

Year 11 Fantastic Futures Unit Plan 2021-22

Unit: Health and Wellbeing: Health and Mind	
Term delivered: Autumn 2 (Weeks 13-16)	Length of unit: 4 lessons
<p>Knowledge content:</p> <p>In the context of an examination year this unit aims to provide students with the knowledge, and space to explore, fundamental lifestyle choices and considerations to support their academic and social development during a time of increased anxiety, pressure and stress and increase their resilience to problems they may encounter through Year 11 and beyond.</p> <p>Students explore the importance of being active, sleep, nutrition and food choices and their short term and long-term impact on health and wellbeing.</p> <p>Further, students explore mental and emotional well-being and consolidate their understanding of the importance of moderation and balance; determination and coping mechanisms.</p>	
<p>Skills:</p> <ul style="list-style-type: none"> • Reflection – ability to use new knowledge and apply this to questions, case studies and scenarios • Oracy – can use appropriate technical language and keywords, related to wellbeing and work well in paired, group work and whole class discussion – developing oracy and communication skills • Empathy – can understand and share the feelings or thoughts of others or explain how problems and events may affect other people • Respect – can demonstrate what respect for difference and diversity looks like, listen to others and debate and discuss with respect, showing a willingness to listen to others • Resilience – can identify problems and solutions and explain where they and others can seek guidance and support • Citizenship – can explain what is right and wrong and explain the impact of behaviour on themselves and others or society • Leadership – can display leadership qualities when contributing in lessons, work with others and stand up for others 	
<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • To reflect on how social and peer pressures affect me • To reflect on personal wellbeing and current lifestyle choices • To develop a deeper understanding of the importance of healthy lifestyle choices on health and wellbeing • To consider the impact of poor diet on wellbeing • To explore the benefits of physical activity, sleep and nutrition • To understand what stress is and how to manage stress • To explore what determination is and how to cope with setbacks and perceived failure. 	

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Lesson	Learning Objectives Key Terminology	Previous Knowledge Retrieval	Teaching Strategies and Resources (suggested)	Knowledge/Skills outcomes
1	<p>Social and Peer Pressures</p> <p>L.O To reflect on how social and peer influences affect me</p> <p>Keywords: Peer pressure Perception Resilience</p>	<p>Definition and understanding of peer pressure</p> <p>Knowledge of consent and sexual health</p> <p>Understanding of social media pressures and influences and body image</p>	<p>Starter – around the graphic, students annotate ideas of what the person could be being asked or pressured to do Discuss students’ responses and identify key themes.</p> <p>Introduce the lesson and the big picture</p> <p>Using the images as a stimulus, students discuss in pairs and mindmap where pressure comes from</p> <p>Around an image of stick figure, students annotate the characteristics of what teenagers should do or act like to be perceived as cool or ‘in’ Watch: Like Me – students write down and add to the pressures explored in the short-film. Reflect as a group and add to the mindmap</p> <p>Students think about how celebrities and influencers, shows and films and our peer group may give us idealised messages or pressures around behaviour and record how this may affect our wellbeing, self-esteem or behaviour. Discuss as a class and unpick students’ responses. Are there any positives here?</p> <p>Provide students with the zones of influence worksheet – students think about their circle of control, circles of influence and circles of concerns. Use show-call to highlight and unpick some examples – what are the key common ideas across the class? What are the common influencing factors or concerns?</p> <p>Introduce the drama which deals with pressures to have sex, whilst watching students write down the causes, strategies to resist and ways to keep safe. Return to the message of consent and key knowledge from Year 10 RSE.</p>	<p>Reflect on sources of pressure for teenagers and young adults</p> <p>List who and what is in my circle of control and circle, influence and concern</p> <p>Discuss ways to resist or deal with pressure relating to body image, sex and drug taking</p>

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			<p>Students move onto consider how to deal with pressures around beauty and body image. What groups in society do students face the biggest pressures around beauty and body image? Share the images with students – how accurate are they? Do they reflect the reality of the pressure’s teenagers face? Watch: Unrealistic body images in the media – whilst watching students write down causes, strategies to resist, how it may affect us and ways to keep safe. Unpick and explore this as a group through discussion and questioning.</p> <p>Plenary: Provide students with the graphic ‘teenage pressures by numbers’ for each of the five key pressures students write down strategies and advice for resisting or dealing with the pressure.</p> <p>Share the signposting slides.</p>	
2	<p>Diet and Wellbeing</p> <p>L.O To consider the impact of poor diet on wellbeing</p> <p>Keywords: Body Image Diet Nutrition</p>	<p>Knowledge of healthy lifestyles</p> <p>Understanding of the features of wellbeing and health</p>	<p>Starter: Students complete the true or false activity based on common misconceptions around diet, health and wellbeing Go through the answers with students – what were the common misconceptions?</p> <p>Introduce the lesson and the big picture</p> <p>Write it or draw it: Physical wellbeing / Mental wellbeing</p> <p>Use oracy strategies to reintroduce the term wellbeing to students. In pairs students describe their wellbeing to each other.</p> <p>Provide students with the 9 factors which affect health and wellbeing. Students sort these into a diamond 9. For each factor, students write down ways it is important to wellbeing and health.</p> <p>Reflecting on their own attitudes to health and wellbeing, students complete their attitude continuum. Explore results as a group – what measures can students take to take ownership of areas to improve?</p>	<p>List the factors which affect health and wellbeing</p> <p>Reflect on my own attitudes and understanding of health and wellbeing</p> <p>Explain the impact of poor diet on wellbeing</p>

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			<p>Show the images of two brain scans – students propose what they think the two images reveal about how smoking and junk food affect the brain in similar ways.</p> <p>Provide students with the cartoon graphics, students should try to put the images into a coherent order, linking together the images to show the impact of poor diet on all aspects of health.</p> <p>Watch: How the food you eat affects your brain. Students record key facts in a mindmap. Discuss the key messages as a group – are we surprised? Why do people still have unhealthy diets if this is the impact?</p> <p>Helping others: students read the advice given to two young people who have concerns about their health and wellbeing – students rate the advice and propose ways to improve the advice.</p> <p>Plenary: Students rank their confidence based on the learning outcomes on a scale from 0-10.</p> <p>Share the signposting slides.</p>	
3	<p>Sleep – Zzz</p> <p>L.O To explore the importance of sleep and rest on wellbeing</p> <p>Keywords: Routine, Environment Melatonin</p>	<p>Knowledge of healthy lifestyles</p> <p>Understanding of the features of wellbeing and health</p>	<p>Starter: Students answer eight questions which guide them to reflect on their own sleeping health Discuss responses as a group and through questioning guide students to identify common problems/trends.</p> <p>Use oracy strategies to reintroduce the term wellbeing to students. In pairs students discuss why they think sleep is important to wellbeing.</p> <p>Sleep iss... students complete the senses sheet, thinking about what it feels, looks, sounds like etc</p>	<p>Reflect on my own sleep routines and sleep health</p> <p>List the benefits of high-quality sleep and consequences of poor quality sleep</p> <p>Explain ways to improve sleep health</p>

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			<p>Provide students with the self-assessment scale, students rank their confidence in identifying what happens when we sleep and the benefits of sleep.</p> <p>Students annotate 7 images, how do they link to healthy sleep? Explore students' responses and ideas as a group.</p> <p>Why do we sleep? Students watch Let's Talk About Sleep and capture key information about the benefits of sleep. Go through the following slides, explaining the range of benefits sleep brings, students continue to record these key facts on their mindmap.</p> <p>Students draw outlines of student A and student B – next to each outline they consider good quality vs poor quality sleep and how these may impact the two different students.</p> <p>Students read and respond to five different letters asking for support and guidance about sleep, stress, screen time, anxiety and worry.</p> <p>Plenary: Students answer seven questions to demonstrate their knowledge of the benefits of sleep</p> <p>Introduce the lesson and the big picture.</p> <p>Share the signposting slides.</p>	
4	<p>Determination: Failure and Set Backs</p> <p>L.O To explore ways to manage setbacks and perceived failure</p> <p>Keywords:</p> <p>Setback</p>	<p>Knowledge of what resilience and determination are</p>	<p>Starter: Students write down what failure looks/smells/feels and sounds like. Share ideas as a group.</p> <p>Share the image of Rashford from Euro 2020 – what do students think the link between this image and the lesson is?</p> <p>Introduce the lesson and the big picture.</p>	<p>Reflect on how we view success and failure</p> <p>Discuss the impacts of setbacks and what the quality of determination looks like</p>

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	<p>Determination Perception</p>	<p>Think, Pair, Share: The only people who fail are those who are unprepared. How far do you agree?</p> <p>Where do you stand? Students move around the room, responding to a series of statements about failure. Ask students why they are stood where they are stood and to justify their opinion. Students then record their agreement with each statement on a continuum line, reflecting on the statements.</p> <p>Provide students with the reading template – as a group read The Guardian Article about Rashford. Students should use predict/question/clarify and summarise to draw out the key messages of the article. Students then draw out the challenges and barriers Rashford faced and how he showed determination.</p> <p>Provide students with the ‘your plan’ and ‘reality’ sheet – students set their goal(s) and then consider potential barriers/setbacks, coming up with solutions which they could use to course correct.</p> <p>Share the signposting slides.</p>	<p>Explain how setbacks may affect my goals and what I can do to overcome these</p>
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