

Module 2: Lesson 8: Theme - My Health

The Main Theme: Search *for* Personal Identity

Aim: Young people are equipped with the knowledge and understanding to make informed and responsible health and lifestyle choices.

Learning Outcomes:

- Increase their understanding to make informed personal life and health choices
- Reflect critically on their future lifestyle choices, health and wellbeing
- Recognise that healthy lifestyles and the wellbeing of self and others depend on information
- Develop strategies to deal with difficult situations, such as when they feel threatened

Process: Using key clips from the film or messages embedded in the lyrics of the film soundtrack, learners will learn how to sustain their own health and wellbeing, with a particular focus on the implications on personal safety, mental, emotional and physical health and wellbeing.

Curriculum Link: PSHE Key Stage 4, 4(d): Use case studies, simulations, scenarios and (*film*) drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviours; 4 (e): Take part in individual and group discussion to consider personal, social and moral dilemmas and choices and decisions relating to them. Citizenship Key Stage 4, 2.1 Encouraging critical thinking, personal enquiry and challenge.

Resources needed: Film clip 11, music track 'Make it right', Flipchart, markers and pens

Duration: 45-60 minutes. *Tutors can split the materials over two or more lessons or cherry-pick activity that would be most suitable for their group.*

1st Activity

Play Film Clip Number 10 - Featuring Kelly's visit to Brook Advisory Centre, supported by her friend Yaz, for sexual health advice and followed by Kelly returning to Brooks, to receive the results of her test. Young people will understand that the risk of catching a STI as a consequence of unprotected sex is very real and is not just scaremongering.

Questions for Discussion:

- Why did Kelly decide to visit the Brook Advisory Centre?
- Where else could Kelly have gone to for sexual health advice and information?
- What preventative measures could Kelly and Ryan have taken to avoid catching Chlamydia?
- If left undetected what are the potential long-term effects of Chlamydia?
- **The Big Question:** Why is it important for Ryan to visit the clinic to get his STI treated?

2nd Activity

Play **Soundtrack Number 2** - 'Is This Love' - Ms Jaie. Young people listen to the whole track and follow the lyrics by referring to the **Film Soundtrack 02 Lyrics Sheet**. Particular focus to be given to the lyrics in the Chorus that starts: **"I confused lust with love...."** Put students in small groups; ask them to discuss and respond to the following questions with feedback to the full group.

Questions for Extra Discussion:

- Describe what the track's main message is and what these specific lyrics mean?
- Do you think that Kelly's relationship with Ryan was based on 'lust' or 'love'?
- Can your emotions and feelings alone be trusted to recognise real love?
- What are the differences between love and infatuation?
- Why develop the skills to say 'No' with confidence in emotionally charged situations?
- **The Big Question:** What are the dangers of falling in love with someone because of their looks?

'Engagement for Learning' resources:

- Encouraging Peer Conversations – several different approaches are identified that can help students talk about key ideas in a safe and productive way.
- Delivering Short Presentations – a short guide on how to manage discussion and the delivery by students of 1 minute presentation.

Summary Points to Make:

Highlight the importance of 'prevention', 'precaution', 'protection' and then, if in doubt, having the knowledge, skills and confidence to deal with emotionally charged situation and to know when and how to access information, guidance and assistance.

Conclude students learning by mentioning the importance of knowing how to make informed choices and exercise some basic techniques for resisting and managing pressurised situations, including the ability to say 'NO' with confidence and the knowledge to know when, how, where to access help.