 R1</b>  <b>KS3 R2</b>  <b>KS3 R15</b>  <b>KS3 R16</b>  <b>KS3 R19</b>  <b>KS3 L2</b>  <b>KS3 L3</b>  <b>KS3 L4</b>  <b>KS3 L6</b>  <b>KS3 L9</b>  <b>KS3 L14</b></p>
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		<p><b>Challenge:</b> Underneath each letter, write a sentence detailing exactly how you are ensuring each part of SMART acronym is being met.</p> <p><b>More challenging:</b> Write a short paragraph explaining exactly how you are ensuring each part of SMART acronym is being met.</p> <p><b>Mega challenge:</b> After completing the more challenging task, check three other people's targets in the class to ensure they are also SMART.</p>		
	<p><b>Emotional Literacy: Self Awareness</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify ways we can work on our sensitivity and self awareness and apply our learning to a case study.</p> <p><b>More challenging:</b> Describe in detail how we can improve our self awareness and sensitivity and how this can help us improve relationships.</p> <p><b>Mega challenge:</b> Explain in detail how we can sensitively handle strong</p>	<p><b>Starter (using slide 1 of PP):</b></p> <p><b>Challenge:</b> Challenge - What did Sarah do wrong in this situation? What should she have done instead?</p> <p><b>More challenging:</b> Describe how you would have handled this situation. How could that have made Tom feel better?</p> <p><b>Mega challenge:</b> Explain the definitions of the terms sensitivity and self-awareness.</p> <p>Class discussion using discussion points on slide 2.</p> <p><b>Task one:</b> Students watch clips and and answer questions at their <b>challenge level</b>.</p> <p><b>Main task:</b> Students read information sheet and then create a display.</p> <p><b>Challenge:</b> Create a display piece which describes the three main ways we can help ourselves to be more self-aware and what the benefits of this will be.</p>	<p><b>Sensitivity</b> – being aware of how issues and the actions of others can emotionally affect ourselves and other people. This can also mean the amount to which we are affected.</p> <p><b>Self Awareness</b> – being aware of how we are coming across. If we have high levels of self awareness we are more able to control others' perceptions of us.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p>KS3 H1 KS3 H2 KS3 H4 KS3 H5 KS3 H6 KS3 H7 KS3 H9 KS3 H10 KS3 H12 KS3 R14 KS3 R19 KS3 L2 KS3 L3 KS3 L4</p>

	<p>emotions and which tips are most useful for particular people.</p>	<p><b>More challenging:</b> In your display piece you must explain in detail why each of the following is a good idea; listening to self-talk, keeping a journal, making lists of your strengths and weaknesses.</p> <p><b>Mega challenging:</b> You piece must evaluate which of the tips you believe would be most useful to a) an insensitive person and b) a sensitive person with no self awareness.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Write a two minute script between Ryan and Sarah, where Ryan explains (sensitively) to Sarah why she needs to, and how she can, work on her self awareness.</p> <p><b>More challenging:</b> Include all of the three instant self-awareness tips you have learned about today.</p> <p><b>Mega challenge:</b> Sarah reacts badly. How will Ryan sensitively handle this?</p>		
	<p><b>Managing my behaviour to achieve</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify self management skills and behaviours we can develop and categorise them correctly.</p>	<p><b>Starter (using table on PP):</b></p> <p><b>Challenge:</b> Add an academic or personal target to the table. Add the behaviours to the table according to whether they are helpful or unhelpful in achieving your targets.</p> <p><b>More challenging:</b> Circle the particular behaviours you think you could do with working on. Be prepared to explain your choices.</p> <p><b>Mega challenge:</b> If we know some of these behaviours are unhelpful, why do we still do them?</p> <p><b>Task one</b></p>	<p><b>Self Managers</b> – Being someone who takes control of their own behaviour, failures and successes and does not blame or credit others with their actions.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 H1</b></p> <p><b>KS3 H2</b></p> <p><b>KS3 H4</b></p> <p><b>KS3 H5</b></p> <p><b>KS3 H6</b></p> <p><b>KS3 H7</b></p> <p><b>KS3 H10</b></p> <p><b>KS3 H31</b></p>

	<p><b>More challenging:</b> Describe how different people can develop their skills and behaviours and begin the plan to develop your own by studying a successful case study.</p> <p><b>Mega challenge:</b> Apply your ideas to your future profile page, detailing the steps you took to become a successful self manager.</p>	<p>Students watch clips (links on PowerPoint slide 4) and answer questions at their <b>challenge level</b>.</p> <p><b>Task two (using case study provided)</b></p> <p><b>Challenge:</b> Read Rob's story. Highlight in one colour the behaviours he struggled with and in another the actions he took to become a self-manager.</p> <p><b>More challenging:</b> Write down the behaviours you have in common with Rob. List up to five.</p> <p><b>Mega challenge:</b> For each behaviour you must now explain what you could do to amend it and become a good self manager.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Complete the Facebook profile not for who you are now, but for who you aspire to be in three years time.</p> <p><b>More challenging:</b> Describe how you are a good self manager – what exactly do you do? How would your friends describe you?</p> <p><b>Mega challenge:</b> Complete a positive 'life motto' and a well-explained history of how you became the successful person on your profile.</p> <p><b>Plenary</b></p> <p>Self reflection and target setting.</p> <p><b>Challenge:</b> Either picking from Rob's story or your own identified behaviours, pick one thing you are going to work on to be more of a 'self-manager.' Write it down in your workbook.</p>		<p><b>KS3 R13</b>  <b>KS3 R14</b>  <b>KS3 R15</b>  <b>KS3 R16</b>  <b>KS3 R18</b>  <b>KS3 R19</b>  <b>KS3 L1</b>  <b>KS3 L2</b>  <b>KS3 L3</b>  <b>KS3 L4</b>  <b>KS3 L5</b></p>
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		<p><b>More challenging:</b> As above, but also detail two steps you will put in place to help you reach your goal.</p> <p><b>Mega challenge:</b> After completing your own more challenging plenary, check two other class members target's and help advise what steps they could take.</p>		
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## Curriculum Area: PSHE KS3 Year 8

## CAREERS AND FINANCE

	Learning Objectives Three-way challenge learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links	New key terminology:	Links to lesson:  New Guidelines PSHE Association Mapping:
1	<b>Finance: Income and Expenditure</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Correctly identify situations where a person is likely to be refused or accepted for credit.  <b>More challenging:</b> Describe possible ways for us to avoid getting into debt and to ensure we keep our finances in credit and the dangers of high interest debits.  <b>Mega challenge:</b> Explain why certain people are refused credit, how debits aren't necessarily bad and	<b>Starter (image on PP)</b> <b>Challenge:</b> Who has the most money at the moment? <b>More challenging:</b> How much more money does one have than the other? <b>Mega challenge:</b> What do the terms 'credit' and 'debit' mean?  <b>Task one:</b> <b>Challenge:</b> Complete the table of advantages and disadvantages for each type of card. <b>More challenging:</b> Complete the table (see above) and write down three reasons why teens feel pressured to spend until they get into debt. <b>Mega challenge:</b> Complete both tasks (above) and answer: does this surprise you? Why / why not?  <b>Task two (using scenarios provided):</b> <b>Challenge:</b> Complete your table as if you are a bank manager. <b>More challenging:</b> Create scenarios for your partner.	<b>Credit</b> - the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future  <b>Debit</b> - a sum owed, the opposite of credit.	<b>New PSHE Association Guidelines:</b> <b>KS3 L4</b> <b>KS3 L5</b> <b>KS3 L15</b> <b>KS3 L16</b>

	the definition of interest free credit.	<b>Plenary:</b> Discuss interest-free credit, then look at the example on PP. Is this good debit / bad debit?		
2	<b>Finance: Tax and National Insurance</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Correctly identify the different items on a persons payslip and calculate some tax and national insurance contributions.  <b>More challenging:</b> Describe what NI and tax is spent on and explain whether or not you think the tax system is fair. Correctly match up the financial terms used so far.  <b>Mega challenge:</b> Explain why certain people have to pay more tax and calculate their additional contributions and student loans rates.	<b>Starter (information on PP):</b> <b>Challenge:</b> What are income tax and National Insurance? <b>More challenging:</b> Why hasn't Richard paid these? <b>Mega challenge:</b> Should Tina really be annoyed about this?  <b>Task one</b> Students watch video clips and complete questions at their <b>challenge level</b> .  <b>Main task</b> Students study the example payslip and complete questions at their <b>challenge level</b> . Feed back answers as a class.  <b>Plenary</b> How much of a financial expert are you on the terms we've been using in this unit so far....?  Define the following terms:  National Insurance      Payslip      Chancellor  Income Tax      Treasury      Income	<b>Income tax</b> – an amount of your earned income which is taken by the government to be used for public spending.  <b>National insurance</b> – an amount of your earned income taken by the government for the NHS and pensions	<b>New PSHE Association Guidelines:</b> <b>KS3 L4</b> <b>KS3 L5</b> <b>KS3 L15</b> <b>KS3 L16</b> <b>KS3 L17</b>



3	<p><b>How tax is spent – public money funding the UK</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify public and private sector institutions and how they are funded.</p> <p><b>More challenging:</b> Describe how public money is divided into funding for essential services and how decisions are made about the allocation of funding.</p> <p><b>Mega challenge:</b> Explain how budgets are managed to make provision for welfare, health, the elderly and education.</p>	<p><b>Starter (pictures on PP):</b></p> <p>Challenge: How are each of the above places funded? More challenging: Who pays the people who work in these places? Mega challenge: What is the difference between the public and private sector? Feed back on answers. Class discussion using the discussion point on slide 2.</p> <p><b>Task one</b></p> <p>Students read through the source book and then answer questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students watch clips (links on PowerPoint slide 4) and answer questions at their <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p>Students prepare a response to the debate question:</p> <p>'The government spends too much money on Job Seekers Allowance. This money should instead be spent on education to improve schools.'</p>	<p><b>Public sector –</b> institutions funded through taxes and run through local government.</p> <p><b>Private sector –</b> businesses funded through money spent by customers.</p> <p><b>The budget –</b> the government's plans for spending and managing taxes and public funds for the year.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 L4</b> <b>KS3 L5</b> <b>KS3 L15</b> <b>KS3 L16</b> <b>KS3 L17</b> <b>KS3 L18</b></p>
4	<p><b>Stereotypes and Prejudice: Disability</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> To explain how what the Equality Act of 2010 is, how the media can</p>	<p><b>Starter (images on PP)</b></p> <p><b>Challenge:</b> How would you describe the people in these pictures?</p> <p><b>More challenging:</b> Is autism a disability? Is dyslexia? Explain.</p> <p><b>Mega challenge:</b> Analyse the arguments for and against in your books.</p>	<p><b>Disability –</b> a physical or mental condition which limits a person's ability to move, process information, or perform necessary functions</p>	1

	<p>influence public views about disabled people and why disabled people feel they are stereotyped.</p> <p><b>More challenging:</b> To describe how the Equality Act helps disabled people and present a balanced argument about how the media influences public opinion</p> <p><b>Mega challenge:</b> To be able to assess the impact of the Equality Act and how media portrayal affects disabled people.</p>	<p><b>Task one (using information sheets and capture sheets provided)</b> Students read source sheets and complete their capture sheet at their <b>challenge level</b>.</p> <p><b>Task Two – Complete task on Equality Act – read handout then pick challenge questions on worksheet</b></p> <p><b>(optional clip below on PP)</b></p> <p><b>extended application plenary</b> “The way the media shows disabled people always has an impact on the way we see disabled people” Students use information from their capture sheet to write a balanced answer to show whether they agree/disagree with the statement.</p>	<p><b>Prejudice</b> – a pre-formed belief against a particular group of people based on one or more of their characteristics.</p>	
5	<p><b>Discrimination and Stereotypes: Teenagers</b></p> <p><b>Learning outcomes:</b> <b>Challenge:</b> Describe how young people have been portrayed in the media, including when portrayal has been positive <b>More challenging:</b> Explain why people may have negative ideas about young people</p>	<p><b>Starter (images on PP):</b> <b>Challenge:</b> Which image do most people associate with a teenager? <b>More challenging:</b> What impact do you think this is having on people's idea of teenagers and teenagers themselves? <b>Mega challenge:</b> Analyse who is to blame for the current situation. Be prepared to feedback.</p> <p><b>Task one</b> Students watch clip (link on PP slide 3) and complete the mind map at their <b>challenge level</b>.</p> <p><b>Task two</b> Students rank statements in order of importance, then:</p>	<p><b>Portrayed</b> – the way someone is shown, which can give influence how they are perceived (thought of).</p>	3

	<p><b>Mega challenge:</b> Begin to analyse the effect that this is having on young people themselves</p>	<p><b>Challenge:</b> The most significant reason young people get portrayed in a negative way is... As a result... Other reasons are less important, for example... This is not as important because... <b>More challenging:</b> The effect this could have on the mental health of young people is.... <b>Mega challenge:</b> The long term consequences of this might be...</p> <p><b>Task 2: literacy - reading and response</b> <b>Challenge:</b> 1. Read through your given newspaper article. 2. Answer the questions on the hand-out you have been given in your book with full and clear explanation. (Q7 can be answered on the sheet). <b>More challenging:</b> Do you think all mainstream media channels portray young people in a negative way? Analyse how there may be differences. How do you think this situation could be changed? <b>Mega challenge:</b> How could this portrayal cause further negative behaviour?</p> <p><b>Task 3</b> If you had the chance to speak to the editor of a national newspaper about how they portray young people, what would you say to them? Create an imaginary interview, where the newspaper editor tries to explain why it is they print such stories.</p> <p><b>Plenary</b>  Challenge: Unscramble today's key words.</p>		
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		1) DIEMA 2) STRETOYEPE 3) OPRARYT 4) THUYO 5) NFLIUENEC 6) TVENGAIE  More challenging: define each word in less than 10 words.		
6	<b>How can we avoid online groomers?</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Correctly identify the different ways an online groomer will try to exploit someone.  <b>More challenging:</b> Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.  <b>Mega challenge:</b> Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be.	<b>Starter (scenario on slide 1 of PP):</b>  <b>Challenge:</b> Should Keira reply to Aiden's latest message? <b>More challenging:</b> Why / why not? <b>Mega challenge:</b> Analyse – where could this conversation be leading?  <b>Task one</b> Students watch clips and answer the true or false questions.  <b>Task two</b> Students complete the table on their worksheet. <b>Challenge:</b> Identify each warning sign correctly – match up the terms to their definitions. <b>More challenging:</b> Explain why an online groomer might do each of these – think, what are they hiding? <b>Mega challenge:</b> Explain the consequences if an online groomer is able to get away with doing these things.  <b>Plenary</b> On a Post-It, write three things that you have learned in today's lesson and stick these on the board.	<b>Groomer</b> – a groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.	4

7	<p><b>Environmental Issues</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify the main environmental issues the world faces, what causes them and what you can do to help prevent further damage.</p> <p><b>More challenging:</b> Describe in detail the main environmental issues the world is facing, why some people are ignoring this and the different solutions that have been proposed.</p> <p><b>Mega challenge:</b> Explain the statistics behind environmental damage, analyse whether you are doing enough to help and if we all have a duty as global citizens to do more.</p>	<p><b>Starter (statements on PP)</b></p> <p><b>Challenge:</b> Identify whether each of the facts above is true or false.</p> <p><b>More challenging:</b> Explain the reasoning behind whether you believe these facts are true or false. Do these facts concern you if they are true? Explain.</p> <p><b>Mega challenge:</b> Analyse whether you think you personally are doing enough to help protect the environment. How could you do more? Explain your ideas.</p> <p><b>Task one</b></p> <p>Students review answers to Starter task and then watch the video clip and complete questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students read the information sheet, then answer the discussion questions:</p> <p><b>Challenge:</b> Which of these ideas to help the environment do you do already? Which could you easily do more of? How?</p> <p><b>More challenging:</b> Why do you think many people aren't making these changes?</p>	<p><b>Environment</b> – The world around us. The quality of our environment can rise or fall, depending on both natural and human-made causes.</p> <p><b>Climate Change</b> – When the temperature of the world around us changes, including the temperature of the sea.</p> <p><b>Greenhouse gases</b> – harmful or poisonous gases which contribute to a 'greenhouse effect' and warm up the earth's atmosphere.</p>	5
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## Curriculum Area: PSHE KS3 Year 8

## Sex, Relationships + Conflict

W	<b>Learning Objectives</b> Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b> Starters, Mains Activities Plenaries / AFL Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b> New Guidelines PSHE Association Mapping:
1	<b>Body Image</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Correctly identify body image issues which affect males and females and explain why we shouldn't worry about how bodies are presented in the media <b>More challenging:</b> Explain how media images are often unattainable and whether or not the situation is getting better or worse.	<b>Starter (images on PP):</b> <b>Challenge:</b> You work for a perfume company. These are the two models you can use to advertise your new perfume. Identify five before and after differences. <b>More challenging:</b> Which of their two pictures are you going to use for your advert? Why? <b>Mega challenge:</b> Analyse why you may have been asked to do this task as our starter today.  <b>Task one</b> Students watch the video clip and complete the table. Students answer questions at their <b>challenge level</b> .  <b>Task two</b> Students read the information sources independently.	<b>Mental health</b> – like physical health, a measure of how well a person is, just in their mind instead of their body.  <b>Body image–</b>	<b>New PSHE Association Guidelines:</b> <b>KS3 H3</b> <b>KS3 H5</b> <b>KS3 L24</b> <b>KS3 L22</b> <b>KS3 R44</b> <b>KS3 H5</b>

	<p><b>Mega challenge:</b> Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females.</p>	<p><b>Challenge:</b> Using information from your sources, create a leaflet aimed at Year 7s, telling them about why they may have worries about body image, how this is normal and why they shouldn't be worried by media images.</p> <p><b>Mega challenge:</b> Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image and analyse whether, according to the sources, this is likely to change any time soon. Link body image to other mental health issues.</p> <p><b>Mega challenge:</b> Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image, analysing whether, according to the sources, this is likely to change any time soon. Evaluate whether the current pressures are worse for girls or boys, linking to mental health issues.</p> <p><b>Plenary</b>          Draw a body outline -          It doesn't have to be perfect!          Pick three areas either males or females worry about.          Next to these either:          1. Explain how the media photoshops these areas.          2. Explain why we shouldn't worry about them, so long as we are healthy.</p>	<p>somebody's own impression of how his or her body looks.</p>	
2	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b></p>	<p><b>CONSENT</b></p> <p><b>Starter (students read initial case study on PowerPoint slide):</b></p> <p><b>Challenge:</b></p>	<p><b>Consent</b> – to give permission</p>	<p><b>New PSHE Association Mapping:</b>          KS3 H5          KS3 H6</p>

	<p>Correctly identify cases where consent has or has not been given.</p> <p><b>More challenging:</b> Describe the 'cup of tea' analogy and how it can be used to explain consent accurately.</p> <p><b>Mega challenging:</b> Explain whether consent has been given in particular situations and how you know this.</p>	<p>Why did this make Hannah feel so horrible?</p> <p><b>More challenging:</b> Would she have felt different if she couldn't get the pen off but had allowed them to draw on her?</p> <p><b>Mega challenge:</b> Explain the meaning of the word 'consent'.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main Task 1:</b> With your partner, you will read through each of the situations presented on the sheet and write your answers to the questions for each scenario. You will then be prepared to discuss your answers with the class.</p> <p><b>Main Task 2:</b> Read the article 'Men Must Prove A Woman Said 'Yes'' as a class. Answer the questions at your <b>challenge level</b> (levels differentiated three way on worksheet). Follow with class feedback and review.</p> <p><b>Plenary:</b> Summarise in EXACTLY 10 WORDS what the most important thing about consent is that everyone should know.</p>	<p>for something to happen.</p> <p><b>Non-consensual</b> – doing something without someone's permission.</p> <p><b>Non-consensual sex</b> – this means rape.</p>	<p>KS3 R2 KS3 R9 KS3 R10 KS3 R13 KS3 R14 KS3 R19 KS3 R24 KS3 R25 KS3 R26 KS3 R27 KS3 R31</p>
3	<b>Learning Outcomes:</b>	<p><b>CONTRACEPTION</b></p> <p><b>Starter:</b></p>	<p><b>STIs</b> – Sexually Transmitted</p>	<p><b>New PSHE Association Mapping:</b> KS3 H30</p>



	<p><b>Challenge:</b> Describe some ways we can protect ourselves against unsafe sex.</p> <p><b>More challenging:</b> Explain the pros and cons of different forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</p> <p><b>Mega challenging:</b> Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances.</p>	<p><b>Challenge:</b> Read through your starter sheet and number the story in the correct order.</p> <p><b>More challenging:</b> Why do the instructions for this starter say 'how babies are <b>usually</b> made'?</p> <p><b>Mega Challenging:</b> Why do the instructions say that 'this is how a man and a woman traditionally 'make love''?</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main Task:</b> There are descriptions of different contraceptive methods around the room and pictures of them. Complete your table starting at either <b>challenging</b>, <b>more challenging</b>, or <b>super challenging</b> and sketch a drawing of each type of contraception. You can then feed back to the people who did different ones to you.</p> <p><b>Plenary:</b> What THREE pieces of advice would you give a teenager who was planning on having sex for the first time?</p>	<p>Infections (diseases and illnesses caught by people who have unsafe sex).</p> <p><b>Contraceptives</b> - things you can use to stop getting pregnant and also prevent catching STIs</p>	<p>KS3 H31 KS3 H35 KS3 H36 KS3 R12 KS3 R31 KS3 R32 KS3 R33 KS3 R34</p>
4	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify the most common STIs and the</p>	<p><b>STIs</b></p> <p><b>Starter:</b> <b>Challenge:</b> Write down what you think STI stands for.</p>	<p><b>STIs</b> – sexually transmitted</p>	<p><b>New PSHE Association Mapping:</b></p>

	<p>best ways of preventing them.</p> <p><b>More challenging:</b> Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.</p> <p><b>Mega challenge:</b> Explain why using protection is so important and which method of protection best prevents each of the most common STIs.</p>	<p><b>More challenging:</b> With a partner, write down as many different STIs as you can.</p> <p><b>Mega challenge:</b> Now label them in order of how common you think they are.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main Task:</b> Each of you have an STIs chart and an information pack to share on your table. You now have 20 minutes to complete your chart in as much detail as you can. Be prepared to share your answers with the class.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Plenary:</b></p> <p>Create an acrostic poem to warn others about the dangers of STIs and how to prevent them.</p>	<p>infections. Also referred to as STDs (sexually transmitted diseases).</p>	<p>KS3 H30 KS3 H31 KS3 H35 KS3 H36 KS3 R33 KS3 R34</p>
5	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify the dangers of sexting and whether sexting case</p>	<p><b>SEXTING AND IMAGE SHARE DANGER</b></p> <p><b>Starter (students read initial case study on PowerPoint slide):</b></p> <p><b>Challenge:</b> What does Alex mean by 'return the favour'? Is this a good idea?</p>	<p><u>Key Words</u></p> <p><b>Sexting</b> – sending, receiving, or forwarding</p>	<p><b>New PSHE Association Mapping:</b></p> <p>KS3 H2 KS3 H5 KS3 H30 KS3 H31 KS3 R1</p>

	<p>studies are committing criminal offenses or not.</p> <p><b>More challenging:</b> Describe the consequences of sexting and the legal consequences for breaking the law.</p> <p><b>Mega challenging:</b> Explain both long and short term consequences of sexting and analyse why the age of consent for sex differs from consent to sexting.</p>	<p><b>More challenging:</b> Let's say Ella does return the favour and the couple split up. Describe what the consequences could be.</p> <p><b>Mega challenging:</b> Explain one long term and one short term impact of putting your personal pictures and information in someone else's hands.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main task 1:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then complete discussion questions.</p> <p><b>Discuss and feedback as class</b></p> <p><b>Main task 2:</b></p> <p>Read the case studies in the pack. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>Discuss and feedback as class</b></p> <p><b>Plenary:</b> Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learnt about sexting. You only have 140 letter characters.</p>	<p>sexually explicit messages, photographs or images, usually between mobile phones but could be any digital device.</p>	<p>KS3 R2 KS3 R7 KS3 R8 KS3 R9 KS3 R10 KS3 R11 KS3 R13 KS3 R14 KS3 R18 KS3 R19 KS3 R21 KS3 R23 KS3 R24 KS3 R26 KS3 R27 KS3 R29 KS3 R30 KS3 R42 KS3 R44 KS3 L20 KS3 L21 KS3 L24 KS3 L25 KS3 L27</p>
6	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify ways pornography can be harmful, both to viewers and people in the industry.</p>	<p><b>THE DANGERS OF PORNOGRAPHY</b></p> <p><b>Starter (students read initial case study on PowerPoint slide):</b></p> <p><b>Challenge:</b> How realistic is this couple's relationship? Explain.</p> <p><b>More challenging:</b> If the relationship is so unrealistic, why are the conventions used in the tale so common and popular?</p>	<p><b>Pornography</b> - Often called porn, is printed or visual material containing</p>	<p><b>New PSHE Association Mapping:</b></p> <p>KS3 H3 KS3 H5 KS3 R1 KS3 R2 KS3 R5 KS3 R7</p>

	<p><b>More challenging:</b> Describe some of the structural changes in the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives.</p> <p><b>Mega challenging:</b> Explain how desensitisation can ruin healthy sex lives and the long term impact a growing porn industry has on our society</p>	<p><b>Mega challenge:</b> If this lesson is supposed to be about the dangers of pornography, why on earth are we looking at fairy tales? Be prepared to feed back and review ideas.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main task:</b> Read the case studies in the pack. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>FEEDBACK AS A CLASS</b></p> <p><b>Plenary:</b> 'Gimme 5' challenge: draw around your hand and inside each finger write one reason why pornography can be so dangerous.</p>	<p>the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.</p>	<p>KS3 R8 KS3 R12 KS3 R18 KS3 R24 KS3 R31 KS3 R39 KS3 R42 KS3 R43 KS3 R44 KS3 L23 KS3 L25 KS3 L26</p>
7	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the dangers and risks of leaving home and living on the streets. Identify places we can get help with domestic conflict.</p> <p><b>More challenging:</b> Describe solutions (or starting points to help) for a variety of domestic conflict case studies.</p>	<p><b>DOMESTIC CONFLICT</b></p> <p><b>Starter:</b></p> <p><b>Read PowerPoint case study:</b></p> <p><b>Challenge:</b> What dangers does Keisha face by spending the night outside on her own? What could happen to her?</p> <p><b>More challenging:</b> Where could Keisha go instead? Why might she have decided to take such a risk to her safety?</p>	<p><b>Domestic Conflict</b> – arguments, rows, abuse and serious disputes which take place at a person's home, often involving family members.</p>	<p><b>New PSHE Association Mapping:</b> KS3 H2 KS3 H4 KS3 H5 KS3 H6 KS3 H8 KS3 H9 KS3 H10 KS3 H11 KS3 H12 KS3 H30 KS3 H31 KS3 R1</p>

	<p><b>Mega challenging:</b> Explain why running away from home with nowhere to go is a bad idea, explaining the possible long and short-term consequences.</p>	<p><b>Mega challenge:</b> Explain the most serious long-term and short-term consequences of living on the streets.</p> <p><a href="#">3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</a></p> <p><b>Main task 1:</b> Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then complete <b>challenge level</b> questions which are also on the same information sheet.</p> <p><b>Main task 2:</b> Read and reply to the different messages in the 'Inbox Full' sheet.</p> <p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message saying what you would advise the young person to do. Write in paragraphs.</p> <p><b>More challenging:</b> Explain to each person which agency it would be best for them to phone and why. Explain the consequences running away to the streets could have on their situation.</p> <p><b>Mega Challenging:</b> After completing the 'more challenging', create two more messages for a partner to answer</p> <p><b>Plenary:</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p>		<p>KS3 R9 KS3 R13 KS3 R18 KS3 R19 KS3 R21 KS3 R22 KS3 R23 KS3 R38 KS3 L23</p>
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		Be prepared to feedback and justify your ideas to the class.		
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		<p><b>Mega challenge:</b> Analyse why it is these issues discussed in the info sheet are the main problems we face. How did it get to this point?</p> <p><b>Numeracy Focus: Infographic Task</b></p> <p><b>Challenge:</b> Using your information and clip notes sheets, create an infographic which must include information on the main problems the environment faces today.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p><b>Mega challenge:</b> As above, but your infographic must also include statistics on how the environment is likely to change in future with detailed explanations and analysis of whether each issue be prevented.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Identify three ways you personally can start helping to prevent further damage to the environment. Give examples of how you will do this in your daily life.</p> <p><b>More challenging:</b> Describe in detail the benefits to the environment of each of these three ideas. You can use your info sheet to help.</p> <p><b>Mega challenge:</b> Analyse whether we have a duty as global citizens to protect the environment. Argue on both sides and reach a conclusion.</p>		
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