

# PCSHE Booklet – Year 10

## Topic 2 – Mental Health

## Topic 3 – Interactions

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Year 10 Curriculum Overview

Year 10 Curriculum Overview					
<p><b>Topic 1:</b> Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p><b>Topic 2:</b> Mental health</p> <p>Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.</p>	<p><b>Topic 3:</b> Interactions</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography</p>	<p><b>Topic 4: Exploring influence</b></p> <p>The influence and impact of drugs, and the media, drugs and the law, sources of support.</p>	<p><b>Topic 5:</b> Addressing extremism and radicalisation</p> <p>Communities, belonging and challenging extremism</p>	<p><b>Topic 6:</b> Democracy, Electoral Systems and the Law</p> <p>Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.</p>

#### Where to get further help and support:

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Safeguarding Team
- Report any inappropriate images to the website.
- NSPCC - <https://www.nspcc.org.uk>
- Childline - Helpline: 0800 1111(24 hours, every day) / <https://www.childline.org.uk>
- CEOP (Thinkuknow programme) If someone has asked you to do things online that you don't feel comfortable with, you can report this directly to CEOP by clicking on their online CEOP 'report it' button here: [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre). Following a report to CEOP, you will be contacted by a Child Protection Advisor who will work with you to make a plan to keep you safe. You can also report to CEOP if you are worried about a friend, or someone you know. Website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- National Domestic Violence Helpline: Tel: 0808 2000 247 Website: [www.nationaldomesticviolencehelpline.org.uk](http://www.nationaldomesticviolencehelpline.org.uk)
- The Revenge Porn Helpline: Provides guidance, advice and support to victims of intimate image abuse – Phone 03456000459
- Get Safe Online: Offers unbiased, factual and easy-to-understand information on online safety. [www.getsafeonline.org](http://www.getsafeonline.org)

# Knowledge Organiser

## PCSHE Year 10 – Topic 2 – Mental Health

<p><b>Section 1: Key Words</b></p> <ul style="list-style-type: none"> <li><b>Mental Health:</b> A person's emotional and mental wellbeing; something everyone has.</li> <li><b>Spectrum:</b> A scale between two extreme points used to show how wellbeing changes over time.</li> <li><b>Dopamine/Serotonin:</b> "Feel-good" chemicals in the brain released through exercise and sunshine.</li> <li><b>Burnout:</b> Total exhaustion caused by prolonged, unmanaged stress.</li> <li><b>CBT (Cognitive Behavioral Therapy):</b> A practical therapy that focuses on changing how you think and behave.</li> <li><b>Adaptive:</b> A positive response to a challenge that helps resolve the issue.</li> <li><b>Maladaptive:</b> A response that provides a temporary "fix" but makes the overall situation worse.</li> <li><b>Bereavement:</b> the period of grief and mourning we go through after someone close to us dies.</li> <li><b>Diagnosis:</b> This refers to a formal identification of a mental health condition.</li> <li><b>Trauma:</b> This is described as a specific situation or event that can significantly affect someone's mental health and emotional wellbeing.</li> </ul>	<p><b>Section 2: Emotional Wellbeing and Stigma</b></p> <p><b>Mental Health:</b> It is the capacity to live a full, productive life, learn, enjoy friendships, meet challenges, and develop talents.</p> <p><b>The Mental Health Spectrum:</b> Mental health is not "all or nothing". It exists on a scale:</p> <ul style="list-style-type: none"> <li><b>Good Wellbeing:</b> Coping well and enjoying life, regardless of whether a diagnosis exists.</li> <li><b>Poor Wellbeing:</b> Struggling to cope or feeling unhappy, even if no official diagnosis has been made.</li> </ul> <p><b>Influences on Wellbeing:</b></p> <ul style="list-style-type: none"> <li><b>Positive:</b> Quality sleep, a balanced diet, regular exercise, learning new skills (e.g., painting or cooking), and volunteering.</li> <li><b>Negative:</b> Loneliness/social isolation (which increases mortality risks), poor online/offline balance, poverty, bereavement, and trauma.</li> </ul> <p><b>Stigma vs. Discrimination:</b></p> <ul style="list-style-type: none"> <li><b>Stigma:</b> Seeing someone negatively because of their mental illness.</li> <li><b>Discrimination:</b> Treating someone negatively because of their mental illness.</li> </ul>
<p><b>Section 3: Signs of Emotional and Mental Ill-Health</b></p> <p>Recognising changes in behavior is vital for early intervention.</p> <ul style="list-style-type: none"> <li><b>Depression:</b> Characterized by long-lasting low mood, feeling hopeless, or being "withdrawn" from social situations and quitting activities.</li> <li><b>Anxiety:</b> Feeling worried or afraid about the future. <ul style="list-style-type: none"> <li><b>Physical signs:</b> Heart palpitations, shaking, stomach pains, and sleep problems.</li> <li><b>Behaviors:</b> Seeking constant reassurance, perfectionism, or avoiding new situations.</li> </ul> </li> <li><b>Stress:</b> The body's reaction to pressure. While short-term stress can be motivating, long-term stress can lead to <b>Burnout</b> (physical and emotional exhaustion).</li> </ul> <p><b>Supporting Others:</b> It is easier to help at an early stage. If a friend's safety is at risk, you must seek adult help even if they asked you to keep it quiet.</p>	<p><b>Section 4: Coping Strategies and Reliability</b></p> <p><b>Adaptive (Healthy) Strategies:</b> Behaviors that lead to a problem being resolved or managed safely. Examples include talking to friends, exercise, and Cognitive Behavioral Therapy (CBT).</p> <p><b>Maladaptive (Unhealthy)</b></p> <p><b>Strategies:</b> Behaviors that offer short-term relief but cause long-term harm.</p> <ul style="list-style-type: none"> <li><b>Oversharing on social media:</b> Can lead to regret, embarrassment, or being accused of "attention-seeking".</li> <li><b>Energy Drinks:</b> High caffeine/sugar can cause mood dips and energy crashes later on.</li> <li><b>Smoking/Vaping:</b> While people smoke to "calm nerves," nicotine actually creates more anxiety through withdrawal.</li> </ul> <p><b>Checking Online Reliability:</b> When looking for support online, check if the organisation has a good reputation and if their advice is backed by sound clinical evidence/medical research.</p>
<p><b>If you need any support...</b></p> <p><b>Home/school support:</b> Friends, teachers, tutor, parents/carer, Mr Ogden, Mrs Jones, Mrs Loveridge, Mrs Jones.</p> <p><b>Reputable Organisation:</b></p> <ul style="list-style-type: none"> <li>Young Minds – <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li> <li>Young Minds CRISIS MESSANGER: Text YM to 85258</li> <li>Childline – <a href="http://www.childline.org.uk">www.childline.org.uk</a> Phone: 0800 1111</li> <li>Young Mind Matters – Text 07480635723</li> <li>Kooth – Kooth.com</li> <li>TiC+ - online text chat – 07977334433</li> <li>Self-Harm Helpline Rethink Gloucestershire – webchat: <a href="http://www.gloucestershireselfharm.org">www.gloucestershireselfharm.org</a> Text: 07537410022 Phone: 0808 8010606</li> </ul> <p><b>Self-help apps:</b></p> <ul style="list-style-type: none"> <li>Calm Harm – Managing Self-Harm</li> <li>MindShift – to help manage anxiety and urges to self-harm</li> <li>Cove – express your mood with music</li> <li>Stress and Anxiety Companion – helps to manage stress and anxiety</li> <li>Chill Panda – relaxation and breathing exercises.</li> </ul> <p><i>On the school website, use the following link to report a concern:</i></p>	

## PCSHE – Year 10 Term 3 - Interactions

<p><b>KPI1: Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Healthy relationship:</b> A healthy relationship is one where both individuals respect and support each other, communicate openly and honestly, and feel safe and valued. It involves mutual trust, understanding, and cooperation, while promoting individual growth and happiness.</li> <li><b>Image Based Abuser:</b> Intimate image abuse is the act of sharing (or threatening to share) intimate images or videos of someone, either on or offline, without their consent and in order to cause distress. It is a form of online harassment and can have serious emotional and legal consequences.</li> <li><b>Pornography:</b> Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.</li> <li><b>Revenge porn:</b> Revenge porn involves the distribution of intimate or sexual content, usually images or videos, without the consent of the person featured, often with the intention of seeking revenge, humiliation, or control over the individual.</li> <li><b>Grossly offensive:</b> Something is grossly offensive when it is highly inappropriate, disrespectful, or hurtful, causing strong negative emotions or distress to others.</li> <li><b>Obscene:</b> Obscene content refers to material that is offensive, indecent, or morally repugnant. It usually involves explicit sexual depictions or offensive language, and its distribution may be restricted by law.</li> <li><b>Public sexual harassment:</b> Public sexual harassment is any unwanted or unwelcome sexual behavior, comments, or advances directed at someone in a public space without their consent. It can make the recipient feel uncomfortable, unsafe, or violated.</li> <li><b>Sexism:</b> Sexism is the discrimination, prejudice, or stereotyping based on a person's gender, usually favoring one gender over the other.</li> <li><b>Racism:</b> Racism is the belief in and practice of discriminating against individuals or groups based on their race or ethnicity.</li> <li><b>Homophobia:</b> Homophobia is the fear, hatred, or discrimination against individuals who identify as homosexual or have same-sex attractions.</li> <li><b>Transphobia:</b> Transphobia refers to the fear, prejudice, or discrimination against transgender or gender-nonconforming individuals.</li> <li><b>Ableism:</b> Ableism is the discrimination, prejudice, or stigma against individuals with disabilities, whether visible or invisible.</li> <li><b>Ageism:</b> Ageism is the discrimination or prejudice against individuals based on their age, often leading to unfair treatment or exclusion of older or younger people.</li> <li><b>Fatphobia:</b> Fatphobia is the fear, prejudice, or discrimination against individuals who are overweight or obese. It can lead to body shaming and the marginalization of people based on their weight.</li> <li><b>BAME:</b> BAME stands for Black, Asian, and Minority Ethnic. It is an acronym used to collectively refer to individuals from non-white ethnic backgrounds.</li> <li><b>LGBTQ+:</b> LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and others.</li> <li><b>Prejudice:</b> Prejudice is a preconceived opinion or judgment about an individual or a group based on factors such as race, gender, sexuality, or disability, without considering individual qualities or merits.</li> </ul>	<p><b>KPI2: Healthy Relationships</b></p> <p><b>Signs of healthy relationships:</b> A healthy relationship is one where a young person is respected and feels valued for who they are. Healthy relationships include:</p> <ul style="list-style-type: none"> <li>good communication</li> <li>mutual respect</li> <li>trust</li> <li>honesty</li> <li>equality</li> <li>being yourself.</li> </ul> <p><b>Impacts of Unhealthy Relationships:</b></p> <ol style="list-style-type: none"> <li><b>Mental health:</b> It can be very damaging to your mental health if your partner is disrespectful, doesn't encourage you, and undermines your trust. You may suffer low self-esteem or depression, which may affect all aspects of life.</li> <li><b>Relations with others:</b> A poor relationship may harm your connections to other people. Your partner may try to control who you can see and speak to. This may harm your ability to maintain a healthy relationship with friends and family.</li> <li><b>Physical health:</b> An unhealthy relationship is stressful. This may lead to unhealthy behaviours such as smoking, drinking and drugs. It may lead to a loss of appetite, a change in appearance, weight loss, or a sleep disorder.</li> </ol>	<p><b>KPI3: Public Sexual Harassment</b></p> <p><b>Public Sexual Harassment:</b> Unwanted and unwelcome sexual advances and attention in public spaces. It can include groping, sexual comments or jokes, being followed or being stared at.</p> <p><b>Who experiences PSH? –</b> Usually directed towards women. For example, Over 2/3 of girls have been harassed in public. 35% of girls have been publicly sexually harassed in their school uniform. <b>Other oppressed groups disproportionately include:</b></p> <ol style="list-style-type: none"> <li>the LGBTQ+ community (33% don't feel comfortable holding partner's hand in public)</li> <li>BAME community (43% of BAME young women report being harassed, compared to an age-wide average of 34%)</li> <li>Disabled community (Women with disabilities 5x more likely to have experienced sexual assault than men with disabilities).</li> </ol> <p><b>What can it include?</b> Unwelcome/unwanted attention. Sexual advances - of a sexual nature. Intimidation/intimidating behaviour (using power, anonymity etc. to intimidate). In a public place (on the street, in Gyms, bars and restaurants, at school etc.)</p> <p><b>Why does PSH happen? –</b> PSH is about power and control. It reflects types of prejudice and oppression including sexism, racism, homophobia, transphobia, ableism, ageism, fatphobia and others.</p>
<p><b>KPI4: Image Based Abuse</b></p> <p><b>Image Based Abuser:</b> Intimate image abuse is the act of sharing (or threatening to share) intimate images or videos of someone, either on or offline, without their consent and in order to cause distress.</p> <p><b>Why not call it 'revenge porn'?</b> - Intimate image abuse is also referred to as 'revenge porn', non-consensual pornography or image based sexual abuse. We try not to use the term 'revenge porn' as we believe it's misleading; it's not always an act of revenge and the content is not pornography. It is abuse.</p> <p><b>Laws:</b></p> <ul style="list-style-type: none"> <li>Sharing intimate images and videos without consent 'It is an offence for a person to disclose a private sexual photograph or film if the disclosure is made without the consent of the individual who appears in the photograph or film, and with the intention of causing distress.' (Criminal Justice &amp; Courts Act 2015)</li> <li>Threatening to share intimate images/videos: 'It is an offence to send matter that is grossly offensive or of an indecent, obscene or menacing character.' (Communications Act 2003).</li> <li>'Threats to disclose intimate material or sexual explicit images.' (Communications Act 2003 Sentencing Guidelines)</li> <li>Making intimate images or videos without consent ( voyeurism) 'It is an offence to record another person doing a private act... if they know that the other person does not consent to being observed for their sexual gratification.' (Sexual Offences Act 2003)</li> </ul>	<p><b>Where to get further help and support:</b></p> <ul style="list-style-type: none"> <li>Parents and trusted family members</li> <li>Teachers and School Staff including School Nurse and Safeguarding Team</li> <li>Report any inappropriate images to the website.</li> <li>NSPCC - <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a></li> <li>Childline - Helpline: 0800 1111(24 hours, every day) / <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></li> <li>CEOP (Thinkuknow programme) If someone has asked you to do things online that you don't feel comfortable with, you can report this directly here: <a href="http://www.ceop.police.uk/safety-centre">www.ceop.police.uk/safety-centre</a>. Following a report to CEOP, you will be contacted by a Child Protection Adviser who will work with you to make a plan to keep you safe. You can also report to CEOP if you are worried about a friend, or someone you know. Website: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></li> <li>National Domestic Violence Helpline: Tel: 0808 2000 247 Website: <a href="http://www.nationaldomesticviolencehelpline.org.uk">www.nationaldomesticviolencehelpline.org.uk</a></li> <li>The Revenge Porn Helpline: Provides guidance, advice and support to victims of intimate image abuse – Phone 03456000459</li> </ul>	

# Knowledge Organiser

# Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 1

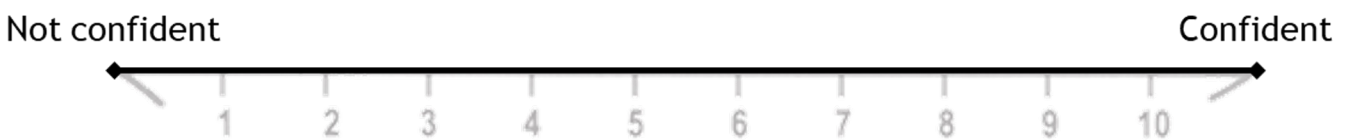
## Mental Health, Wellbeing and Stigma

### Sliding Scales

I am able to reflect on my own mental wellbeing and explain the factors which affect it.



I am able to understand and explain the importance of good mental health



I am able to explain the impacts of poor mental health.



I can recognise and challenge prejudice and discriminatory language and behaviour in relation to mental health.



**Key words:** Mental health, emotional wellbeing, misconceptions, discrimination, stereotype

# Baseline Assessment

**Task 1:** Complete the boxes below to show your current understanding around mental health.

<p>What is mental health?</p>	<p>How can people look after their mental health?</p>
<p>Why might some people find it hard to talk about mental health concerns?</p>	<p>What support could be given to someone with mental health concerns?</p>



# Case study information

Kirsty, 17, has been walking around her estate today. She's seen some sights that are normal to her, but she still finds upsetting. She's seen her neighbour, slumped over a bench, sleeping after a drug overdose. She's seen kids who should be at school graffitiing a local bus shelter. She's seen her dad arrive home, exhausted after working all day for minimum wage. She's watched a local couple evicted for not paying rent on time. Kirsty walks home and cries. This place is all she knows – it's a very poor area and the people here have suffered for a long time. Her intense sadness deepens as she feels she may not be emotionally strong enough to ever leave, knowing her parents rely on her help, with her younger brother and sisters. Kirsty is a bright girl, but isn't hopeful for her own future.

Jamie, 21, has not long finished university. Recently, he's felt quite despondent. He's applied for three jobs and not been called for an interview for any of them. He's been comfort eating a lot with takeaways and days watching boxsets on the sofa. His friends have invited him out for the night but he just can't be bothered. Oh well, he thinks, more of doing the same tomorrow.

Alex, 21, is an intern in a social media marketing agency. He likes his job, most of the time, but staring at a screen all day is giving him a bit of a headache. This usually clears up after the bus journey home. Thing is, then his friends are all posting new pics on Insta, he wants to catch up on what's going on in politics on Twitter and he also feels like he has to catch up on whatever box-sets people are watching at work – or else he'll be left out of the conversations. Alex always feels incredibly tired first thing in the morning and very ratty too – he could snap at anyone. He feels like he has no off-switch anymore.

Ibrahim, 18, has been having some very dark thoughts since his mom died. He feels as though he hasn't done a good enough job supporting his brothers and sisters and father, both emotionally and financially. He misses his mom terribly and is desperate to see her again. He wonders if the rest of his family would be better off if he was no longer here too.

# What affects our mental health?

**Task 4:** Read the information sheets in your booklet and the issues each case study is facing. Use the information to complete the table below.

Person	What is affecting their mental health?	Name three positive actions they could take to improve their mental health.
Kirsty		
Jamie		
Alex		
Ibrahim		

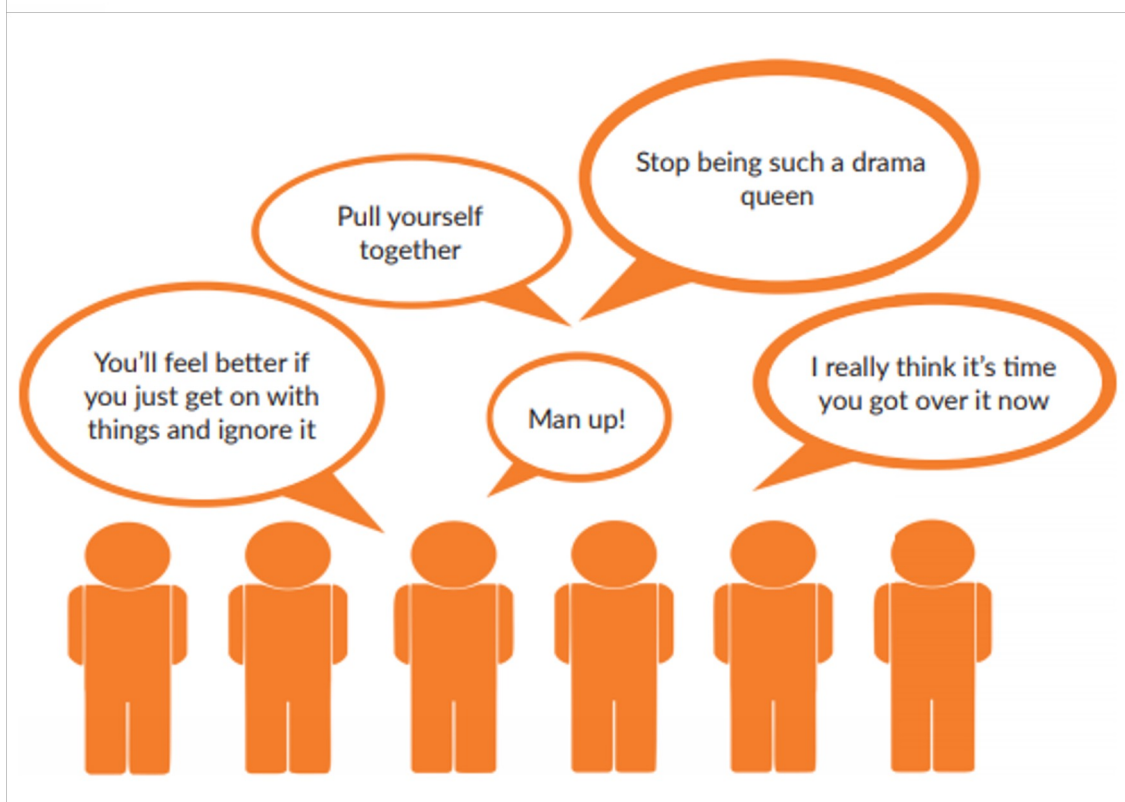
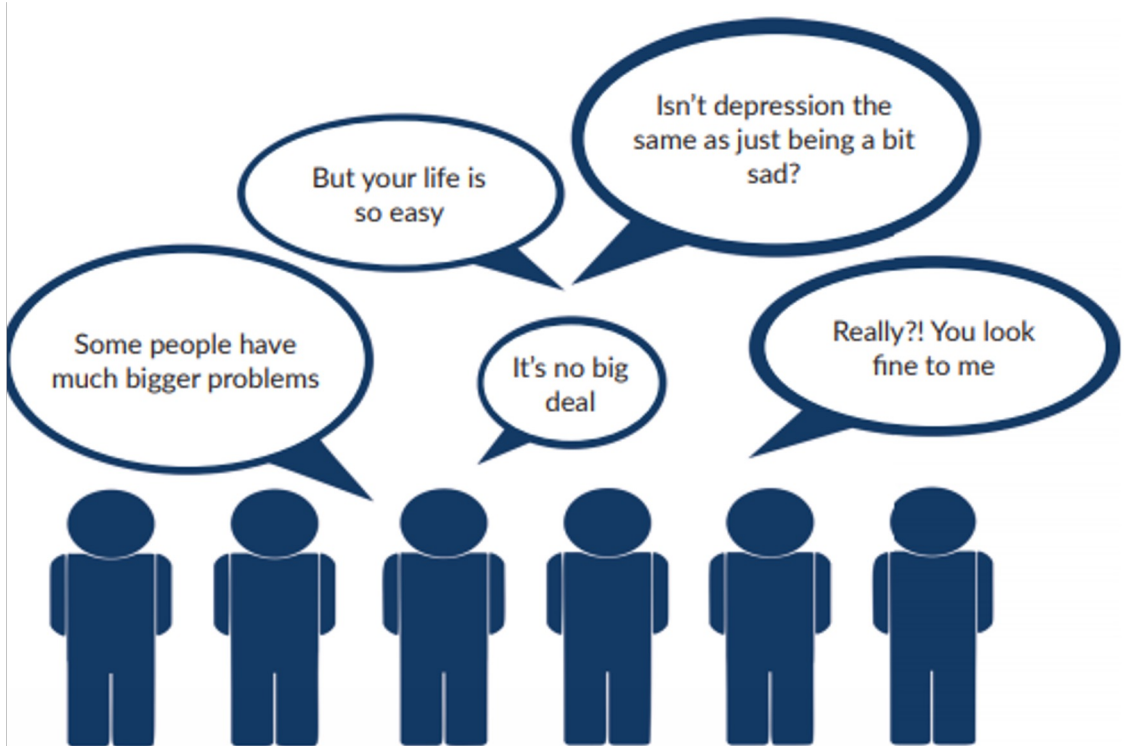
## Key definitions:

**Stigma:** Stigma is when someone sees you in a negative way because of your mental illness.

**Discrimination:** Discrimination is when someone treats you in a negative way because of your mental illness.

**Task 4:** Read through the statements in your booklet and discuss the following questions.

1. How might these statements make someone feel?
2. What could some more positive alternatives be?



# How could mental health stigma and discrimination could be challenged?

**Task 5:** Suggest and write down up to three ideas for each of the following:

1. What could be done by individuals/friends to challenge discrimination?

---

---

---

2. What could be done in schools to challenge discrimination?

---

---

---

3. What could be done in wider society to challenge discrimination?

---

---

---

# Low Stake Quiz

1. 

---

---
2. 

---

---
3. 

---

---
4. 

---

---
5. 

---

---
6. 

---

---
7. 

---

---
8. 

---

---

# Sliding Scale – Lesson 2

## Signs of Emotional and Mental Ill-Health

### Sliding Scales

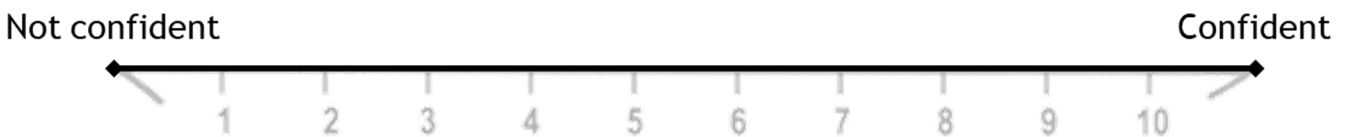
I can recognise signs that someone might have a mental health issue such as a mood disorder, stress or anxiety.



I can explain when and whom to tell if concerned for theirs or someone else's mental wellbeing.



I can describe the range of support available for those with emotional or mental health problems, including how best to access local services.



**Key words:** Anxiety, depression, mood disorders, stress, signs, symptoms, support

**Task 1:** Rate your level of agreement (strongly agree, agree, not sure, disagree, strongly disagree) with the following statement and write a comment in their books to justify your opinion.

*“People only need help with their mental health when they tell people they need help.”*

**Before the lesson**

---

---

---

---

---

---

---

---

---

---

**After the lesson**

---

---

---

---

---

---

---

---

---

---

**Task 2:** Watch the following video clips on common mental health issues.

<b>Types of Mental Health Problems</b>	<b>What is it?</b>	<b>Potential Signs</b>	<b>Strategies and Treatments</b>
<b>Depression</b>			
<b>Anxiety</b>			
<b>Stress</b>			

**Task 4:** In pairs, read the statements below and annotate each one with answer to the questions below.

1. What could be happening in the situation?
2. Using the emotions wheel at on the next page, how could the person explaining the situation be feeling?
3. What could the person do in the situation and what first steps should they take to get help?

1. A friend of a friend has suddenly started being really odd about P.E. lessons. They try to avoid them, spend ages getting changed, and wear extra non-uniform clothes to cover up.

2. My brother has started crying all the time when he's at home. Yet at school, he's always laughing and joking with his mates.

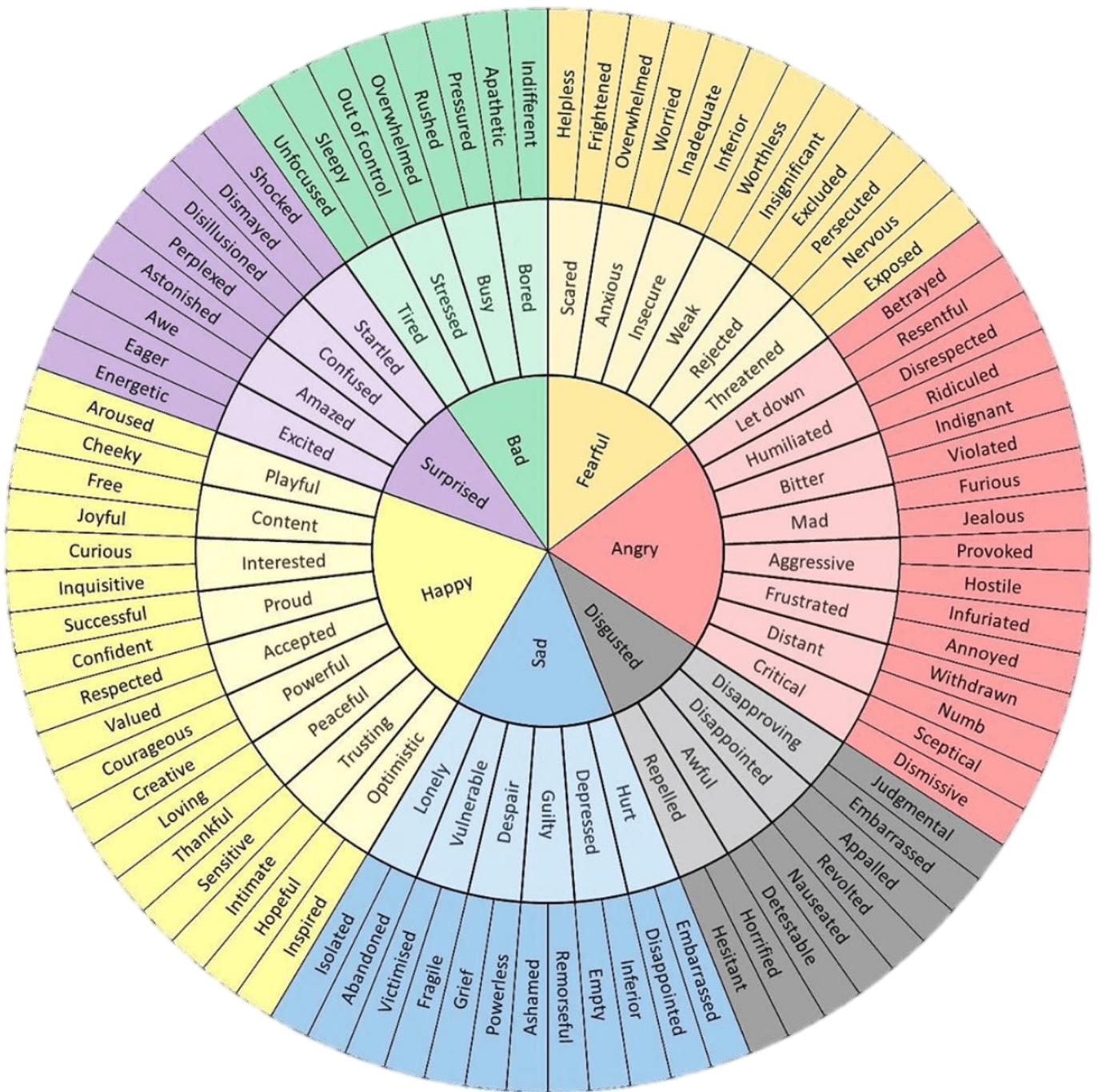
3. Someone in the year below posted a status that suggested they were thinking of self-harming as they were so anxious all the time.

4. I know someone who skips classes and cries in the toilets when they have a test as they are so stressed out about them.

# Emotion Wheel

Use the emotion wheel to aid you when you are trying to determine HOW you feel about things.

This will be useful if you find it hard to put your feeling into words.





# Task 6: In your pairs, complete the table to analyse the best types of support in different situations.

Who would be suitable to talk to?	Things we could talk about	Good and not-so-good points
Friends		<p>Talking with friends is good because...</p> <p>But sometimes talking with friends is not so good because...</p>
Trusted adult e.g. parent, teacher or keyworker		<p>Talking with an adult is good because...</p> <p>But sometimes talking with an adult is not so good because...</p>
Online webchat		<p>Talking online is good because...</p> <p>But sometimes talking online is not so good because...</p>
Childline (0800 1111)		<p>Talking on the phone to Childline is good because...</p> <p>But sometimes talking on the phone to Childline is not so good because...</p>



Things people might want to talk about:

- Stressed by school work
- Hurt feelings
- Bullying
- Feeling angry at parents
- Crying a lot
- Body changes making a person feel emotional

# Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 3

## Strategies to promote good mental health and emotional wellbeing

### Sliding Scales

I can differentiate between healthy and unhealthy coping strategies and can recognise the importance of using healthy ways to manage emotions.



I can evaluate the range of ways to promote mental health and emotional wellbeing.



I can critique the reliability of sources of support in relation to mental health.



**Key words:** Mental health, emotional wellbeing, wellness, healthy/unhealthy coping strategies, reliability

**Task 1:** Rank the techniques in order of their effectiveness for them as an individual or for people in general, using their own perceptions of their usefulness.



**Challenge:** There are many things people can do to support their mental health and emotional wellbeing. Are there any other strategies that could be used to maintain good mental health?

---

---

---

---

---

---

---

---

---

---

**Task 2:** Read each scenario in your booklet and list as many risks as they can think of associated with the behaviour.

*Think about: Immediate/short term risks, long-term health risks, social and emotional risks, and alternative healthier coping strategies the person could try.*

**Scenarios:**

1. Sharing emotions and personal details on social media

Risks: \_\_\_\_\_

2. Working excessively on schoolwork to cope with anxiety about studies.

Risks: \_\_\_\_\_

3. Regularly over-exercising to the point of collapsing.

Risks: \_\_\_\_\_

4. Following a restrictive eating plan that involves eating less food than the body normally needs.

Risks: \_\_\_\_\_

5. Using energy drinks to boost energy and mood when feeling the need for a 'pick-me-up'.

Risks: \_\_\_\_\_

6. Smoking to 'calm the nerves'.

Risks: \_\_\_\_\_

7. Punching the wall (or hurting themselves in other ways) to manage difficult feelings like anger.

Risks: \_\_\_\_\_

**Task 3:** Explain the difference between healthy and unhealthy coping strategies in their own words and provide 2 examples of each.

***Healthy coping strategies are...***

---

---

---

---

---

---

---

---

***Unhealthy coping strategies are...***

---

---

---

---

---

---

---

---



Historically we lived and worked in ways which were much more closely connected with nature and many people believe this has impacted on our health.

There is some promising evidence that being in nature can reduce feelings of anger, fear and stress while improving mood and psychological wellbeing. Being outdoors is thought to reduce stress by lowering the stress hormone cortisol. More studies are needed, but this could mean

the rate of recovery from stress is quicker when in the natural environment than the same stressor indoors.

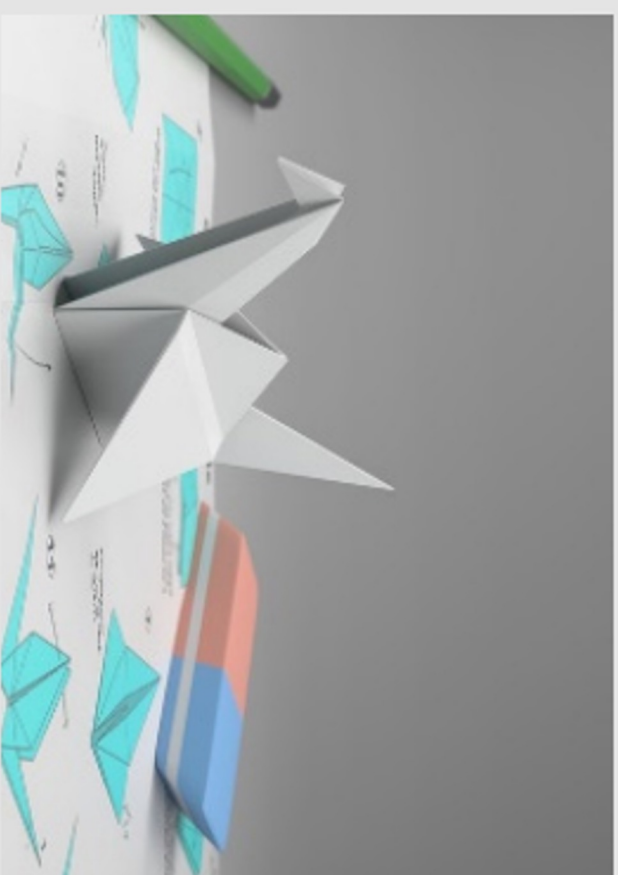
Research has shown that even connecting to nature in small ways like having a plant in a room may decrease levels of stress and anxiety.

Aside from the benefits of actually spending time in nature or viewing scenes of nature on our wellbeing, taking time out of our days to go for a walk or activity may give overactive minds an opportunity to 'switch off'. This could be a factor explaining why nature walks may be beneficial for people with depression.

Some studies have found that not only do people with mood disorders benefit from raised mood at the time but regular practice can help them see longer-term improvements.

***"Being in nature can help us live in the present moment - a key component of well-being or happiness."***

*[Adapted from a blogpost on trekking holidays]*



A 2009 collection of <sup>5</sup> interviews provided examples of how the arts can have an impact on recovery from mental illness. Interviewees noted benefits from many art-forms including music, painting, drawing caricatures and poetry. Many reported both enjoyment from practising the art-form itself and from the opportunities for social connection that attending a choir or art class provided.

During times of stress and mental ill-health, people sometimes find they have repeated, often negative, thoughts. Many may be struggling to decide what to do about a difficult situation. Yet even when a person identifies this repeated thinking as unhelpful, it can be difficult to simply stop such thoughts. Diverting full attention to another activity (e.g. arts or crafts) can provide relief.

More good quality studies are needed on the links between involvement in arts and crafts and mental health and wellbeing. However, a recent report on visual art and mental health found that: "...engagement in the visual arts for adults with mental health conditions can reduce reported levels of depression and anxiety; increase self-respect, self-worth and self-esteem; encourage and stimulate re-engagement with the wider, everyday social world...."

***"Self-expression commits the whole of your being, your personality and your faculties to an activity and that I think is an inherently healthy and good thing."***

***"Art allows you to rise above, to be able to dream, to play and have some fun"***

*[Comments from the Arts for Health Report: Restoring the Balance]*

## MINDFULNESS (INCLUDING MINDFULNESS MEDITATION)



Mindfulness practices encourage focus on the present by paying attention to our thoughts, feelings and body in a particular way. Mindfulness-based clinical interventions are shown to reduce symptoms of anxiety, stress and depression for some people.

Benefits are also seen even in those without a mental health concern. A recent study found that 8 weekly sessions of between 75-90 minutes' mindfulness training led to an average drop of 20% in stress levels during exams.

There has been a recent trend to use colouring books to provide a way to calm the mind.

Some very preliminary research has confirmed links between this activity and stress reduction, particularly when used in combination with other techniques such as deep breathing.

However, more studies are needed.

In mindfulness meditation, people focus on experiences in the present, such as the flow of breath, in order to be mindful of the moment. This trains them to acknowledge thoughts and emotions without judgement which can be particularly helpful if a person experiences negative thinking loops. This can therefore lead to improvements in self-esteem and, by extension, resilience during times of difficulty.

This technique has been shown to help some people with anxiety learn to handle distressing thoughts and emotions without being overpowered by them.

**"You can't stop the waves but you can learn to surf."**

*[Jon Kabat-Zinn, Creator of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care and Society (USA)]*

## SPORTS AND DANCE



Participation in regular exercise has been shown to improve mood and self-esteem whilst reducing stress and anxiety. This is due to many reasons including the immediate impact of the endorphins (hormones) released during exercise, and the improvement in sleep quality following such activity. Studies have repeatedly shown that good quality sleep has been linked with improved mood.

The NHS provides exercise 'on prescription' as it has been found to be as effective as medication for those with mild to moderate depression (and in some studies, in those with severe depression).

Research suggests that team sports and dance can both offer additional benefits for mental health. Researchers found women who did group sports had better mental health than those who went to the gym or walked alone and suggested this may be due to the social aspect of team sports. A recent American study found that, although all types of exercise had an impact on mental health (12-22% reduction in self-reported mental ill-health), team sports had the biggest impact (22.3% lower), with cycling showing a 21.6% reduction and aerobic/gym activities a 20.1% reduction. They also found those who exercised had 43% fewer days of poor mental health the previous month than those who did not.

Swedish research compared young women who danced with those who did not and found a significant improvement in mood which lasted up to 8 months after the dance classes ended. Another study found that just one lively dance session can have a greater effect on beating depression than vigorous exercise or listening to upbeat music.

**"Do more of what makes you happy!"**

*[Twitter comment from a team karting company]*



Helping others can provide a sense of purpose and build self-worth.

Preliminary evidence suggests that helping others reduces stress and improves mood. One way it might do this is the knock-on benefits of the positive relationships we can form through things like volunteering. However, more research is needed to fully clarify how this happens, who it benefits, and in what circumstances.

Even aside from this, random acts of kindness are believed to have a strong impact on levels of happiness. When we are kind to others, the reward pathways of the brain respond, producing a 'warm glow' feeling. It is thought that our brains release hormones which are linked with positive mental health e.g. serotonin and dopamine. There is promising evidence that being supportive of others can reduce stress, anxiety and depression plus emotions such as anger.

A Japanese study found those who counted their acts of kindness increased their happiness, and they were more likely to both be kind to others and be grateful for others' kindness, further promoting their wellbeing.

***"Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you."***

*[Princess Diana]*



Qigong, tai chi and yoga use postures or movements in combination with breathing exercises to clear the mind, as the exercises require balance and concentration.

Those who practise yoga often describe that it helps reduce stress and improve the symptoms of anxiety and depression. It is thought to do this through increasing the level of gamma-aminobutyric acid, or GABA, a brain chemical; this is important as those with anxiety tend to have low levels of GABA. There is early stage evidence of links between yoga and mental health and wellbeing.

Researchers have also begun to see benefits in those with other disorders such as post-traumatic stress disorder. However, we need more good quality studies before we can be sure that this is the case.

Tai Chi and Qigong are traditional Chinese martial arts which use slow meditative movements to support relaxation, balance and health. Different studies have shown reduced stress and mood disturbance with repeated practice. As with other techniques, this may be due to the opportunity provided to 'switch off' but also the longer term ability to discipline the mind.

***"Tai Chi has helped me maintain and strengthen myself - body, mind & spirit."***

*[Comment adapted from social networking site]*



**Task 6:** In each box, explain what you learnt from their work on mental health and emotional wellbeing.

New challenges

Reframing negative thinking

Recognising mental ill-health and when to get help

Promoting emotional wellbeing

# Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 1

## Positive and Healthy Relationships

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can evaluate whether a relationship is healthy or unhealthy.



I can identify strategies to build a healthy lasting relationship



I can define what is a healthy relationship.



**Key words:** Healthy relationship, foundations, balance, communication, compromise, teamwork.

**Task:** Read this relationship scenario. Jess and Ethan aren't looking for a serious relationship yet, but what is it about their relationship that makes it healthy?

---

---

---

---

---

---

---

---

---

---

Jess and Ethan are both 16. They met at their school drama club 6 months ago. They chatted for a month or so before Ethan plucked up the courage to ask Jess out. Ethan likes that Jess is confident and they can talk about silly things and serious things for hours. Jess thinks that Ethan is funny and kind. Jess and Ethan enjoy drama club and hanging out watching box-sets together. Ethan is mad about football and plays three times a week. Jess isn't into football but she likes to go to watch Ethan play sometimes. When he is at football she goes out with her friends or catches up on school work. Ethan used to get a bit upset that Jess didn't come to watch him play more often but they had a chat and Jess explained that she really wants to do well at school this year so she has to work hard. Ethan likes that Jess is ambitious and so is not okay about her not coming to watch him play often.

**Task:** As you watch this video, make a note whether Jess and Ethan's relationship displays the four things that it suggests are needed to keep a relationship strong.

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



**Task:** Below are an example of a ‘harsh’ start-up and a ‘soft’ start-up to Ethan and Jess’s conversation about Jess watching Ethan playing football. In Your pairs suggest how Jess might reply and what Ethan says next.

## ‘Harsh’ start-up

Ethan: *Why do you never come to watch me play football? All the other lads’ girlfriends come to watch them play. Maybe that’s because they like their boyfriends more than you like me.*

*Possible response:*

---

---

---

---

---

---

---

## ‘Soft’ start-up

Ethan: *I wish you could come to watch me play football more often. I like it when you come to watch me play.*

*Possible response:*

---

---

---

---

---

---

---

**Task:** Decide which of these are signs of a healthy relationship and explain why.

Signs of Healthy Relationships	Why is this a sign of a healthy relationship?
The relationship is built mostly on friendship and fun	
Expect perfection – if it's anything less move on	
Partners feel able to talk openly to each other and deal with conflict at an early stage	
If it's the 'right' relationship you only need each other.	

**Task:** Identify which are the skills and strategies needed for building lasting healthy relationships.

Skills/Strategies	/ or x
Know yourself and <u>work out</u> if you'd make a good team	
Put <u>work in</u> to develop a good relationship	
<u>Work to</u> change yourself to be the person your partner wants	
<u>Work at</u> problems as they arise to reach a compromise	
<u>Work through</u> hard times with help from family and friends	

# RELATIONSHIP QUALITIES & BEHAVIOURS

**Are these features of a healthy or unhealthy relationship?**

**Task:** Place the statements along a continuum drawn in your books.

**Unhealthy**



**It depends**

**Healthy**

Common interests

Buying each other gifts and tokens of affection

Spending a lot of time together

Complimenting someone

Helping a person feel valued by cancelling plans to be with them

Laughing with a partner

Able to flirt with other people without it being a problem

Physical contact with a partner e.g. hugs and kisses

Clear communication if a partner does something upsetting

Splitting the bill when going out

Lots of texts, messages or calls each day from a partner

Taking time to listen when a partner talks about something

Friends in common

Changing clothing style to suit a partner's wishes

Agreeing with a partner on almost everything

Compromising on activity choices when spending time together

**Task:** Define a 'healthy relationship' in 30 words or fewer.

---

---

---

---

---





# Lesson 2 Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 2

## Image Based Abuse

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can define 'revenge porn' and explain the impacts of it.



I can evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences.



I can describe the law and penalties surrounding sextortion, image sharing and under-age image sharing.



I can explain how to report the above.



‘Revenge porn’, a name developed by the media to describe someone who uses photos or films taken in private to shame, humiliate or embarrass an ex-partner, sometimes in retaliation for something they have done, or to profit financially.

**Questions:**

1. Why is ‘revenge porn’ a difficult term for some people to use?

---

---

---

---

2. Why do some people prefer to use the term ‘image based sexual abuse’?

---

---

---

---

3. What is the law for image based sexual abuse?

---

---

---

---

4. What is the impact on the victim of image based sexual abuse?

---

---

---

---

5. What should you do if someone is threatening you with image based sexual abuse?

---

---

---

---

6. How could you support victims of image based sexual abuse?

---

---

---

---

**Deepfakes** : An image or recording that has been convincingly altered and manipulated to misrepresent someone as doing or saying something that was not actually done or said.

Why is this such a big problem?	What's being done about it?

Leanne was checking her emails. She had received something strange. 'Everyone can see this is you, you filthy girl.' The email began. 'We have your contact list – and your family will be disgusted by your actions. Sending us £1000, however, could make this horrible problem go away...'

The email contained a video of Leanne performing a sexual act on a man she had never seen before in her life.

**Turn and Talk:** What might have happened to Leanne? How could this happen?

**Task:**

1. Read the following information sheet.
2. Read the real case studies and use the information sheets to sentence the cyber criminals.

Defendant 1.



**This 34-year-old man from Sunderland blackmailed teenage girls into sending images. He also plead guilty to multiple counts of sexual communication with a child and making indecent images.**

**Sentence given:**

Defendant 2.



**A man in Glasgow was arrested for sextorting more than 20 women online, threatening to share their images if they did not send money.**

**Sentence given:**

Defendant 3.



**Two Nigerian men arrested for the sextortion of 17-year-old schoolboy Jordan Buta, who tragically took his own life.**

**Sentence given:**

Defendant 4.



**A Northern Irishman arrested for abusing at least 70 children online, including causing one to take their own life, and for catfishing victims by posing as a young girl on Snapchat.**

**Sentence given:**

### **Sextortion, the sharing of illicit imagery in UK law and the penalties to expect**

Sextortion is a form of blackmail where offenders threaten to release intimate or sexual images of a person unless they comply with demands – just like what Leanne experienced in today’s starter. These demands often involve money but can also include more images, videos, or sexual favours. Criminals frequently use fake social media accounts to lure victims into sending images, then threaten to share them with family, friends, or employers, or they may just contact you through email, or even text message or a voicemail from an unrecognisable voice and number. Children and teenagers are particularly at risk, with increasing cases of victims as young as 11 being targeted in the UK.

The law is clear: anyone under 18 is classed as a child, and it is illegal to take, make, possess, or share sexual images of anyone under this age, even if the person created the image themselves or shared it consensually with a peer. This falls under the Protection of Children Act 1978 and the Sexual Offences Act 2003. For adults, sharing intimate images without consent (commonly called “revenge porn”) is illegal under the Criminal Justice and Courts Act 2015, with penalties strengthened by the Online Safety Act 2023 to cover threats, deepfakes, and cyberflashing.

#### **Penalties and Sentences**

The punishments for offences vary depending on severity:

- Child sexual images: Production or distribution can lead to up to 10 years in prison. Possession alone carries a maximum of 5 years. Convictions often result in being placed on the sex offenders register.
- Adult intimate image abuse: Sharing or threatening to share without consent can result in up to 2 years in prison, a fine, or both.

Sextortion and image abuse cases are rapidly rising – that’s why it’s so important for us to learn about it. Between 2020 and 2023, reports of sextortion to UK police increased by almost 400% and the Internet Watch Foundation reported a 2,600% rise in cases involving girls aged 11–13. Childline delivered over 900 counselling sessions on sextortion in one year, and the NSPCC recorded a significant increase in adult concerns about children being targeted. The Revenge Porn Helpline also reported a 57% rise in cases of adult intimate image abuse, with online forums increasingly being used to trade women’s pictures without consent.

The impact of sextortion and illicit image sharing goes far beyond legal penalties. Young people found creating or sharing indecent images may face investigation, potential criminal records, and even inclusion on the sex offenders register, which can affect future employment and travel. Adult offenders can face prison sentences, fines, and long-lasting reputational damage. For victims, the psychological harm can be severe—many report feelings of shame, isolation, and fear, and several young people in the UK have tragically died by suicide as a result of sextortion.

If you are in anyway affected - seeing demands, feeling pressured, or worried you have received something you shouldn’t have, here’s a calm, step-by-step plan to follow:

1. **Stop responding** to the blackmailer—don’t send more images, money, or messages.
2. **Save the evidence** (screenshots, usernames, messages) but don’t delete your accounts.
3. **Tell a trusted adult immediately** (parent/carer, teacher, or safeguarding lead at school).
4. **Report to police** straight away (999 in an emergency, 101 otherwise) because sextortion is a crime.
5. **Report the account** on the platform (Instagram, Snapchat, TikTok, etc.) so it can be taken down.



# Lesson 3 Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 3

## Public Sexual Harassment

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can explain what sexual harassment and harmful sexual behaviours are and how they may affect someone.



I can describe strategies to challenge sexual harassment and harmful sexual behaviour.



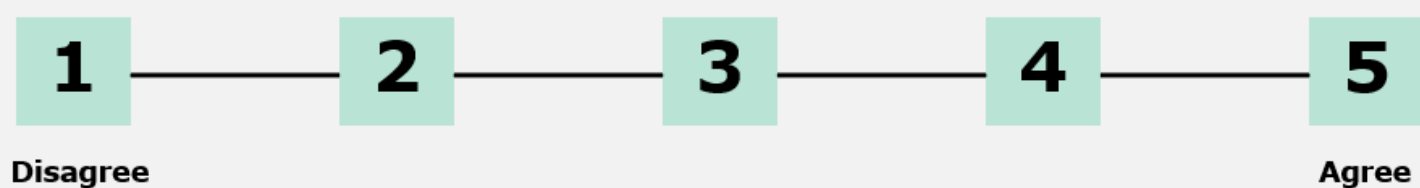
I can describe how to access sources of support in relation to sexual harassment and harmful sexual behaviours, and how barriers or concerns about seeking help can be managed.



**Key words:** PSH, bystander, cumulative impact, victim-blaming, legislation,

# Baseline assessment – attitude continuum

Indicate from 1 to 5 how much you agree with each statement:



- A** The way someone looks can suggest that they are flirty and want attention.
- B** It's always nice to get attention, no matter what kind of attention or who it is from.
- C** Adults get worried about some teenage behaviours that are just normal flirting.
- D** If someone annoys or teases another person, they probably like them.

**Sexual harassment** - Sexual harassment is any kind of unwanted behaviour of a sexual nature that makes you feel humiliated or intimidated, or that creates a hostile environment.

## Compliment or offensive?

Which of these are compliments and which are offensive?

- |          |  |          |   |
|----------|--|----------|---|
| <b>A</b> | Someone's partner says: "I like you better when you're naked"                              | <b>B</b> | Someone's partner says: "I love spending time with you – you really make me laugh"                |
| <b>C</b> | Someone's partner says: "You look really pretty/handsome today"                            | <b>D</b> | Someone's friend says: "You're cute, how are you still single?"                                   |
| <b>E</b> | A stranger shouts: "You make me horny"   | <b>F</b> | Someone's friend says: "Congratulations on getting the top grade in that last essay!"             |
| <b>G</b> | A comment online says: "You're so much fitter than your mates"                             | <b>H</b> | Someone in school says: "Hey, great drama performance earlier, do you want to hang out at lunch?" |
| <b>I</b> | Someone's partner says: "It's good you're not like other girls, they can be really slutty" | <b>J</b> | A message from a stranger says: "Those pictures are so hot, want to see a nude?"                  |

**After reading each of the online posts to a problem page forum:**

- 1. Identify the barrier that each character is facing, which is stopping them reporting their concerns.
- 2. Discuss what advice should be given to each character.

**The Problem Pages**



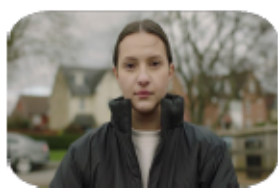
**Noah**

**Please help**

So, recently something weird has been happening to me at school. There's this girl who every time she sees me in the corridor tries to pinch or slap my bum. She's a popular girl and whenever she does it my mates cheer and laugh. Most of them think she's doing it because she fancies me. But we never speak and the rest of the time she doesn't even seem to notice I exist. It makes me feel uncomfortable and self-conscious. And I hate that everyone else just thinks it's funny. I tried to tell one of my friends it creeped me out but he just told me to man up and said I should enjoy it. Am I over-reacting? What should I do?

**Thanks.**

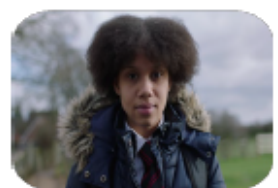
**What advice would you give to Noah?**

**Vestina****Who do I believe?**

There's a boy in my class I really like, and we've been flirting for a while now. He tells me all the time that he thinks I'm fit and in the lunch hall he wants me to sit on his lap. We make out sometimes but we're not officially boyfriend and girlfriend. He hangs out with quite a big group and all the girls he's friends with have started saying I'm easy and that he's only interested in me because everyone knows I'm a slag. I feel like they're always giving me nasty looks and giggling behind my back. When I tried to talk to him about it, he laughed it off and said they were jealous. I really like him, but I don't know who to believe?

**In need of advice. Thanks.**

**What advice would you give to Vestina?**

**Kitty****Should I be offended?**

The boys at my school are always making comments about my breasts. I was one of the first to get my periods and my boobs are already way bigger than anyone else's. When I walk around in school, I feel like the boys are literally staring at my chest and often wolf whistle when I go past. My name is Kitty and sometimes I'm sure they are deliberately saying Titty instead. I've always liked my body and sometimes it feels great to be noticed, but other days I wish people would just leave me alone. My friend was shocked when she heard what they were saying and told me I should be really annoyed. How am I meant to feel about this?

**In need of advice. Thanks.**

**What advice would you give to Kitty?**



Jerome

**What do I do now?**

I started dating another boy in my school, it was going okay but I stopped going out with him because I felt a bit unsure about how he spoke to me sometimes, it made me feel a bit worried. Since we broke up, he's been winking at me in the corridor and making suggestive comments online. I'm worried he's going to tell someone, or that if I tell someone about what he's doing, then everyone will find out I'm gay and this isn't how I want them to find out. I'm just not ready to talk about it yet. I spoke to one friend who knows, and they offered to report it to the teachers for me, but I'm still worried.

**Not sure what to do.**

**What advice would you give to Jerome?**

Cassy

**Please help**

I recently got a job in a local shop. The interview was a bit weird because I thought the man who interviewed me was flirting, but I was really pleased I got the job, so I decided to just ignore it. He's now my supervisor and makes me feel really uncomfortable when we're in the shop together - he is always staring at me and he makes jokes about me being attractive. This week he said he'd made sure we were working together on all next month's shifts so we can get to know each other better, then winked at me!

**Hoping for an out.**

**What advice would you give to Cassy?**

# Safe or unsafe scenarios?

- Order these scenarios from the most to least safe, explaining your choice for the least safe.
- Is there anything the person could do to make the unsafe situations safer?

Walking home alone after a night out

Going to watch live music alone

Going to a bar with friends

Going on a first date to the cinema

Inviting new friends over for a games night at home

Staying late at the library after everyone else has gone

Approaching a stranger on the street who looks upset

**Task:** Read through two scenarios. Complete the mindmap to suggest what should the characters do next.

## Scenario 1

Jane and her friends have recently turned 18 and are going on a night out. There are six of them altogether; three girls and three guys who all share a house in the student part of town. To save money, they have started drinking at home before they go out, around 7pm. They leave at 9pm to go to a late night bar on the other side of town which is open until 2am. But when they get there, Jane has forgotten her ID and seems quite drunk already. The bouncer won't let her in.

## Scenario 2

Tunde and a group of mates are all walking home from a night out. They've only had a few drinks, but they've been watching football so are all singing chants and bantering with each other. Tunde notices a girl from his lecture class who looks upset, sitting on a curb, staring at her phone, which has run out of battery. He asks if she is okay, but she says: "I don't know you, leave me alone." She bursts into tears and buries her head in her hands.

## Scenario 3

Isla and her group of girl friends have been out late-night shopping. They get on the night bus going home, which is really empty. They are sitting upstairs chatting when a guy gets on and sits right beside them all. He is staring at them, and after a few minutes, they realise he is touching himself. They are all feeling horrified and intimidated.

## Scenario 4

Ivan has heard rumours that one of his friends Leo, is a bit creepy and handsy with girls. Whenever the friendship group hangs out, Ivan notices the girls avoid getting close to Leo, and when he's drunk, he grabs hold of them on the dance floor. Most of the other guys laugh it off and think Leo is a chancer. One night, their friend Sofia is crying and leaves early. Leo tells Ivan he is going after her to see if he can cheer her up because it's always easier to get a girl into bed when she's upset.



# Lesson 4 Low Stake Quiz

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

# Sliding Scale – Lesson 4

## Managing Personal Data

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I can identify a range of cyber security risks and threats.



I can explain how activities online might be subject to cyber threats



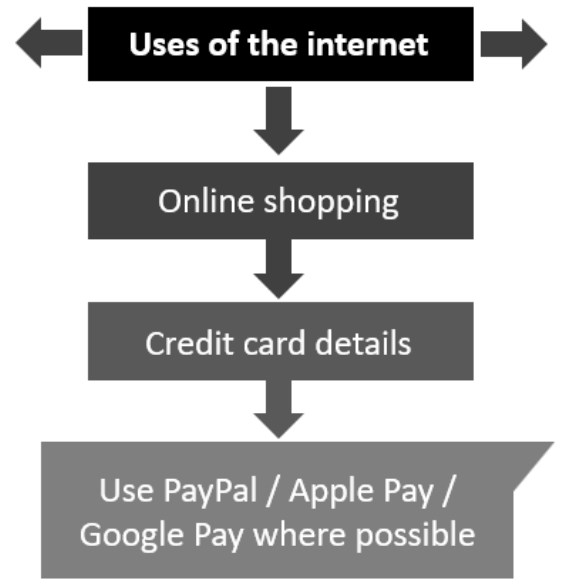
I can demonstrate ways to protect personal information to reduce the risk of being hacked



# What's our starting point?

## Task:

1. Create a list of all the reasons that people might use the internet
2. For each reason, add any risks to personal information
3. For each risk, add any ways to stay safe and protect personal information



## Whilst watching the film, make notes on:

1. The risks that were taken
2. The consequences for the characters

Risks	Consequences

**Task:**

1. You will be provided with a range of key terms and definitions that relate to cyber security.
2. Use the definition to help you identify the types of social engineering.
3. Which types of social engineering occurred in the film?

<b>Cyber security definitions:</b>	Is this an example of social engineering? (tick)	Was this type of social engineering experienced in the film? (tick)
<b>Viruses:</b> Programs which can self-replicate and are designed to infect software programs or systems.		
<b>Phishing:</b> Untargeted, mass emails sent to many people, asking for sensitive information (such as bank details) or encouraging them to visit a fake website through a link. This could also be through social media messages. For example, someone might click on a fake advert and enter their details (credential harvesting).		
<b>Blagging:</b> When someone makes up a story to gain a person's interest and engage them in communication, often via email.		
<b>Malware:</b> Malicious software - this includes viruses or any code or content that could have a negative impact on organisations or individuals.		
<b>Pharming:</b> When a user is redirected from a genuine website to a fake one because of malware on their device.		
<b>Shouldering/Shoulder surfing:</b> Looking at someone's information over their shoulder, for example whilst they are entering a pin.		
<b>Spear-phishing:</b> A more targeted form of phishing, where the email is designed to look like it's from a person the recipient knows and/or trusts.		
<b>Malvertising:</b> Using online advertising as a delivery method for malware.		
<b>Smishing:</b> Phishing via SMS - text messages are sent to users, asking for sensitive information (e.g. bank details) or encouraging them to visit a fake website.		
<b>Ransomware:</b> Malicious software that makes data or systems unusable until the victim makes a payment.		
<b>Spyware:</b> A type of malware that infects a PC or device and gathers information about the user, including online activity, usernames and passwords, payment information, and emails.		
<b>Whaling:</b> Highly targeted phishing attacks (which look like legitimate emails) that are aimed at senior executives.		

# What have we learnt?

## Task:

1. Return to your mind map from the start of the lesson.
2. Add any new learning from the lesson and make any corrections as necessary to your first version.

