

PONTEFRACT
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OUT OF LESSON WORK
TERM 1
HEALTH AND SOCIAL
CARE
YEAR 11



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Year 11 – H & S Care



PONTEFRACT

Lesson 1 – Key Words and definitions

Lesson 2 – Genetic inheritance and ill health

Lesson 3 – Ill health

Lesson 4 – Food

Lesson 5 – Exercise

Lesson 6 – Substance Abuse

Lesson 7 – Personal Hygiene

Lesson 8 – Stress

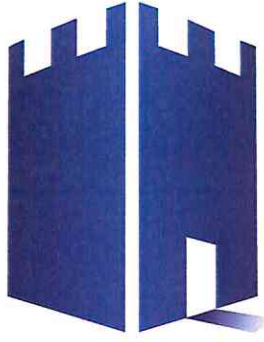
Lesson 9 – Relationships

Lesson 10 – Finances

Lesson 11 – Environmental Factors

Lesson 12 – Housing

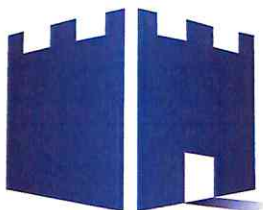
Lesson 13 – Key Piece of Work



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LESSON 1



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Primary School

Planner


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Date: 10th September 2020



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Component 3 – Definitions of health and wellbeing- Lesson 1




Do

1. Name the six life stages .

2. Which ages link to the life stages?

3. The acronym P.I.E.S stands for what four words?

4. What do the terms growth and development mean?


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Primary School

Learning Focus:
To be able to understand the different definitions of health and wellbeing

Key Terms:
Health, wellbeing, factors, physical, intellectual, emotional, social.

Learning Outcomes:
To be able to explain the difference between 'health' and 'wellbeing' and identify a range of factors which may influence them.

Starter- Speak for the team



In pairs, write down what you think the words:

'health and
well-being' mean.

How can we tell if someone is healthy?

What is health and wellbeing?



- Health and well-being can be described as the absence of physical illness, disease and mental distress. This is a negative definition of health and well-being.
- Health and well-being can be described as the achievement and maintenance of physical fitness and mental stability.
- This is a positive definition of health and well-being. health and well-being as being the result of a combination of physical, social, intellectual and emotional factors. This is a holistic definition of well being.
- The ideas about health and well being change over time and vary between different cultures and life stages.

Reflect on what each of these definitions means in your tables. Feedback to class.

Case Study - Max



- How can we tell if Max in the photograph is healthy?
- What factors might be affecting his health and wellbeing?



Extension- Which PIES may be specifically effected?

Factors influencing health and wellbeing

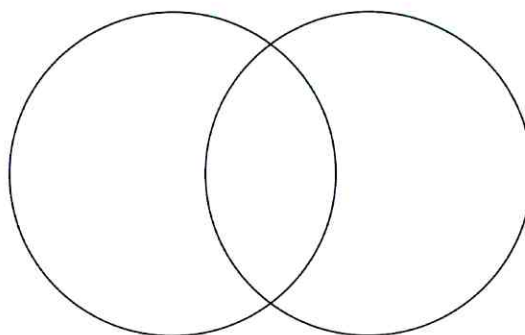


List all the factors which could have a **positive** and **negative** impact on a person's health and wellbeing. In the middle of the Venn diagram, write down the factors which could be both (**positive** and **negative**).

Positive

Negative

You can refer to your own experiences if it helps!



Example:
Exercise – does this have a positive/negative impact?

Factors influencing health and wellbeing



Positive	Negative
<ul style="list-style-type: none"> • Balanced diet • Regular exercising • Sleep and rest • Supportive relationships • Adequate financial resources • Stimulating activity (education, work, leisure activity) 	<ul style="list-style-type: none"> • Genetically inherited diseases/conditions • Substance misuse (drugs, alcohol, smoking) • Poor diet (under-eating, overeating) • Stress • Lack of personal hygiene • Lack of exercise • Poverty • Environmental pollution

Factors influencing health and wellbeing



- Choose a **different factor** each.
- Create a paragraph or mind map explaining **how/why your factor can have a negative impact** on health and wellbeing. Link to all PIES.

Extension Task

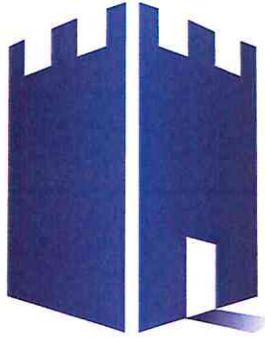
Explain how the PIES are interrelated

e.g. If the person is taking illegal drugs then there will be a negative impact on their physical health because of the addiction, losing weight, craving their next fix and this would therefore impact on their intellectual health because they will not be able to concentrate etc.

Plenary



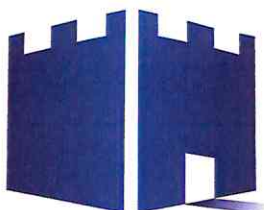
- In what ways could you manage some of the factors which have a **negative impact** on health and wellbeing?



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LESSON 2



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Genetic inheritance- Lesson 2


- 1) Describe how someone who is healthy may look.**
- 2) What does the word genetic mean?**
- 3) Name three primary care services.**

 **PONTRACFT**

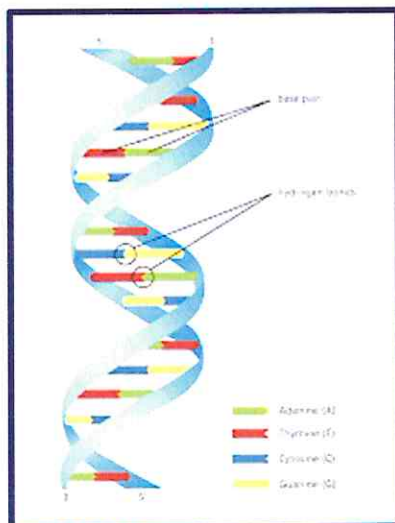
Learning Focus:
To be able to describe the impact of genetically inherited diseases on an individual.

Key Terms:
Health, wellbeing, factors, physical, intellectual, emotional, social, genes, DNA, predisposition.

Learning Outcomes:
To be able to explain the physical, intellectual, emotional and social impact of either cystic fibrosis or down's syndrome/ student choice.



How genetic conditions are inherited



The science bit!

A Chromosome is a threadlike structure of nucleic acids and protein found in the nucleus of most living cells, carrying genetic information in the form of genes.

Most of us have 23 pairs on chromosomes in each of our body cells. One chromosome from each pair inherited from our birth Mother and one from our birth Father. These chromosomes contain the genes from our birth parents. A faulty gene can cause a condition to be inherited.

Extension – Does anyone know the difference between a dominant and a recessive gene?

Cystic Fibrosis

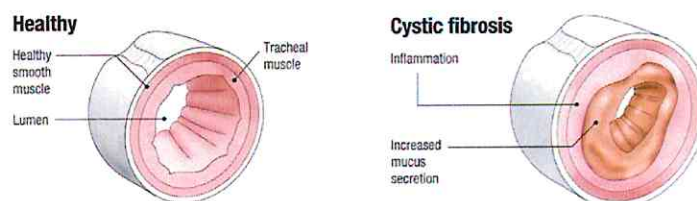


Cystic fibrosis is an inherited condition in which the lungs and digestive system can become clogged with thick, sticky mucus.

It can cause problems with breathing and digestion from a young age. Over many years, the lungs become increasingly damaged and may eventually stop working properly.

Most cases of cystic fibrosis in the UK are now identified through screening tests carried out soon after birth. It's estimated that 1 in every 2,500 babies born in the UK has cystic fibrosis.

A number of treatments are available to help reduce the problems caused by the condition, but unfortunately average life expectancy is reduced for people who have it.



Symptoms of Cystic Fibrosis



- **Some of the main symptoms of cystic fibrosis can include:**
- recurring [chest infections](#)
- difficulty putting on weight
- frequent, wet-sounding [coughs](#)
- [diarrhoea](#)
- occasional wheezing and [shortness of breath](#)
- People with the condition can also develop a number of related conditions, including [diabetes](#), thin, weakened bones ([osteoporosis](#)) and liver problems.

Questions to consider:

- *What might it be like to inherit a condition such as cystic fibrosis?*
- *How this would affect their PIES needs?*



Down's syndrome, also known as Down syndrome or trisomy 21, is a genetic condition that typically causes some level of learning disability and certain physical characteristics.

People with Down's syndrome are more likely to have certain health problems, including:

- heart disorders, such as [congenital heart disease](#)
- hearing and vision problems
- thyroid problems, such as an [underactive thyroid gland \(hypothyroidism\)](#)
- recurrent infections, such as [pneumonia](#)



Questions to consider:

1. *What might it be like to inherit a condition such as Down's syndrome?*
2. *How this would affect their PIES needs.*

Individual task



- Research on the web one genetically inherited disease and complete the table on the next slide.
- Make sure you are finding evidence that shows it impacts on all of the PIES if possible.
- Remember the ones we have looked at in today's lesson are:
- Cystic Fibrosis
- Downs Syndrome
- Huntington's disease
- But you may research one of your own if you wish.

SCREENING

Cystic fibrosis is increasingly being diagnosed earlier in life because of the introduction of newborn screening in past 70 years. In 2010, over half of the patients with cystic fibrosis in the United States were diagnosed shortly after birth. Newborn screening offers the ability to manage lung health before symptoms develop.

MANAGEMENT

Traditionally, the standard of care focused on preventing and treating complications.

MECHANISMS

CFTR mutations cause various molecular defects, including no production of functional protein, absent or diminished protein processing, defective ion gating or decreased ion conductance. In the lungs, CFTR dysfunction results in mucus accumulation that obstructs the airway lumen and diminishes mucociliary clearance. The lack of bicarbonate secretion leads to an acidic pH of the airway surface liquid in cystic fibrosis, which might contribute to defective bactericidal killing — predisposing patients to infection.

In extraordinary organs (for example, the pancreas and liver), ductular obstruction is also observed.

DIAGNOSIS

Screen-positive newborns can be diagnosed by a sweat test; individuals with cystic fibrosis have more chloride in their sweat than unaffected individuals. Identifying lung disease relies on lung function measurements, imaging and bronchoscopy. Biopsy, which is used to detect infection and inflammation. Genetic testing is an important part of modern diagnosis, because mutation-specific therapy is an increasing reality.

OUTLOOK

Many modifier genes might be active in cystic fibrosis, influencing intracellular pathways or other ion channels. Understanding these functions might help to predict the variability in responses to genotype-specific treatments, and to design better treatments. Indeed, finding therapeutic strategies for the aspects of the disease beyond CFTR dysfunction will be important to maintain lung health in patients with cystic fibrosis.

QUALITY OF LIFE

Cystic fibrosis is a multisystem disease that affects many organs, but over the past 20 years, health outcomes and lifespan have improved dramatically with the introduction of targeted therapies. However, treatment complexity and perceived burden are concerns among patients, and might affect adherence to treatment. Modern trials now routinely use reliable and valid instruments to assess quality-of-life domains in cystic fibrosis.

The presence of one CFTR allele that is at least partially active can vastly improve clinical outcome in cystic fibrosis.

Article number: 2016-01-023 | <https://doi.org/10.1038/nrn3496> | 24 May 2016



Huntington's disease is a condition that stops parts of the brain working properly over time. It's passed on (inherited) from a person's parents.

It gets gradually worse over time and is usually fatal after a period of up to 20 years.

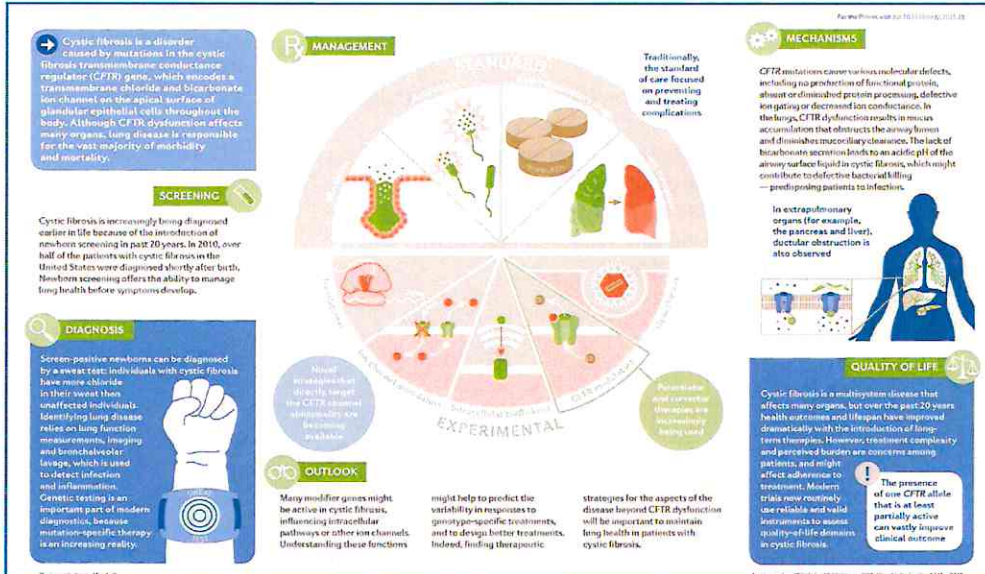
Symptoms

The symptoms usually start at 30 to 50 years of age, but can begin much earlier or later.

Symptoms of Huntington's disease can include:

- difficulty concentrating and memory lapses
- [depression](#)
- stumbling and clumsiness
- involuntary jerking or fidgety movements of the limbs and body
- mood swings and personality changes
- [problems swallowing](#), speaking and breathing
- difficulty moving

Full-time nursing care is needed in the later stages of the condition. It's usually fatal about 15 to 20 years after symptoms start.



MANAGEMENT

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MECHANISMS

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In extrapulmonary organs (for example, the pancreas and liver), ductular obstruction is also observed.

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The presence of one CFTR allele that is at least partially active can vastly improve clinical outcome.

How it's inherited

Huntington's disease is caused by a faulty gene that results in parts of the brain becoming gradually damaged over time.

You're usually only at risk of developing it if one of your parents has or had it. Both men and women can get it.

If a parent has the Huntington's disease gene, there's a:

- 1 in 2 (50%) chance of each of their children developing the condition – affected children are also able to pass the gene to any children they have
- 1 in 2 (50%) chance of each of their children never developing the condition – unaffected children can't pass the condition on to any children they have

Very occasionally, it's possible to develop Huntington's disease without having a history of it in your family. But this is usually just because one of your parents was never diagnosed with it.

When to get medical advice

Speak to your GP for advice if:

- you're worried you might have symptoms of Huntington's disease – especially if someone in your family has or had it
- you have a history of the condition in your family and you want to find out if you will get it, too
- you have a history of the condition in your family and you're planning a pregnancy

Your GP may refer you to a specialist for [tests to check for Huntington's disease](#).



Treatment and support

There's currently no cure for Huntington's disease or any way to stop it getting worse.

But treatment and support can help reduce some of the problems it causes, such as:

- medicines for depression, mood swings and involuntary movements
- [occupational therapy](#) to help make everyday tasks easier
- speech and language therapy for feeding and communication problems
- [physiotherapy](#) to help with movement and balance





What it's like to have Down's syndrome

People with Down's syndrome will have some level of [learning disability](#). This means they'll have a range of abilities.

Some people will be more independent and do things like get a job. Other people might need more regular care.

But, like everyone, people with Down's syndrome have:

- their own personalities
- things they like and dislike
- things that make them who they are



Physical features

Some physical characteristics of Down syndrome [include](#):

- eyes that slant upward, have oblique fissures, have epicanthic skin folds on the inner corner, and have white spots on the iris
- low muscle tone
- small stature and a short neck
- a flat nasal bridge
- single, deep creases across the centre of the palms
- a protruding tongue
- a large space between large and second toe
- a single flexion furrow of the fifth finger



Developmental delays

People who have Down syndrome usually have cognitive development profiles that suggest mild to moderate intellectual disability. However, cognitive development and intellectual ability are highly variable.

Children with Down syndrome often reach developmental milestones a little later than their peers.

For example, there may be a delay in learning to talk. A child may need speech therapy to help them gain expressive language.

Fine motor skills may also be delayed. They can take time to develop after the child acquires gross motor skills.

On average, a child with Down syndrome will:

- sit at 11 months
- crawl at 17 months
- walk at 26 months

There may also be problems with attention, a tendency to make poor judgments, and impulsive behavior.

However, most people with Down syndrome can attend school and become active, valued members of the community.

Health issues

Sometimes, there are general health problems that can affect any organ system or bodily function. Around [half](#) of all people with Down syndrome have a [congenital heart defect](#).

There may also be a higher risk of:

- respiratory problems



Health issues

Sometimes, there are general health problems that can affect any organ system or bodily function. Around [half](#) of all people with Down syndrome have a [congenital heart defect](#).

There may also be a higher risk of:

- respiratory problems
- hearing difficulties
- Alzheimer's disease
- childhood [leukemia](#)
- epilepsy
- thyroid conditions

Despite this, there seems to be a lower risk of hardening of the arteries, [diabetic retinopathy](#), and most kinds of [cancer](#).

Impact of Down's syndrome on an individuals growth and development



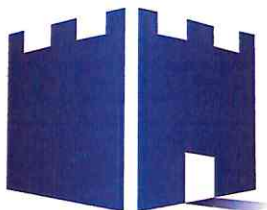
Physical The physical impact on a person would include.....	Intellectual The intellectual impact on a person would be.....
Emotional The emotional impact on a person would be	Social The social impact on a person would be.....



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LESSON 3



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Do

Component 3 – Ill health

- 1) What are genetically inherited diseases?
- 2) Name three factors that positively impact on health and wellbeing.
- 3) Name three secondary care services.



Learning Focus:
To understand the impact of illness on health and wellbeing

Key Terms:
Physical, intellectual, emotional, social, genetics, predisposition, illness, acute, chronic

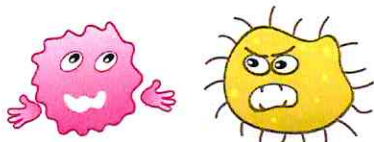
Learning Outcomes:
To be able to explain the different types of illnesses and their impact on health and wellbeing.
Be confident writing PIES impact paragraphs

Starter Activity: Acute VS Chronic



"An illness is a disease or period of sickness affecting the body or mind."

Copy the definition



However, there are **different types of illnesses** which are known as either 'acute' or 'chronic'.

These are linked to the length/ability to overcome the illness.

In pairs, discuss the definitions for these and what you think they might mean.

Try and give some examples of acute and chronic illnesses.

Task 1: Chronic and Acute Illnesses



Acute Illness

disease that lasts a shorter time



Chronic Illness

disease that lasts a long time



Acute Illnesses

Chronic Illnesses

On your table, you must identify which of the following illnesses are either chronic or acute. List them in your table.



Bronchitis Conjunctivitis Diarrhoea Alzheimer's Disease
 Pneumonia
 Cold Broken Arm Liver Disease
 Crohn's Disease Chronic Fatigue Syndrome Alcoholism
 Kidney Failure Irritable Bowel Syndrome Heart Failure Influenza (flu)

Answers: Acute VS Chronic



Ensure your tables have the correct answers which are provided below:

Acute Illnesses	Chronic Illnesses
Bronchitis	Alzheimer's disease
Diarrhoea	Crohn's disease
Influenza	Heart failure
Cold	Irritable bowel syndrome
Broken arm	Alcoholism
Pneumonia	Kidney failure
Conjunctivitis	Chronic fatigue syndrome
	Liver disease

Extension- Could a chronic illness also be acute?

Knowledge check



Quick knowledge check

A disease that lasts only a short time is called a(n) _____ illness.

- A) Serious
- B) Heart
- C) None are correct
- D) Acute
- E) Chronic

Quick Check Question: #2

_____ illnesses cannot be cured.

- A) None are correct
- B) Serious
- C) Heart
- D) Acute
- E) Chronic

Quick Check Question: #3



A disease that lasts a long time and does not go away is called a(n) _____ illness.

- A) Heart
- B) Chronic
- C) Acute
- D) Serious
- E) None are correct

Task : Affects of Acute/Chronic illnesses



Reflect on the following:

One (1) Acute Condition

- What is an acute condition?
- Explain your chosen example in detail
- Outline the long-term and short-term effects on a person's PIES.

One (1) Chronic Condition

- What is a chronic condition?
- Explain your chosen example in detail
- Outline the long-term and short-term effects on a person's PIES.

Use the table we recently completed for help!



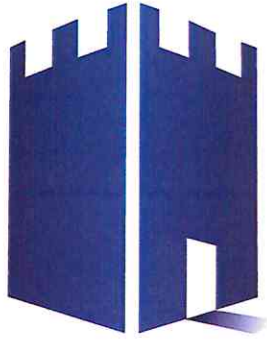
Extension work

A long term condition which is controlled by medication (e.g. asthma) has more impact on the health and wellbeing of the individual as opposed to a heart attack.

Do you **agree** or **disagree**?

In pairs, you have **2 minutes** to **think of reasons** why you **agree/disagree**.
Using the random name generator, if your name or your partners name is landed on, you must give your reasons.
Use examples to support!

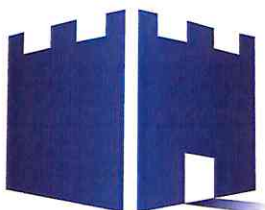
<https://www.classools.net/random-name-picker/>



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LESSON 4



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Component 3 - Diet

- 1) Name three foods that are good for us to eat?
- 2) What are acute illnesses? Give 1 example.
- 3) Name three of the life stages



Learning Focus:
To understand the impact of a healthy diet on health and wellbeing

Key Terms:
Physical, intellectual, emotional, social, fats, minerals, carbohydrates, vitamins, proteins, dairy, sugars

Learning Outcomes:
To be able to explain the impact of the major food groups on an individual and what happens if they are not eaten.

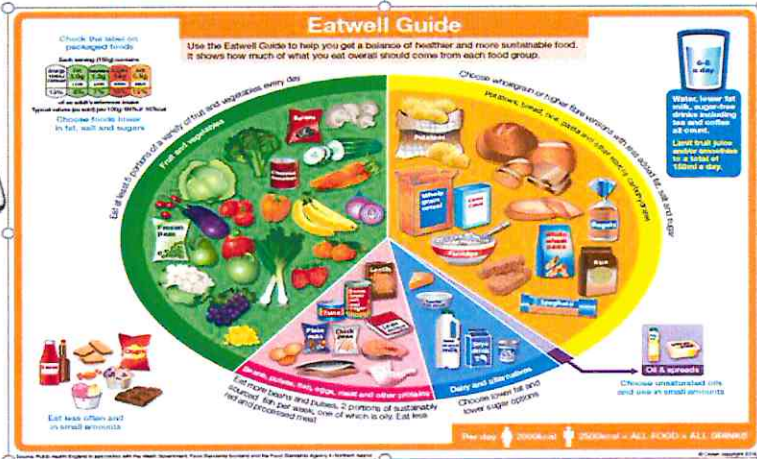
Task



In 2016 the "Eatwell Plate" changed, and became the "Eatwell Guide"



Take a close look at the old and new images. What has changed? Why do you think the changes needed to be made?



What's changed?



A front-of-pack nutrition label has been added.

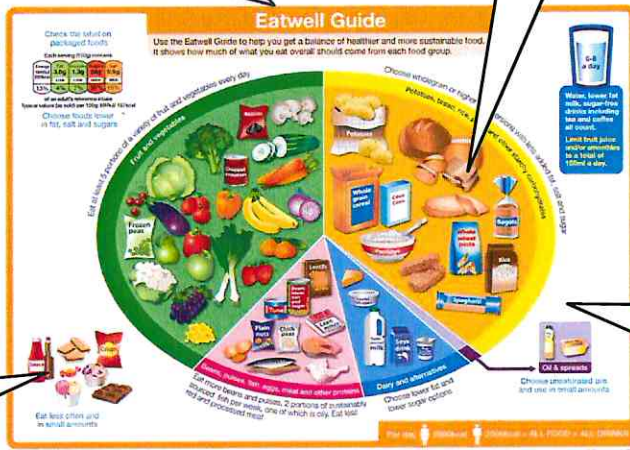
The name has changed.

Illustrations of foods and drinks are used.

Guidance on healthy hydration has been added.



The knife and fork have been removed.

Foods high in fat and/or sugars have been removed from the purple segment.



Additional messaging is provided for each food group.

What's changed?






Fruit juice is now included in the hydration message (not illustrated pictorially in this group) but a maximum of 150ml still counts as one portion of 5 A DAY.

The purple segment now only contains unsaturated oils and fat spreads, which eaten in small amounts, provide the types of fat that are essential.

The name of this food group has changed, to place emphasis on plant sources of protein, such as beans and pulses, that can be considered environmentally sustainable.

What's changed?

The segment sizes of the food groups have been adjusted to reflect current government advice for a healthy, balanced diet, such as eating plenty of fruit and vegetables and higher fibre starchy carbohydrate foods.

Average energy requirements for men and women have been added to reinforce the message that all foods and drinks consumed contribute to total energy intake.

Homework task



- Look at your food diary for the last few days



Have you eaten all the food groups? If not,
Why?

Are you eating the food groups in the correct
proportion? If not, why?

What do you need to do to improve your
diet?


Are you drinking enough liquid?



Research task




- It is important that we all know what foods from the 'eatwell guide' do to our bodies. We all need to consume the right amount of food and fluids each day.
- *What good do they do to our bodies?*
- *If we don't eat them what could happen to our bodies and minds when miss out some of the nutrients?*
- You need to reflect the key sections of the eatwell guide on the grid – both the positive impact and the negative if we don't eat them.



Category	Types of food	Positive impact on body	Risks to health if not eaten
Fruit and vegetables			
Starchy carbohydrates			
Proteins			
Dairy and alternatives			
Oils and spreads			
Hydration			

The naughty corner



- Extension task
- In the bottom left of the 'eatwell guide' is the naughty corner which contains all those foods we like to eat but are not good for us like:
- Crisps
- Sweets
- Cakes
- Chocolate
- Biscuits etc.
- Now add an extra section to your grid identifying the negative of those foods.

Extension task – The Soloman Family



The Soloman family is a nuclear family. Mrs Solomon works full time as a secretary, and Mr Soloman works manually on a building site. Sally (aged 6) and Jason (aged 12) are both in full time education. Mrs Soloman makes them all a packed lunch. The packed lunch comprises of:

2 ham sandwiches on white bread with butter

A packet of salt and vinegar crisps

A chocolate bar

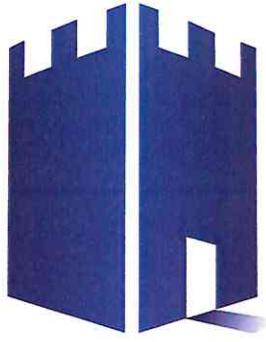
A can of fizzy coca cola

Evaluate the suitability of this lunch for the family in relation to the eatwell guide.

Extension task-Soloman Family



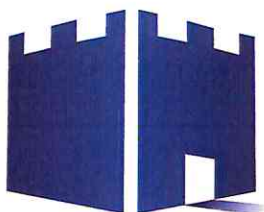
- Create a packed lunch that is more appropriate for the family.
- You may decide to create different lunches for each family member by taking into account their age, gender and amount of physical activity they do.
- Give reasons for your decisions.



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LESSON 5



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Do

Component 3 – Exercise

- 1) Name three sections of the 'eatwell' guide.
- 2) Name three foods from the 'naughty' corner.
- 3) Name two secondary care services.



Learning Focus:
To understand the impact of exercise on health and wellbeing

Key Terms:
Physical, intellectual, emotional, social, aerobic, anaerobic, enjoyment, monitor

Learning Outcomes:
To be able to explain the impact of exercise or a lack of exercise on an individual and their health and wellbeing.



What is the impact on this person's lifestyle?

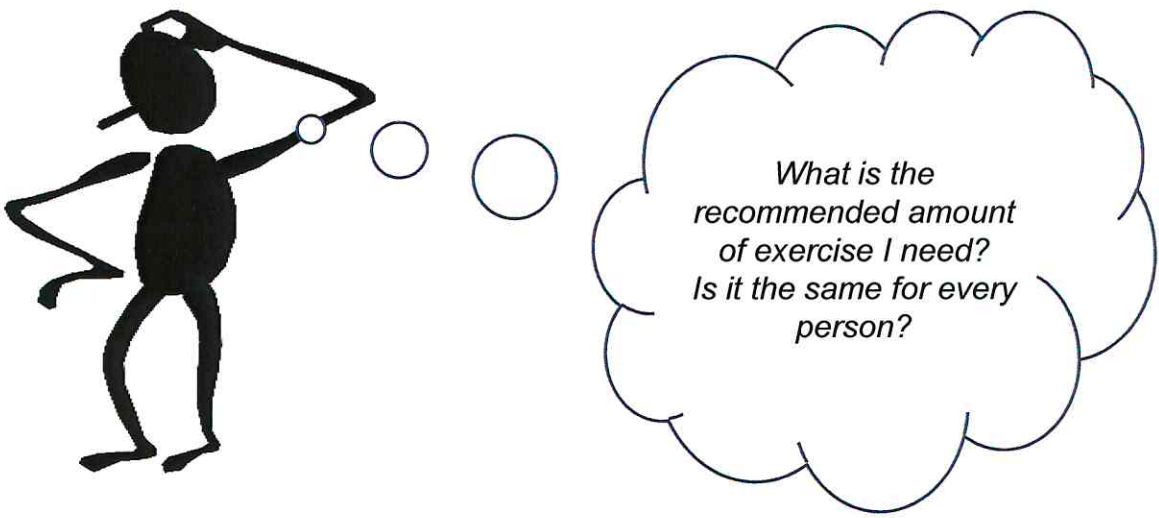



What types of food/drink can you see?
What other clues are there to his lifestyle choices?

Group task

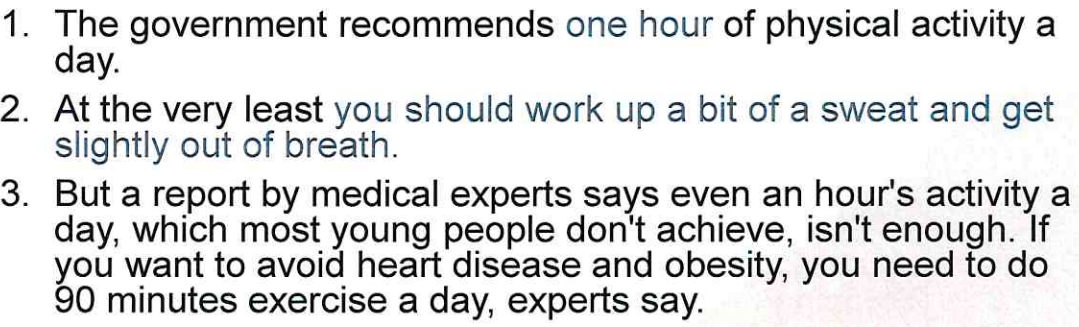



- In small groups consider- *What are the benefits of exercise?*
- *Write down your ideas in your exercise book.- 5 minutes*
- *Are there just physical benefits?*
- Extension task
- *Can you think of any intellectual, emotional and social benefits too?*



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*What is the recommended amount of exercise I need?
Is it the same for every person?*



 PONTFRACT

1. The government recommends one hour of physical activity a day.
2. At the very least you should work up a bit of a sweat and get slightly out of breath.
3. But a report by medical experts says even an hour's activity a day, which most young people don't achieve, isn't enough. If you want to avoid heart disease and obesity, you need to do 90 minutes exercise a day, experts say.



What do you think stops young people from exercising?

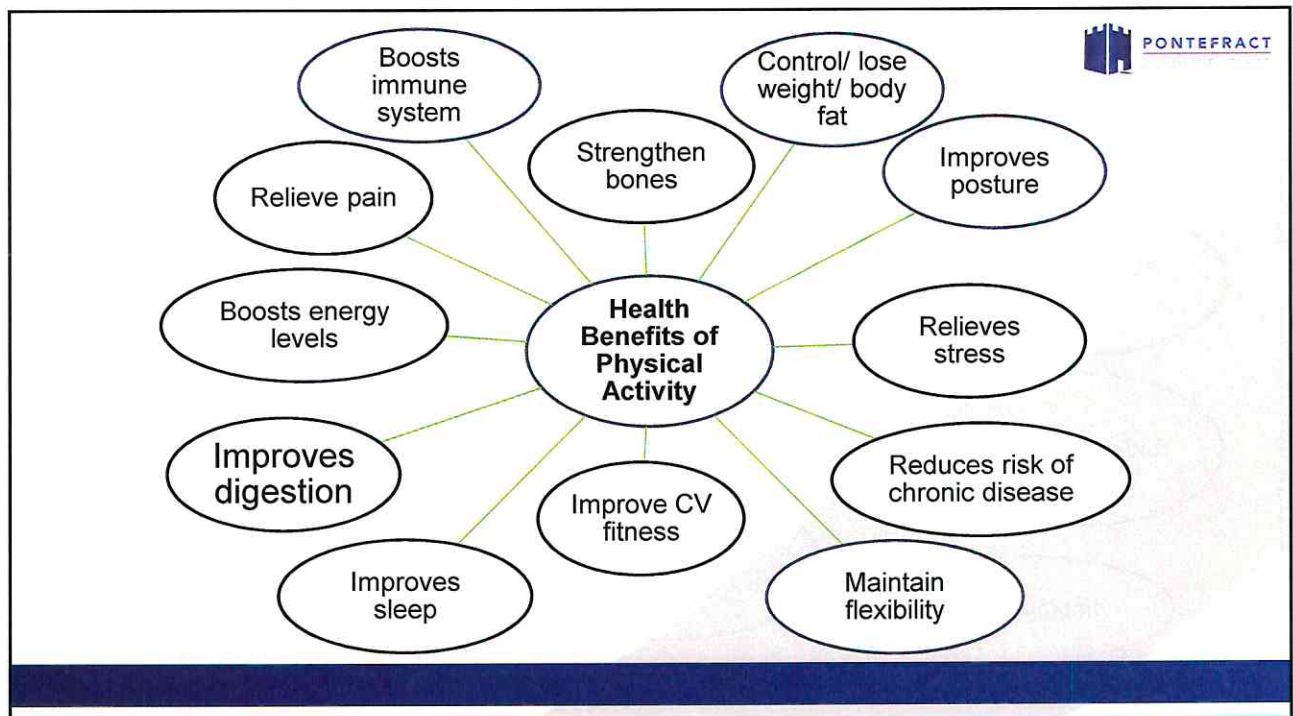
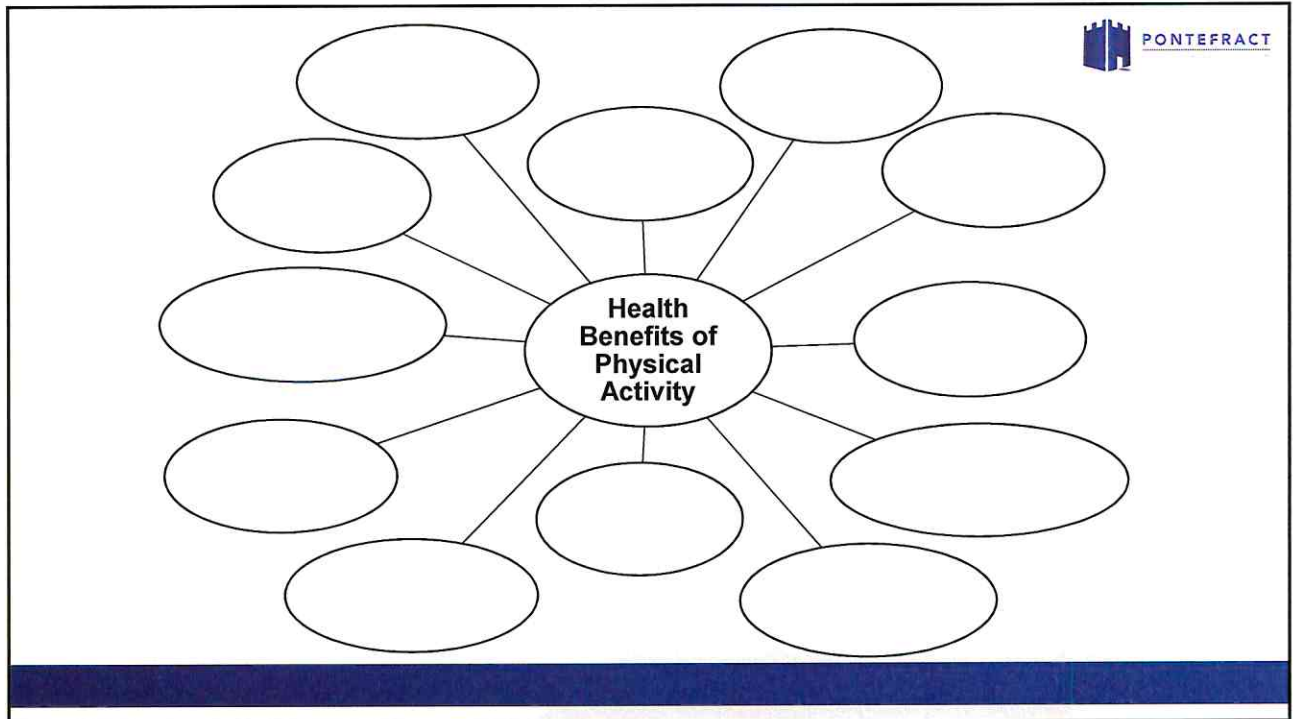
Why are so many young people unfit or overweight?

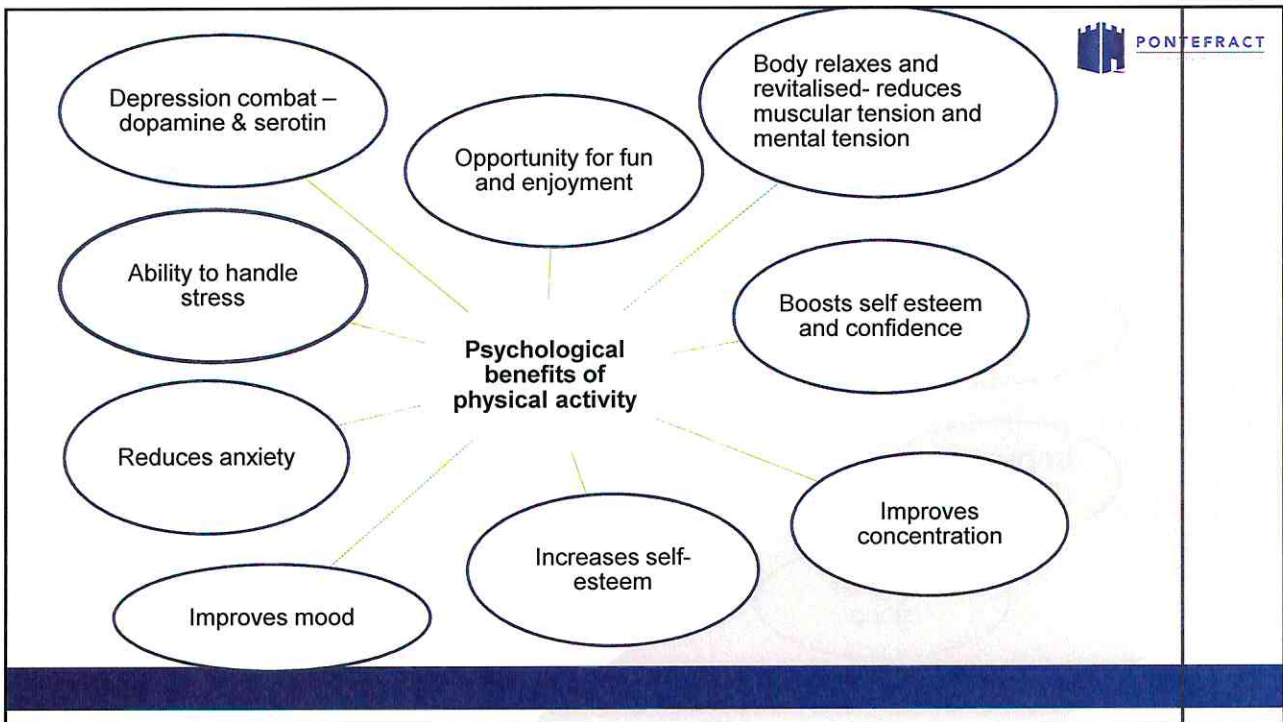
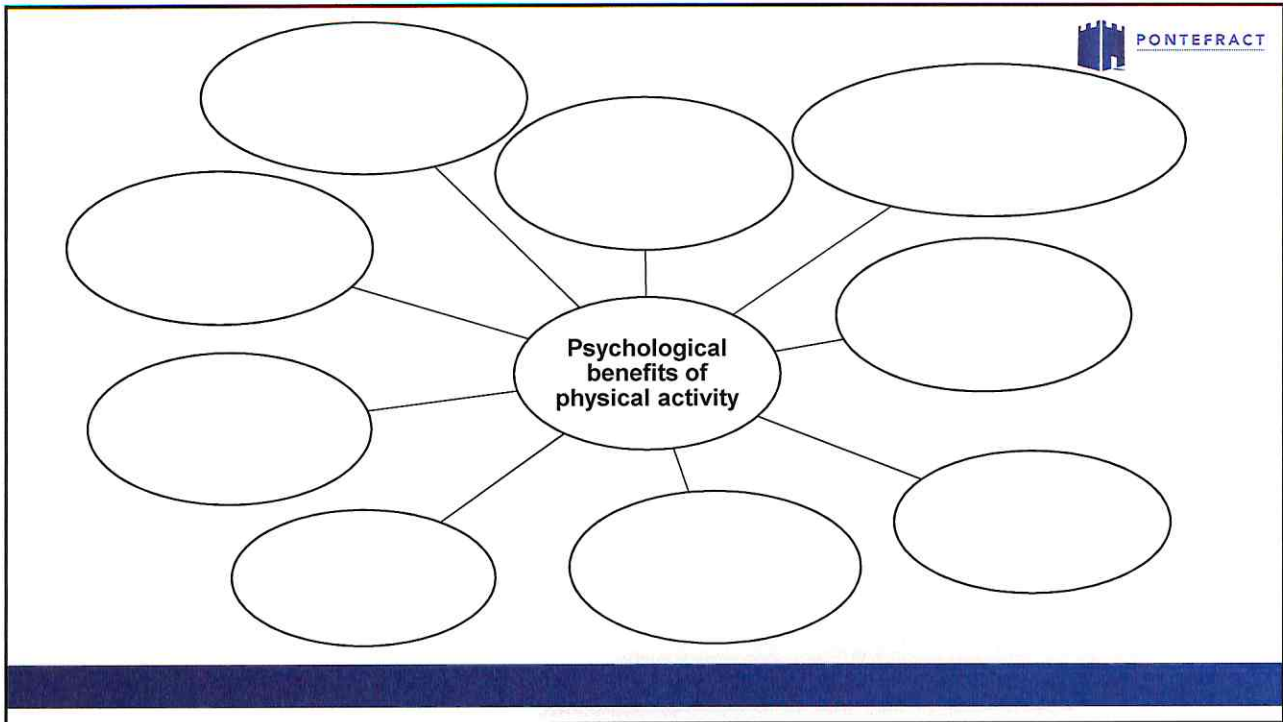
5 minutes to discuss with your partner.
Write your ideas in your exercise book.

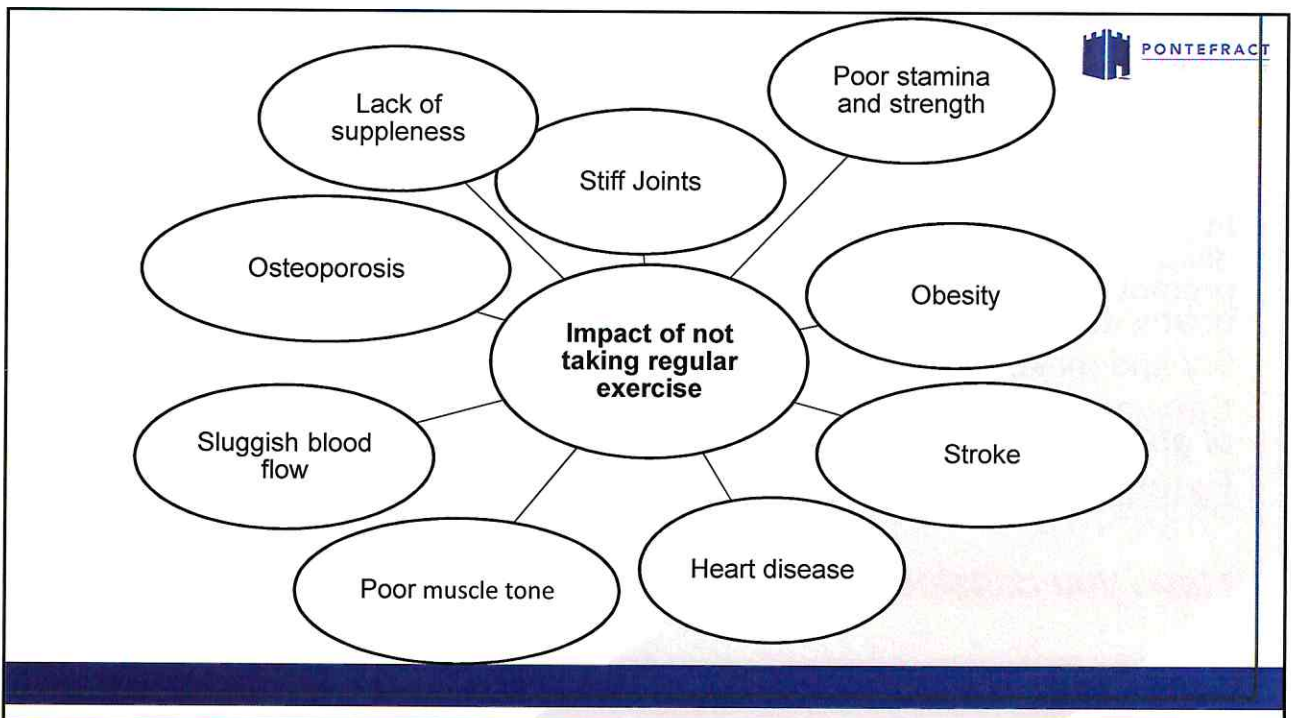
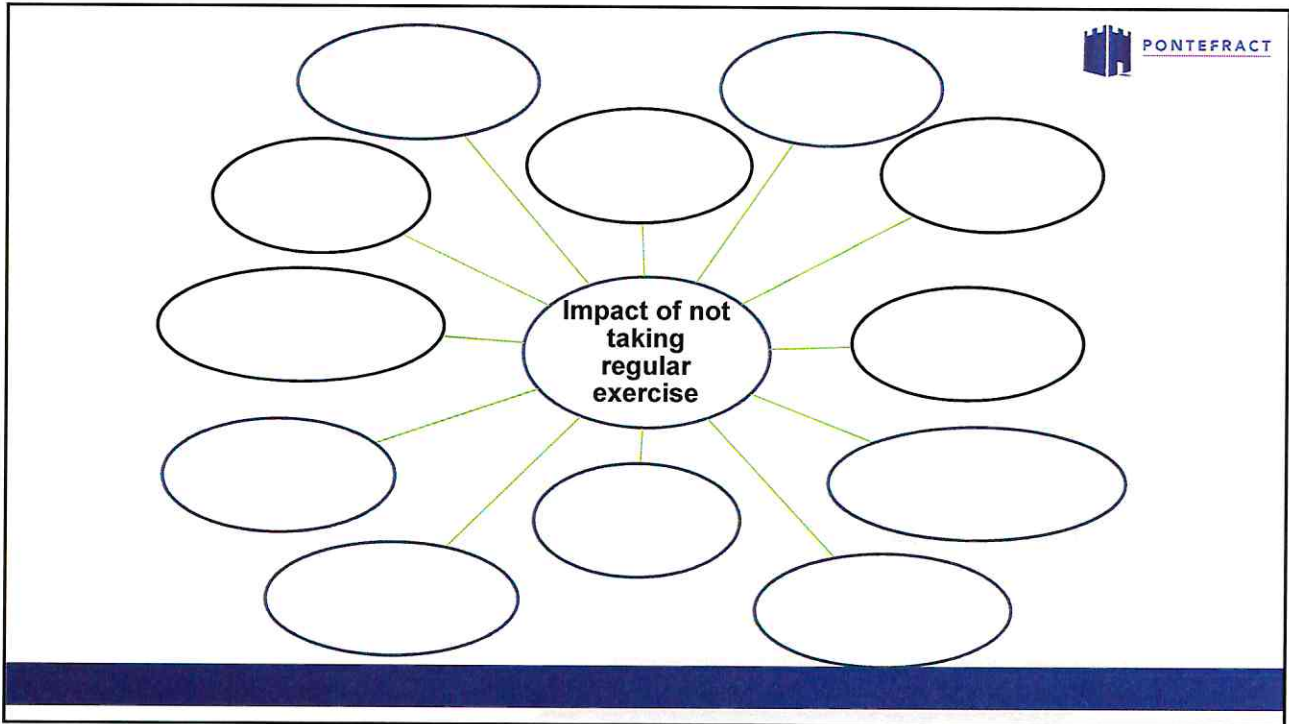


Can you guess how many calories you'd burn with just 20 minutes exercise?

Leisurely Walk	<input type="text"/>
Dancing	<input type="text"/>
Aerobics	<input type="text"/>
Swimming	<input type="text"/>
Skipping	<input type="text"/>
Climbing Stairs	<input type="text"/>









In groups of 2 you will now be given one of the life stages:

- Infancy and early childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Later adulthood

You need to discuss the negative and positive effects on health and wellbeing of getting enough exercise for that life stage

Describe what kinds of exercise you would encourage them to do and why it is relevant to that particular age group.



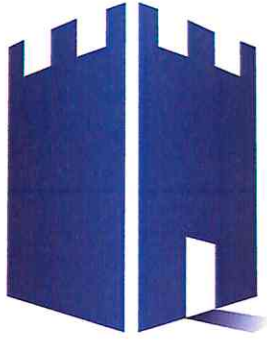
In pairs choose a life stage (it can be the same life stage or choose a different one) and produce a leaflet or power point designed to promote the positive aspects of getting enough exercise and warning of any risks.

Try and make it fun and informative!

Can you think of activities that involve exercise in everyday life instead of going to the gym?

Extension

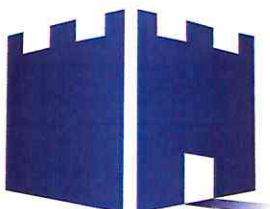
Have you considered all areas of PIES?



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LESSON 6



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Do

Component 3 – Substance abuse

1) Name three illnesses that can occur due to a poor diet.

1. 2) Name a genetically inherited disease.

2. 3) Name three barriers to access.



Learning Focus:
To understand the impact of a both illegal and legal substances on health and wellbeing

Key Terms:
Risk, short term, long term, alcohol, addiction, nicotine, illegal drugs, prescription drugs.

Learning Outcomes:
To be able to explain the impact of one type of illegal substance on the short and long term health of a person.



Did you know?

- The most common drug in Australia is caffeine.
- Tobacco & alcohol cause the most drug-related deaths.
- A young person is arrested every 4 minutes for alcohol related offences in the world.
- Cocaine is extremely addictive and its effects are felt within 10 seconds.



Speak for the Team- Which drug am I?

INSTRUCTIONS: Using the word box, try to match the correct drug to the effect.

Which drug am I?

- 1 Many young people have tried me and many other people try very hard to give me up. I am _____
- 2 Lots of people don't wake up properly in the morning without me. I am _____
- 3 I can be very expensive and have money been used to people with a lot of money. I am _____
- 4 I help people with diabetes. I am _____
- 5 Doctors give me to some of their patients. I am _____
- 6 It is against the law to sell me to someone under 16 years old. I am _____
- 7 I am found near houses. I'm not really a drug but some young people have suffered and died from smoking me from a large bag. I am _____
- 8 I help people breathe when they have asthma. I am _____
- 9 I am found near houses. I am not really a drug but some young people have died from smoking me down their throats. I am _____
- 10 Some athletes and bodybuilders use me but I can cause them lots of problems. I am _____
- 11 I am sometimes smoked but many users hate me. I am _____
- 12 I am the most widely used illegal drug. I am _____
- 13 I can make people hear and see strange things. I am _____
- 14 I grow in the wild. I can be particularly dangerous if people misuse me for pleasure. I am _____
- 15 I am found near houses. If you take me properly I can be a good medicine. If I am used too much I can make your vision bleed. I am _____
- 16 I am a good coloured liquid found in a small bottle. I am not illegal but can be very dangerous. I am _____
- 17 I am sometimes used by young people on dance and raves and I often have a party of other substances mixed in with me. I am _____

Choose from the words below:

Alcohol	Aspirin	Caffeine	Cocaine
Gas	Glue	Heroin	Insulin
Magic Mushrooms	Nicotine	Rappers	LSD
Steroids	Tranquillizers	Ecstasy	



Which drug am I ? Speak for the Team

- | | |
|-------------------|---------------------|
| 1. Nicotine | 9. Gas |
| 2. Caffeine | 10. Steroids |
| 3. Cocaine | 11. Heroin |
| 4. Insulin | 12. Cannabis |
| 5. Tranquillisers | 13. LSD |
| 6. Alcohol | 14. Magic Mushrooms |
| 7. Glue | 15. Aspirin |
| 8. Ventolin | 16. Poppers |
| | 17. Ecstasy |



What does it look like?

There are three types of cocaine: coke, crack and freebase.

- Coke looks like a fine white powder
- Crack looks like small lumps or rocks
- Freebase looks like a crystallised powder

What does it taste/smell like?

Cocaine powder has a bitter 'chemical' taste and smell, while crack cocaine can smell like burnt plastic or rubber.



How does it make you feel?

Taking cocaine can make you feel:

- happy
- excited
- wide awake
- confident
- on top of your game

It can also:

- make your heart beat faster
- raise your body temperature – so you feel hot
- stop you feeling hungry
- make you feel sick
- make you need to poo
- make you anxious and panicky
- make you paranoid
- make you so confident that you do things you wouldn't normally do (which might be risky)



How does it make people behave?

Cocaine affects people differently, but most users become:

- chattier
- more animated
- more confident

Some people become:

- overconfident and arrogant
- agitated
- restless
- edgy



Can you get addicted?

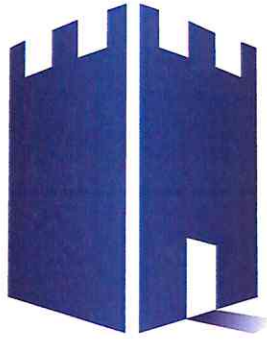
Yes, cocaine is very addictive. This is because regular use changes the way the brain releases dopamine, a brain chemical that makes you feel happy.

Cocaine is mostly known for causing psychological dependence (addiction), but users can sometimes continue to use cocaine just to overcome the negative after effects of using. This can lead to a binge pattern of use and increase the risk of dependence

Task



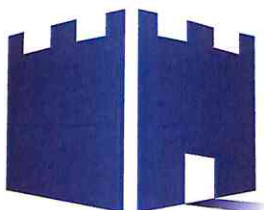
- Design a booklet informing people about the dangers of drugs.



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LESSON 7



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Do

Component 3 – Personal hygiene

- 1) Name three foods that are good for us to eat?
- 2) What are acute illnesses? Give 1 example.
- 3) Name three of the life stages



Learning Focus:
To understand the impact of personal hygiene on health and wellbeing.

Key Terms:
Body odour, bacteria, transmission, hygiene, poisons, bad breath, resistance,

Learning Outcomes:
To be able to explain the impact of personal hygiene and assess the effects on people in our care

Purple pen feedback- Plus 5 minutes



- Use the next 5 minutes to add more detail about the impact of illegal drugs on the case studies from last lesson. Clearly link to the impact on PIES
- Please complete in purple pen.

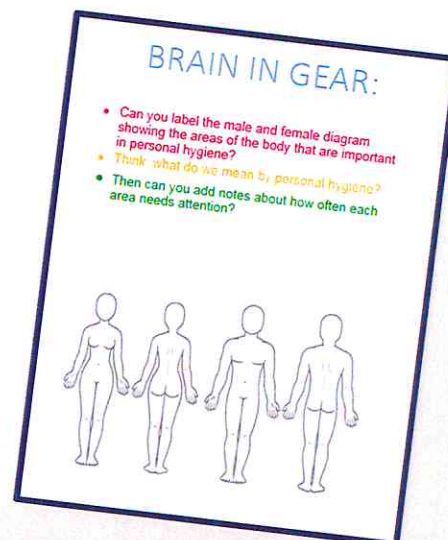
Starter

**In pairs:**

Label the male/female diagram showing the areas of the body that are important in personal hygiene

Extension Task

Then can you add notes about how often each area needs attention?



Active listening

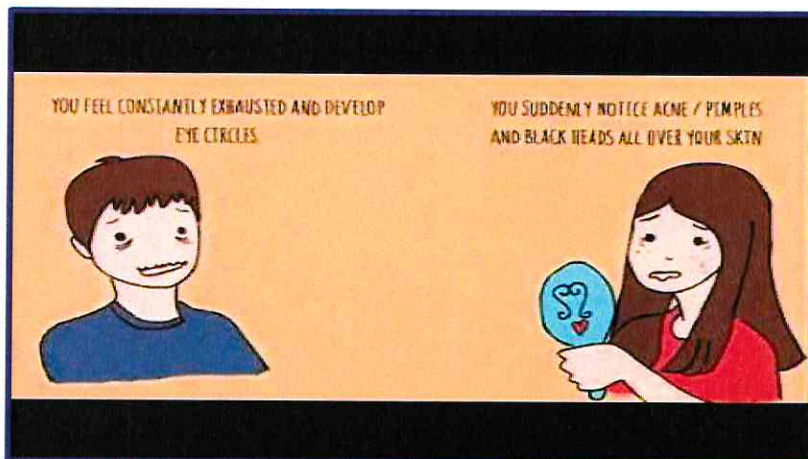


<https://www.youtube.com/watch?v=6SXzauMSM0>

This clip is aimed at younger children but still relevant to all

What types of personal hygiene does it make reference to?

Video clip two



Bacteria



In pairs write down as many ways you think bacteria can spread.

Coughing
 Picking spots
 Scratching
 Touching your face
 Sneezing
 Rubbing your face
 Not washing your hands

What can bacteria do?



Conditions caused by bacteria:

- Various barriers are available to stop/prevent bacteria entering our bodies...
- 1) Skin
- 2) Tears,
- 3) Mucus
- 4) Stomach acid.
- However, if there are too many bacteria , one of our normal barriers will become damaged in some way and we will become infected!
- They can cause illnesses such as: (**Can you think of any?**)
- Food poisoning, Whooping cough, Syphilis, TB, Meningitis, Tetanus and Sore throats

Looking after others in our care



- Making sure our personal hygiene is important for us but if we are looking after others then our poor hygiene can effect others too.
- 5 Minutes to discuss the questions below on your table.

What kinds of factors do we need to take into consideration when caring for other people?

What steps regarding their personal hygiene and ours do we need to think about?

- **Insert video clip of hand hygiene – when you tube working**

Poor hygiene



- Case study: Gladys
- Gladys lives in a care home and she recently broke her leg tripping over a step. She stayed in hospital for a few days but is now back at the home. She is struggling to get out of bed and is immobile (cannot move very well).
- What problems could Gladys face?
- One big problem are called bed sores or ulcers these can effect the blood supply to a sore patch of skin so the skin doesn't receive the infection fighting white blood cells. Bed sore can form and become infected with bacteria (dirty hands, dirty bedlinen, dirty bed clothes etc.) This could led to extreme discomfort, blood poisoning, tissue death and then death.
- *If you are her carer what would you need to think about?*

Task



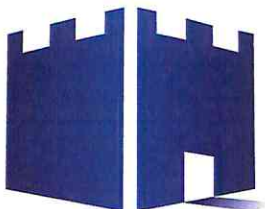
- Design a leaflet or poster to put up in a care home / hospital/ nursery school explaining the importance of good hand hygiene.
- It needs to show the different steps.
- Extension task
- How might poor hygiene impact on PIES?
- Develop your own case study



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LESSON 8



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Do

Component 3 – Stress

- 1) Name three foods that are good for our body and keep us healthy?**
- 2) Describe the impact of illegal drugs on a person.**
- 3) Why is it important to exercise regularly?**



Learning Focus:
To understand the reasons for stress and its impact on a people

Key Terms:
Physical, intellectual, emotional, social, short term, long term, adrenaline, fight and flight.

Learning Outcomes:
To be able to explain the impact of positive and negative stress on people and how it links to PIES

Use your mini whiteboards



Draw what stress looks like to you.

Think of an image that you connect to something stressful.

Buzz and Go



- Write down as many things as you can that might cause people stress.

Students	Untidy bedrooms	

Jobs



Task: Which of these job roles is the most stressful and why?

Extension: Rank them in order from most stressful to least stressful.



Broadcaster
Taxi driver
Teacher
Police Officer
Firefighter
Pilot
Chef

Stress



What might we see if we look at a person who is stressed?

Recall



- **Memorise this!**

When a person is under stress, the hormone **adrenaline** is produced. This hormone prepares you for what is known as a 'fight or flight'. This means that you can respond instantly especially in life or death situations.

Sometimes the response to these hormones means we overact to situations that are not life threatening.

e.g Road rage or fighting.

The effects of stress



- **Think of images to represent at least 8 of the effects to help you recall the short and long term effects.**

Short term effects	Long term effects
Feeling cold	Trouble sleeping
More sensitive to touch	High blood pressure
Tense muscles	Being moody
Dry mouth	Loss of appetite
Wide eyes	Heart disease/ulcers/asthma/eczema
Faster heart beat	Accidents
Urge to wee	Breakdowns
Diarrhoea	Headaches
Butterflies in the tummy	Tension in muscles
Sweaty hands	Anxiety

Video



- Insert video from Friends – stress of Ross and sandwich

Jobs can cause stress!



Factors that cause stress in the workplace:

(manual/non-manual, job satisfaction, career success, mental stimulation, support, work/life balance and level of conflict).

Task: Working in groups your teacher will give you a job role to focus on. Identify how the stress of that particular job may affect a person's health and well-being. Be prepared to feedback to the class.

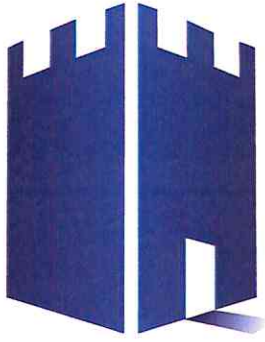
Stretch: Link PIES together.



Homework



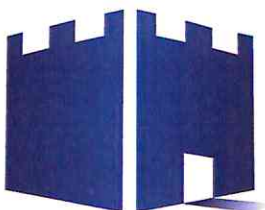
Ask a person at home what are the main stresses of their job and how does that effect their health.



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LESSON 9



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Do

Component 3 – Relationships

- 1) Exercise can help relieve stress. Name two other benefits of exercise**
- 2) Colds, flu, measles, indigestion are all types of which illness?**
- 3) If you are eating too much fat and sugar what types of conditions or illnesses are you more likely to suffer from?**



Learning Focus:
To investigate how relationships impact on our health and wellbeing

Key Terms:
Physical, intellectual, emotional, social, social interaction, supportive and unsupportive relationships, isolation

Learning Outcomes:
To be able to explain the link between positive and negative relationships on health and wellbeing.

Purple pen feedback- Plus 5 minutes



- Use the next 5 minutes to add more detail about the impact of stress on your family member from last lesson. Clearly link to the impact on PIES
- Please complete in purple pen.

Task 1- Relationships



- Name as many different relationship types as you can.



Task 2 - Relationships



How have your relationships shaped you as a person?

Think of a relationship you have and bullet point the impact on your health and wellbeing.

It could be positive or negative

Task three- Relationships



Instructions: Read the case study TWICE. Highlight the negative factors that are affecting his health in one colour – annotate and link to PIES. With another colour, highlight the negative relationships in his life.

Manni is 15. He is always quarrelling with his parents and family. He never seems able to please them. His examination results are never good enough. His parents do not like his friends and they do not approve of the clothes he chooses to wear.

To stop the arguments, Manni stays out late at night. He is then tired the next days and falls asleep during lessons. He is not managing to keep up with his work. His teacher keeps him behind for detention to catch up.

Manni begins to hang around more with his one friend. He does not feel happy and his self-esteem is low. His friend persuades him to break into a car. Manni knows this is wrong, but does this to please his friend.

The next day, the police call to Manni's house. He has been traced as one of the people who has broken into the car. When Manni's parents return from the police station the most awful row starts. Manni packs a bag and leaves home.

Manni



Copy and complete these in your exercise book in as much detail as you can.

1. Manni's relationship with his parents is poor. *Describe the effect this is likely to have on his development.*
2. *Explain how Manni's parents could have provided support to prevent their relationship becoming so poor.*

Extension Task

1. *How do you think Manni's future development is likely to be affected by the negative relationships he experienced at 15? Refer to PIES .*

Model answer or is it?



Model Answer – How does yours compare?

How do you think Manni's future development is likely to be affected by the negative relationships he experienced at 15? Refer to PIES.

It is clear from the case study that most of Manni's relationships have mainly negative features. He is therefore not feeling happy and his self-esteem is low. Poor relationships with teachers and parents mean that Manni is coming to rely on a single friendship. This means he is likely to go against his own values and be led into actions that he knows are wrong. This action could lead to him having a criminal record and could decrease his chances of a good career, lasting relationships and a stable family life. His poor relationships at school are likely to lead to little examination success, again reducing his chances of economic advantage.

His poor relationship with his parents could lead to rebellion and to him leaving home. Manni is at great risk while he stays away as he is much more likely to be drawn into criminal behaviour and could be at risk of drug addiction for example. Even if he returns home the poor relationships may lead to a lack of respect for himself. He will fail to develop social skills and is less likely to take part in social activities. In the future this is likely to produce difficulties in making and sustaining long-term relationships.

What could we improve? With 2 colours, highlight 1 excellent point and 1 point that could be improved.

Action! Improve the weak point you picked out.

Peer pressure



In pairs, discuss the effects that **peer pressure** can have on an individual's health and lifestyle.

Expectations:

#Try to link to life stages where you can

#Be as specific as you can be

Supportive relationships



What is a supportive relationship? Can you define this term?

What images are conjured up when you think of a supportive (positive) relationship?

What are the key elements of a supportive (positive) relationship?

Who can we have a positive relationship with?

Positive relationships



What is a positive relationship?

Q1. Describe the features of a positive relationship. [4]

Write your own answer and include the following key words:

- Mutual support
- Sharing
- Loyalty
- Respect

Peer assessment



Q1. Describe the features of a positive relationship. [4]

Positive relationships help us to have a good self-concept and raise our self-esteem. There are many features of relationships including **sharing**, physical attraction and **mutual support** that tend to make us feel better about ourselves. If we feel **respected** in a relationship – this would make us feel valued and empowered.

Marks?

Award 4 marks if each key term has been used correctly and explanation is full.

Unsupportive Relationships



- *What does an unsupportive relationship look like?*
- *What are the key elements of a unsupportive (negative) relationship?*

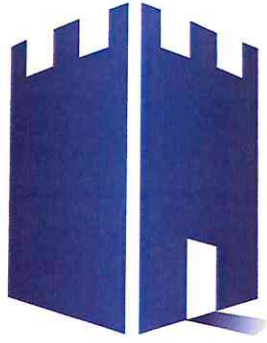
Revision/ Recall page



Add you own ideas for revision on the impact of relationships on PIES



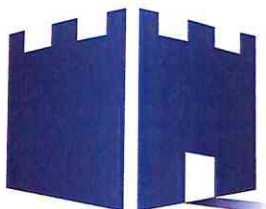
Poor relationships can cause poor self esteem = E



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LESSON 10



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Do

Component 3 – Finances

- 1) Name three different types of relationships.**
- 2) Name three ways bacteria can be spread.**
- 3) Name three chronic illnesses.**



Learning Focus:
To understand the impact of money/ finances on health and wellbeing

Key Terms:
Finances, inequality, resources, wealth, material possessions, income.

Learning Outcomes:
To be able to explain the impact of money on health and wellbeing and link to PIES.



Starter

1. Write down 10 different items you have bought this week.
2. For example- a new lipstick or game for X box

Needs or wants

1. Next to your list put a N next to those that you needed and W next to those that you wanted but didn't need.
2. For example
3. Lipstick - W

Key terms



- Five minutes to discuss in pairs what the following key words mean:
- Material possessions
- Income
- Occupation
- Wealth
- Write down your definition.

Definitions



- Material possessions= objects that can be bought but are not essential to live on, such as jewellery or a large TV.
- Income= This is the money that people receive from their work, savings, pensions or benefits.
- Occupation = your job.
- Wealth= is having lots of money and goods.

Buzz and Go



Write down what an adequate income allows us to do.

Heat our homes				
			Afford holidays	



People need money – income/wealth to pay for essential things such as food, clothing and housing. People may also want further resources for items they desire but are not essential – e.g. meals out or holidays.

An adequate income, level or wealth and a minimum level of material possessions is needed to ensure that a number of requirements for good health are met.

Adequate economic factors will allow a person to have:

- A healthy diet- eat a balance diet
- Satisfactory housing – pay our rent or mortgage- Live in a house with a garden, live in a town or countryside.
- Lower stress levels
- Access to adequate health care- travel to NHS, pay for prescriptions
- Good personal hygiene- afford soap, shampoo, hot water etc
- Afford cars, socialise, have holidays, use leisure facilities.

Adequate Financial Resources



Activity	Explanation	Short-term effect	Long-term effect	Stretch: What would the effect on PIES be of this activity not taking place?
Balanced diet	Able to choose healthy options in plentiful amounts. Have the option to make food choices.	Health improvement	Balanced diet is linked to longer expectancy.	Eating a balanced diet will also help improve concentration and therefore improve intellectual health.

Impact of having inadequate finances



- *What are the possible effects of not having a sufficient financial resources?*
- 7 minutes to write down ideas.

Homework



- Please complete the question on money.
- Make sure you link to PIES where possible.
- Extension
- Ask the opinion of others at home and include their opinions too. You may use their opinions as a counter argument if you wish.

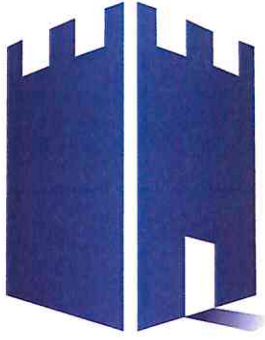
**"Money is ALWAYS important to health".
Do you agree with this statement? Explain your
answer.**

Answer this question in as much detail as you can.

You need to include the following terms:

- Inequality, Poverty, Wealth, Income
- Sentence starter:
- In my opinion I think money is vital for good health because..... This will help with both physical and emotional health because.....
- I disagree with the statement. I believe people can be healthy without having lot of money because.....

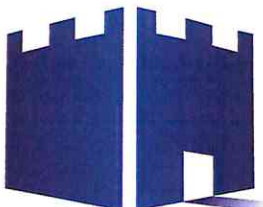
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LESSON 11



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Do

Component 3 – Environmental conditions

- 1) Name three stress can impact on your intellectual health.**
- 2) Why are relationships important to our health and wellbeing?**
- 3) Name three chronic illnesses.**



Learning Focus:
To investigate how our environment can impact on our health and wellbeing

Key Terms:
Pollution, air, noise, environment, contamination.

Learning Outcomes:
To be able to explain the link between the environment and our health in relation to PIES.

Purple pen feedback- Plus 5 minutes



- Use the next 5 minutes to add more detail about the impact of money. Clearly link to the impact on PIES
- Please complete in purple pen.

STARTER



Environment



The trees, air, & soil around us

ALL the places we live, work & play



Our fields, farms & the food we grow

Our oceans, lakes, and rivers



Independently on your whiteboard-

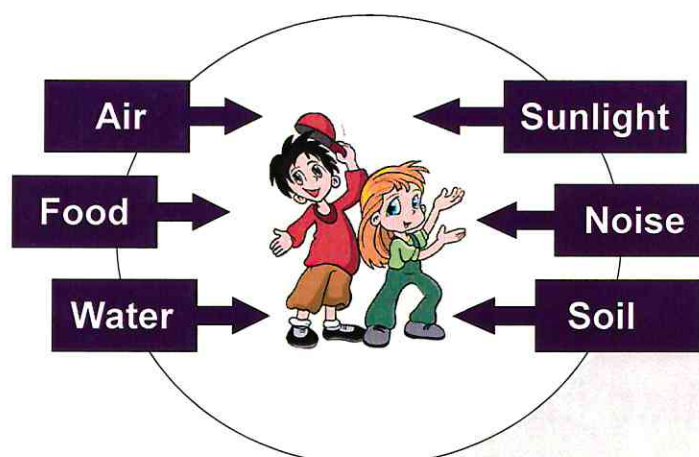
1. What do you think we mean by **pollution**?



We need clean air, water and proper waste disposal facilities, but our modern way of living means that our air and water can sometimes be affected by chemicals and other products.

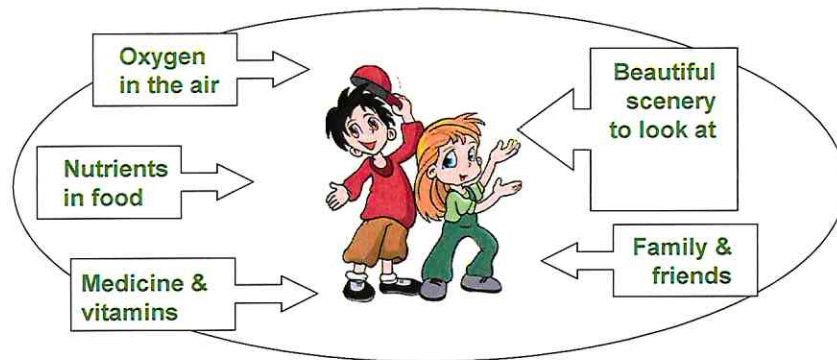
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Environmental Health:



The study of how the environment affects your health

Good Things Around Us:



There are many things around us that help us stay healthy

**Independently on your whiteboard-**

1. What do you think we mean by 'Air Pollution'?

A mixture of gases and particles that have been emitted into the atmosphere by human beings.

PONTEFRACT

So what can air pollution do?

Cause and aggravate respiratory conditions

Irritate eyes, nose and throat

Be carried from other countries- e.g in dust from Sahara

Severely affect people with asthma and other breathing problems such as emphysema

Include dust that comes from quarries, mines and factories

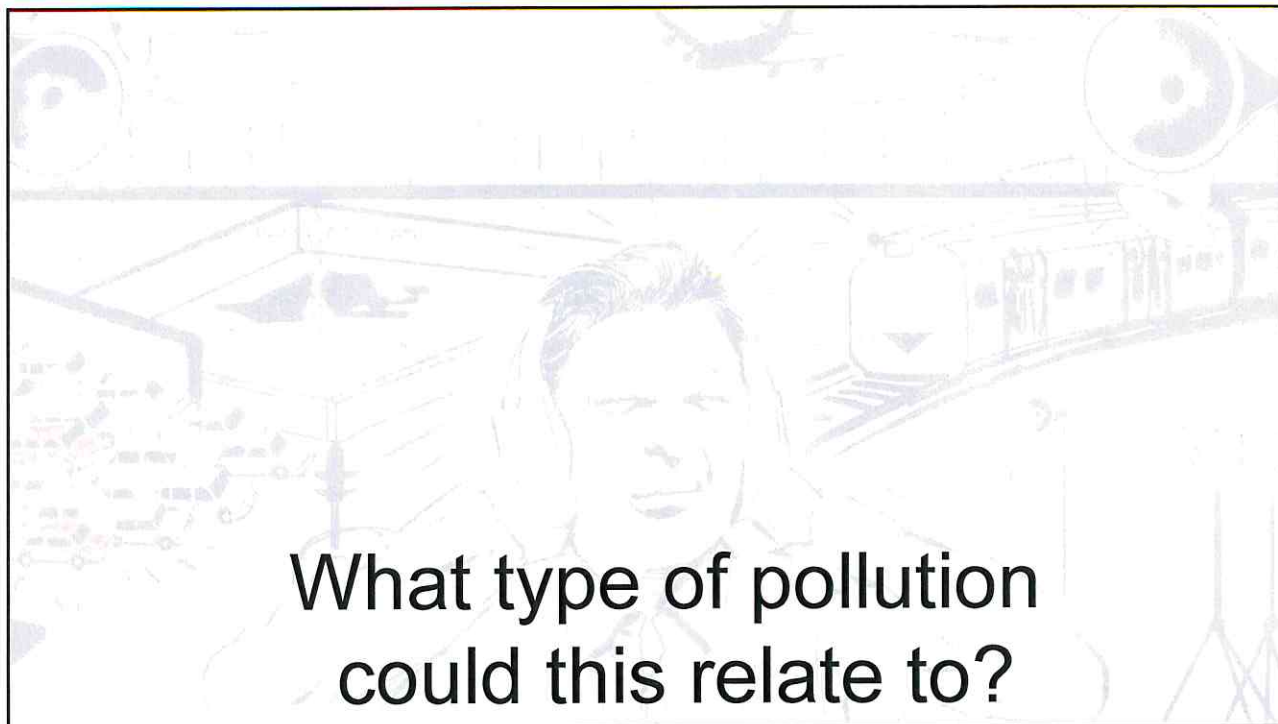
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HOW MANY ENVIRONMENTAL FACTORS CAN YOU SEE HERE?:

The causes of water pollution include sewage, wastewater, leakages from underground storage, agricultural chemicals and industrial waste getting into lakes as well as sea dumping. Pollutants could be asbestos, which can cause cancer, and lead and mercury can poison us.

Those who live near busy roads, airports, seaports and industrial sites are more likely to be affected by air pollution. Events at which large numbers of fireworks are let off can also add to air pollution and smog.

Fresh air & water can improve health and wellbeing but a polluted atmosphere can make us feel ill, stopping us accessing learning activities (intellectual), making us feel low (emotional and stopping us going out with friends (social).



PONTEFRACT

So what can noise pollution do?

Cause high blood pressure

sleeplessness

weight loss

Increase in stress levels

12



Task – 15 minutes

Students work in small groups/pairs to research how pollution levels or noise affect health and well-being.

Extension task

Can you find some statistics or data that informs people about the impact of noise or air pollution.



Air Pollution	Noise pollution

x Gemma is six years old and suffers from asthma. Her house is next to a busy road and around the corner is a factory that makes clothing.

x *Explain the short impact of Gemma's environment on her health and wellbeing.*

x Clearly link to PIES.



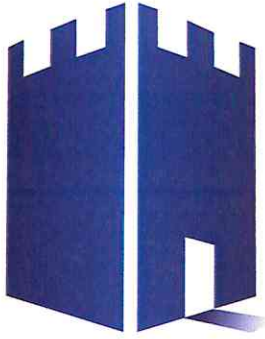
x Extension

x *What could the long term impact on Gemma?*



x Sentence starters:

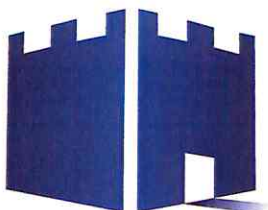
x Living next to a busy road means that Gemma is more likely to have an asthma attack impacting on her physical health. Another impact on her physical health is.....



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Component 3 – Housing

- 1) Name three ways we can ensure good personal hygiene.**
- 2) Name three acute illnesses.**
- 3) Name three types of abuse.**



Learning Focus:
To understand how where we live can impact on your health and wellbeing.

Key Terms:
Genetics, predisposition, illness, environment ,acute, chronic, benefits, hazards, bacteria.

Learning Outcomes:
To be able to explain the impact of housing conditions and where we live on our health and wellbeing.

Starter



Think about a cluttered, small, damp and messy house... *How might this affect PIES?*

Now look at the second image... *how might this affect PIES?*



Physical
Intellectual
Emotional
social

*Where would you rather live?
Why have you come to this
conclusion?*

Housing

1. Health and wellbeing is affected by the type of house you live in- its condition and location.

Home environment

- Many of us spend a lot of time in our homes. Our home environment can affect our health and wellbeing in a number of ways.

Can you think of any?



☐ Rank the 'home environments' and comment upon your choices?

WAIT BUT WHY



- Type of home
- Condition of home
- Size of home
- Amount of personal space
- Location of home
- Influence of others in the home
- Level of conflict around the home

Home environment	How it affects health and wellbeing
Type of home	<ul style="list-style-type: none"> • Living in semi-detached or terraced house means occupants are more likely you be disturbed by noise from neighbours. • Affect students sleeping/ doing homework • Affect adults concentration who work from home • Could cause arguments with neighbours
Condition of home	<ul style="list-style-type: none"> • If cluttered, damp or dirty and poorly groomed pets, occupants more likely to become ill due to poor hygiene and bacteria and other germs grow and spread. • Damp and mould can be bad for respiratory conditions and affect sleep.
Size of home	
Amount of personal space	<ul style="list-style-type: none"> • If small and cramped, illnesses are likely to spread quickly, more chance of accidents.
Influence of other in the home	<ul style="list-style-type: none"> • If overcrowded (siblings) less privacy & space e.g for school work, belongings and interests. Lead to disorganisation and demotivation & prevent concertation, might lead to disturbed sleep.
Level of conflict around the home	<ul style="list-style-type: none"> • Others you live may influence how you eat, dress & behave. Their influence might be + or – (bad habits).



WHAT'S BETTER

Urban or rural...
Where would you prefer to live?



1. Write a paragraph explaining whether you would prefer to live in either:

Rural/ Countryside location

Or

A Town/ City environment.



Rural & urban lifestyles

1. For some however, living in rural and isolated areas can make access to health and social services more difficult.
2. Other may prefer to live in a town or city. If you can afford to live in high quality spacious apartment or house, they are likely to notice a positive effect on their health and well being e.g:
 1. Closer to work, with better transport links or even walking distance (physical)
 2. Close to amenities such as libraries, theatres and museums (intellectual)
 3. Happy with their life as a result of the other factors (emotional)
 4. Close to friends (social)





Rural & urban lifestyles

1. Living in a detached house with a garden in the suburbs or countryside is more likely to promote better health because of:

1. Fresh air, opportunities to exercise and low noise levels resulting in uninterrupted sleep (physical)
2. Improved concentration and alertness (intellectual)
3. Being more relaxed and happy (emotional)
4. A more active social life (social) because families are less likely to be ill or stressed.



Case study

James and Alison live in a Leeds and Alison wants to move to the countryside now they are expecting a baby. James loves the city life because he is near the bars and shops, Plus many of his friends live too. Alison is desperate to go.

You are Alison – write a persuasive letter to James explaining how living in the countryside will be much better long term for them as a family.

Extension

Make sure you link to PIES.

Sentence starter:

Dear James,

I know you love the city and all the bright lights and excitement that comes with living in Leeds but I think living in the countryside would be much better.

For example.....

Another reason

is.....

We

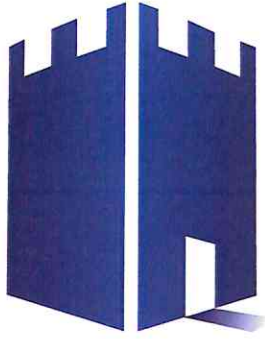
can.....

.....

Homework



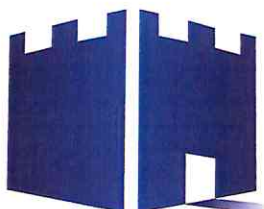
- Make mind map or revision material for all topic that we have not completed already for assessment next lesson..
- You may use the revision cards system we have developed already.



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Component 3 - Assessment

1) Find the PRAG assessment from last year or make new one if cannot find!

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Learning Focus:

Key Terms:

Learning Outcomes:

