

Gok's Teens: The Naked Truth

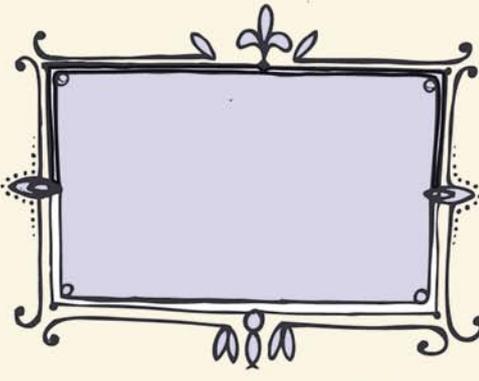
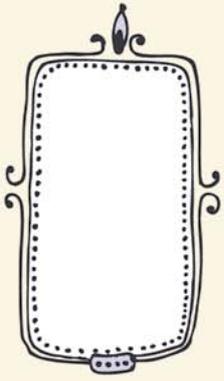
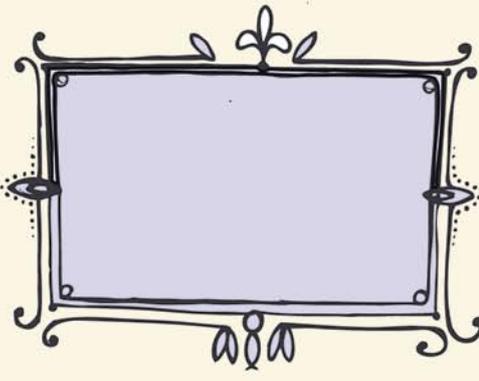


Teacher's Pack

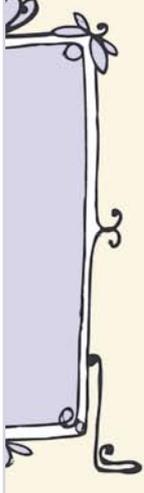
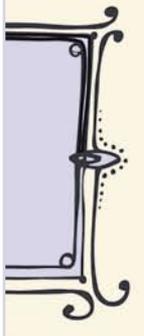
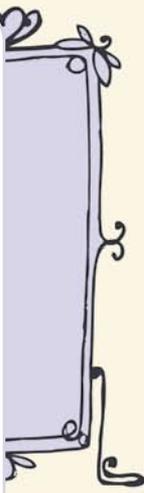
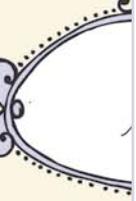
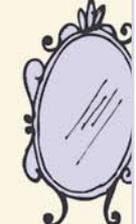
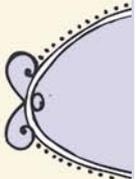




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Background



In 2011 celebrity stylist and body confidence champion Gok Wan returned to Channel 4 to host a brand new three-part series. In **Gok's Teens: The Naked Truth** Gok drew on his personal experience to give a selection of troubled teens the advice, confidence and self belief they needed to tackle their anxieties head on.

As part of the series, Gok revived his mission to get body confidence introduced as a compulsory part of the PSHE curriculum, seeking to get a mandatory 60 minute lesson included in the school timetable every year.

Building upon the successful campaign from the last series of *How to Look Good Naked* in 2010 which saw over 50,000 signatures being delivered to parliament in support of the initiative, Gok went to work to convince the new government to honour the pledge made by former Education Secretary Ed Balls to introduce the lesson to the National Curriculum.

This time around Gok toured the country to drum up support, drawing upon the expertise of educators, MPs and campaigners to raise awareness of body confidence education. His efforts culminated in a 'The Biggest Body Confidence Lesson' an ambitious event involving over 100 students and 11 guest tutors who all participated in a giant body confidence class outside of the Houses of Parliament.

This pack is an attempt to distil all of the useful ideas, insights and information from the series into one useful resource for teachers, giving you the tools you need to run a body confidence class in your school.



Using this Teacher's Pack

This Teacher's pack, produced in collaboration with the PSHE Association, aims to provide everything you need to run your own 30 - 60 minute body confidence class, either in anticipation of the lesson being added to the National Curriculum or if you simply choose to run one for your school. It also provides ideas for extending the teaching over further lessons as part of a wider PSHE programme and gives suggestions for resources and tools that students can use to continue their exploration of the subject in their own time.

The pack is intended for teachers of students aged 11-16 and the activities included can be easily differentiated to suit the learning needs of all students within KS3 and KS4. We recommend that these lesson plans and activities are used as part of a wider programme of PSHE study which explores related issues such as self esteem, relationships, risk management and health. Accordingly we have suggested how the lesson can be tied into the existing PSHE curriculum for both KS3 and KS4 (pages 25-30).

We also recommend that teachers read our **'Issues to Consider'** section (page 23) to make themselves aware of some of the potential issues which might arise from the lesson.

Before you start using this pack to run your own body confidence lesson, take a look at the following short video which shows highlights of Gok conducting a similar session. It was produced in 2010 to show the then Education Secretary Ed Balls how a 60 minute body confidence lesson could work as part of the National Curriculum and it clearly demonstrates the vital importance of addressing this issue in the curriculum. The video may also be useful as a general introduction to a PSHE education team meeting prior to teaching the material.

http://www.youtube.com/watch?v=DoYFbxqe81E&feature=channel_video_title

The Naked Truth Teen Survey (2011)

To accompany our new series of **Gok's Teens: The Naked Truth** we conducted an online survey inviting teenagers to share their feelings about body image, the media and the beauty industry. In total 1027 13-19 year olds participated in the survey with 83% of participants being female and 17% being male.

We think the results provide an eye-opening insight into the worries and anxieties of the typical teenager today, presenting a clear need for body confidence education to be included in the National Curriculum.

Here are some of our key findings:

- ☉ 24% of participants listed weight as their biggest worry.
- ☉ Only 27% of participants said that they were proud of their body.
- ☉ 47% listed their tummy as the part of the body they disliked the most followed by legs (17%) and the chest (9%).
- ☉ 70% of participants stated that they did not like what they saw in the mirror.
- ☉ 63% stated that they get upset by the way they look.
- ☉ 69% of participants stated that they were unhappy with their weight.
- ☉ 44% said they would consider surgery to change their looks.
- ☉ 89% said they thought there was pressure on them to look a certain way.
- ☉ 30% of participants listed their friends as the biggest influence on their body image, followed by themselves (28%) and the print media (20%).
- ☉ 71% of participants said they felt self conscious about their body in changing rooms.
- ☉ 75% did not feel confident in swimwear.
- ☉ 50% of people who answered wanted to be more muscular.
- ☉ 36% of people who answered felt pressured to 'work out'.
- ☉ 62% said they had dieted at some point.
- ☉ 78% admitted to comfort eating
- ☉ 64% said they had been bullied.
- ☉ 60% read one or more magazine a week.



Before You Start

Materials

In order to get the most out of your lesson, we recommend having the following props and materials to hand:

For the starter activity:

- ☉ A space with enough room for everyone to sit on the floor.
- ☉ A tennis ball or similar.

For the main lesson plan:

- ☉ A selection of fashion, lifestyle or celebrity magazines.
- ☉ One full-page magazine photo that you've selected that depicts a beautiful celebrity. Try and pick a posed image (such as an advert or photo shoot) rather than a candid image and in particular try and select one which has probably been subject to some digital retouching.
- ☉ A whiteboard or flipchart and some magic markers.
- ☉ A pen for each student.
- ☉ A copy of the '**Media Manipulation Worksheet**' for each student (see accompanying Student's Pack).
- ☉ A copy of the '**Snapshot of a Photo Shoot Factsheet**' for each student (see accompanying Student's Pack).
- ☉ A copy of the '**Body Image Factsheet**' for each student (see accompanying Student's Pack).
- ☉ A copy of the '**Useful Resources**' sheet for each student (see accompanying Student's Pack).

Additionally, if you wish to incorporate any of the recommended videos, games and web resources into your lesson you'll need:

- ☉ A computer with broadband access.
- ☉ The latest version of Adobe's Flash software (free to download here <http://www.adobe.com/products/flashplayer/>)
- ☉ Access to YouTube.



Before You Start

Timing

The main lesson plan in this pack has been designed to provide enough material for a 60 minute PSHE lesson. This can be split over two 30 minute sessions or extended to cover multiple lessons if you wish to explore some elements in greater depth. If splitting over 2 lessons, we'd suggest running 'part 3' of the main exercise as a lesson in itself.

If you are limited for time and want to conduct a single 30 minute lesson, we recommend leaving out the 'starter activity' and 'part 1' of the main exercise along with some of the optional elements. However we recommend following the core aspects of parts 2 and 3 of the main exercise along with the plenary activities if possible as these are crucial to getting the message of the lesson across. All timings are only intended as a rough guide and you can, of course, modify any of our suggested activities as you see fit when planning your own body confidence lesson.

Worksheet

A '**Media Manipulation Worksheet**' has been included in the accompanying Student's Pack which can be used alongside the main classroom activities if you wish to collect evidence for your students' learning outcomes

Fact Sheets

Two fact sheets entitled '**The Media Manipulation Fact Sheet**' and '**The Body Image Fact Sheet**' have also been included in the accompanying Student's Pack. These provide detailed explorations of some of the themes involved in the lesson and are designed to be printed off and given to your students to support their learning. They can also be used in class to augment your teaching during the lesson.



Before You Start

Plenary and Extensions

The main exercise contains some ideas for plenary activities which will help the students summarise and recap on what they have learned. These include suggested talking points, leading questions and ideas for using online resources to extend the session. The plenary activities form a crucial part of the lesson and we recommend allocating enough time to cover them fully to ensure maximum impact from the class.

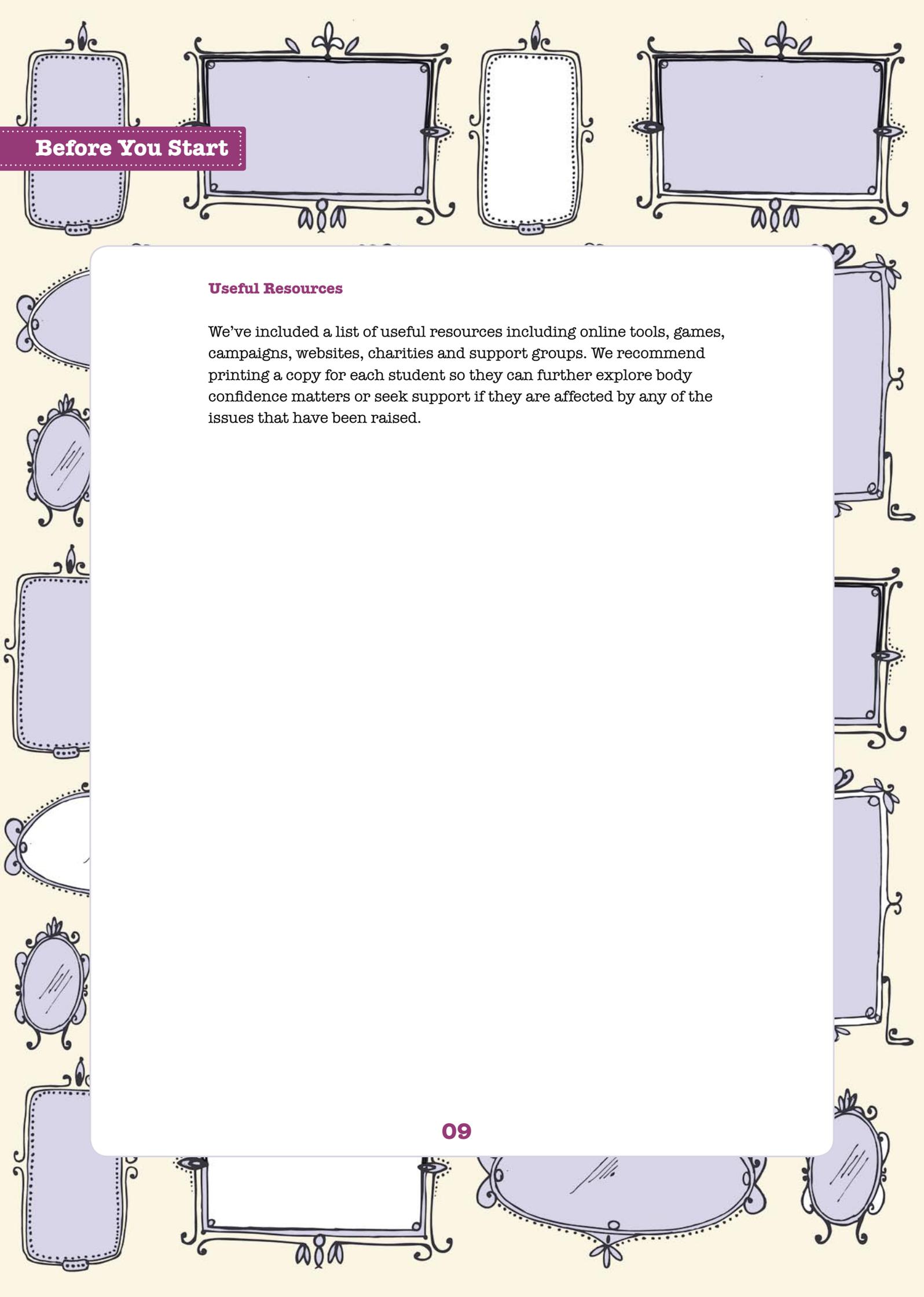
Alternative Activities

In addition to the main activities included in the lesson plan, we've also included several suggestions for bonus exercises which can be used to extend the body confidence theme over additional lessons or homework activities. They can, of course, also be used in place of our main suggested exercises.

Videos

A number of video clips from **Gok's Teens: The Naked Truth** are available on www.channel4.com/goksteens which can be shown as teaching aids during your lesson. Additionally we have compiled dozens of videos from across Channel 4's broadcast output and other reputable sources spanning themes such as eating disorders, obesity, plastic surgery, disfigurement and the beauty industry which can be used in class. These can be found in the Games & Stuff area on the website.

In addition Gok has been asking celebs how they made it through their teenage years, and what tips and tricks they can share. These videos are in the Celeb Video area and also on our YouTube channel <http://www.youtube.com/user/Channel4NakedTruth>.



Before You Start

Useful Resources

We've included a list of useful resources including online tools, games, campaigns, websites, charities and support groups. We recommend printing a copy for each student so they can further explore body confidence matters or seek support if they are affected by any of the issues that have been raised.

Key Aims of This Teaching Pack

For specific KS3 &KS4 curriculum references see the “Curriculum References” section on page 24.

Learning Objectives

Students will learn:

- ☉ To critically reflect upon and articulate their feelings about body image and self esteem.
- ☉ To appreciate that everyone has things they like and dislike about themselves and that they are not alone in having body confidence worries.
- ☉ That the media, fashion and beauty industries promote certain ideals of beauty based on commercial incentives.
- ☉ That magazines and advertisers employ a range of tricks and manipulations to photographs during the pre-production, production and post production stages in order to manufacture the illusions of perfection and beauty.
- ☉ That in reality it is impossible for anyone to look like the majority of celebrities and models they see in magazines.

Summary of Activity

Students will:

- ☉ Work in small groups to identify images of mainstream beauty from magazines.
- ☉ Discuss as a class what elements contribute to contemporary ideals of beauty in relation to male and female celebrities.
- ☉ Work in groups or pairs to explore the processes and manipulations involved in creating magazine photos during pre-production, production and post-production.

Learning Outcomes

By the end of the lesson, students will have:

- ☉ Completed a worksheet demonstrating their understanding and exploration of how the media constructs and manipulates ideals of beauty based on commercial incentives.



Starter Activity

SUGGESTED TIMING:

5 Minutes

GROUPS:

The whole class.

OBJECTIVES:

To get your students thinking about the sorts of questions and worries they have about body confidence and self esteem whilst getting them comfortable with sharing their feelings and observations with others.

WHAT YOU'LL NEED:

- ☉ A space large enough for everyone to sit on the floor.
- ☉ A tennis ball or similar.

HOW IT WORKS:

Clear any chairs and desks out of the way as best you can so your students can sit in a circle on the floor. If possible have some cushions scattered around for them to sit on.

As your students arrive, immediately ask them to stash their coats and bags well out of the way and to come and sit in the circle. Join the circle yourself, sitting at the same height as your pupils to reinforce that everyone gets an equal say in the discussion.

When everyone is seated explain the rules:

- ☉ This exercise is designed to get them thinking about beauty and body image.
- ☉ You'll throw the ball to a random student who has to come up with a name, idea or word which fits the current topic.
- ☉ If they get stuck or fail to come up with an answer within 10 seconds, they pass the ball to the person on their left who tries to come up with an answer instead.
- ☉ Once they've spoken, the pupil holding the ball tosses it back the teacher who then throws it to another student.
- ☉ Only the person holding the ball is allowed to speak.

Try and get everyone to contribute at least one idea, using the ball to ensure that even the quieter pupils get a go.



Starter Activity

Here are some sample ideas and topics to get them thinking:

- ☉ **A-Z of Beautiful Celebrities:** Can they find a superstar for every letter? Each new student has to use the next letter in the alphabet to name a different glamorous celebrity. To make it interesting you can alternate between male and female stars on every turn.
- ☉ **Beauty Bonanza:** How many beauty products, brands, fashion labels and accessories can they come up with?
- ☉ **Body Modification:** How many different ways can they think of to change the appearance of their body? This could include everything from hair, makeup, tattoos, piercings, diets and exercise, to tummy tucks, boob jobs, hair implants and facelifts.

Main Activity: Media Manipulation

SUGGESTED TIMING:

20- 40 minutes (depending on whether you're running a single or double lesson)

GROUPS:

Small groups of three or four.

OBJECTIVES:

To be able to explain how the idealised images of beauty promoted in celebrity culture and in the media are literally impossible to achieve as they are the product of manipulation at every step of the process.

WHAT YOU'LL NEED:

- ☉ A selection of fashion, celebrity and lifestyle magazines (both male and female skewed).
- ☉ One full-page magazine image that you've selected that shows a beautiful celebrity. Try and pick a posed image (such as an advert or photo shoot) rather than a candid image and, in particular, try and select one which has probably been subject to some digital retouching.
- ☉ A whiteboard or flipchart and some markers.
- ☉ A copy of the '**Media Manipulation Worksheet**' and the accompanying '**Snapshot of a Photo Shoot Fact Sheet**' (see accompanying Student's Pack) plus a pen for each student.
- ☉ Connection to the internet and access to YouTube.

HOW IT WORKS:

Part 1: The Ideal Photo

Divide your class into small groups of 3 or 4 and give each group a magazine. Ask them to go through the magazine and to pick out a celebrity or model photo that they think represents the mainstream ideal of beauty (this could be anything from a magazine photo shoot to an advert or a red carpet event). Task half the groups with finding a male image and the other half with a female image. Give them 3 minutes to find a photo.

Now ask someone from each group to briefly explain why they picked the photo and how it conforms to the typical notions of beauty.

Main Activity: Media Manipulation

Part 2: Celebrity Shopping List

Briefly explore with the class the things that the media tells us are beautiful. Solicit ideas for a beauty 'shopping list' – the elements they think a celebrity or model should have in order to conform to these beauty ideals. Do this for both male and female celebrities and list the suggestions on your whiteboard or flipchart.

Now ask the class via a show of hands:

- ☉ How many of them would like to look like the celebrities and stars they have chosen.
- ☉ How many of them would be prepared to go on a strict diet to achieve this.
- ☉ How many of them would go to the gym every day to do so.
- ☉ How many would undergo surgery to get the look.

Additionally, you may want to ask them why they want to look like these people, again writing suggestions down on your flipchart or whiteboard. For example:

- ☉ What does this type of 'beauty' say about a person?
- ☉ What messages does it convey?
- ☉ What advantages do they think being conventionally beautiful would give them?

Main Activity: Media Manipulation

Part 3: Snapshot of a Photo Shoot

Now it's time to burst the celebrity bubble by revealing how most of what we aspire to in terms of beauty is a complete lie and is the product of manipulation at every stage of the game. By performing an 'anatomy of a photo shoot' you'll reveal the interventions and fabrications involved in producing the perfect photo and will reveal just how many people it takes to create it. **The outcome of this should be to show that no-one, not even the celebrities depicted, can look like this in real life.**

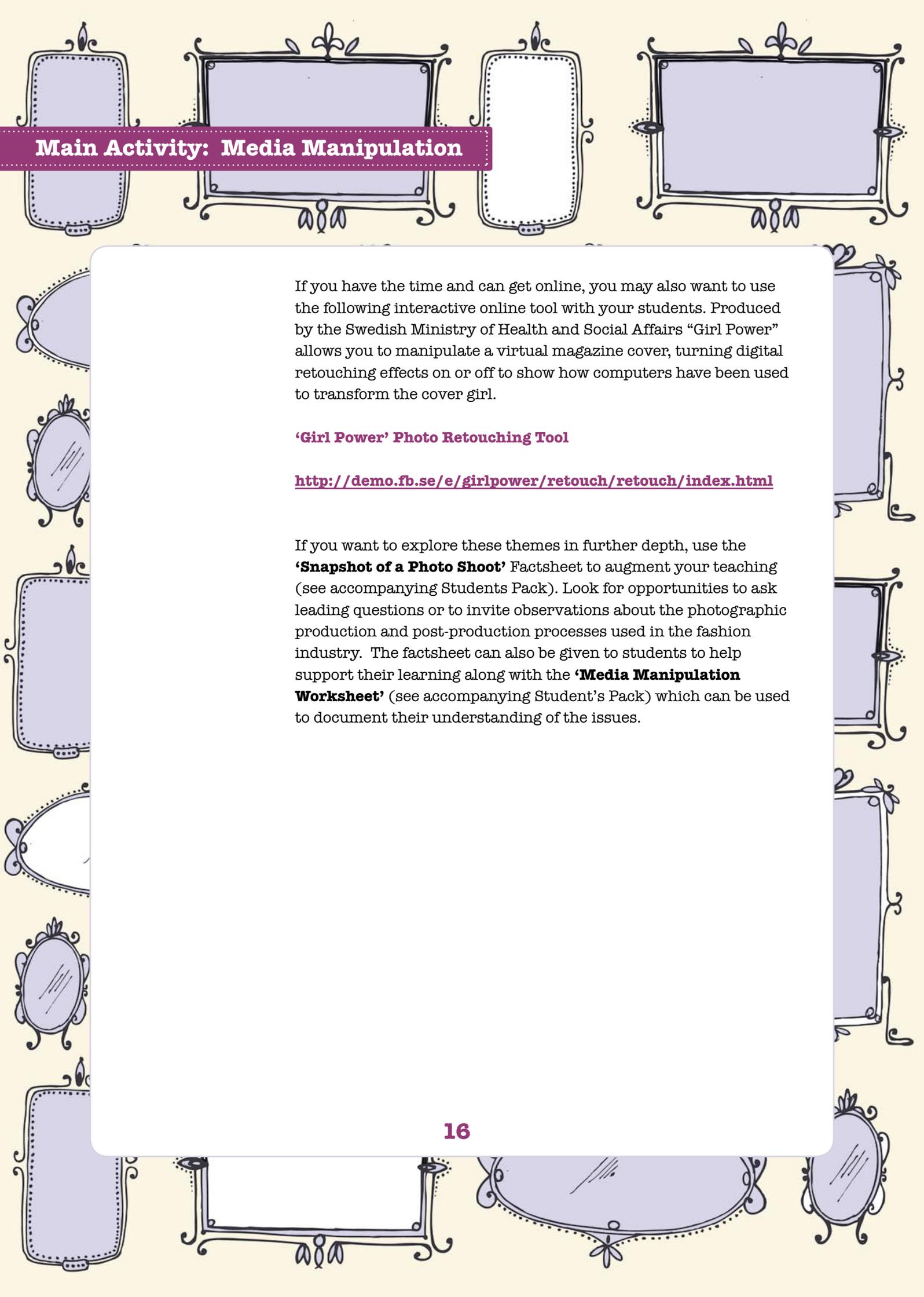
Take the full-page celebrity photo you've selected from a magazine and pin it up somewhere where the whole class can see it. Tell them you've selected it because you think it is a great example of the sort of beauty we all look up to in the media.

Compare it to the shopping list you compiled: how many boxes does it tick?

Now tell the class you're going to reveal how it is all a con. Show the following 4-minute video produced by Beat: The Eating Disorders Association and the cosmetics company Dove. It reveals the hidden secrets behind a fashion photo shoot, revealing the manipulations which occur at every step of production in order to create a falsified illusion of Beauty.

Bodytalk 'Fabricating Beauty' Video

<http://www.youtube.com/watch?v=UToGBorgDgo&feature=Bfa&list=WL5744A4153366344F&index=12>



Main Activity: Media Manipulation

If you have the time and can get online, you may also want to use the following interactive online tool with your students. Produced by the Swedish Ministry of Health and Social Affairs “Girl Power” allows you to manipulate a virtual magazine cover, turning digital retouching effects on or off to show how computers have been used to transform the cover girl.

‘Girl Power’ Photo Retouching Tool

<http://demo.fb.se/e/girlpower/retouch/retouch/index.html>

If you want to explore these themes in further depth, use the **‘Snapshot of a Photo Shoot’** Factsheet to augment your teaching (see accompanying Students Pack). Look for opportunities to ask leading questions or to invite observations about the photographic production and post-production processes used in the fashion industry. The factsheet can also be given to students to help support their learning along with the **‘Media Manipulation Worksheet’** (see accompanying Student’s Pack) which can be used to document their understanding of the issues.



Plenary

SUGGESTED TIMING:

10 - 15 minutes

GROUPS:

Can either be done as a whole class or in small groups/ pairs.

OBJECTIVES:

To provide students with the chance to reflect on what they've learned and to consider how their attitudes and opinions about beauty and perfection may have changed now they have seen some of the processes involved.

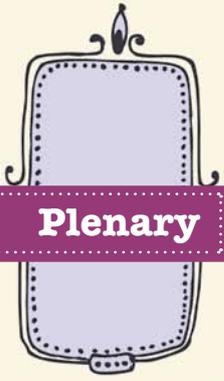
HOW IT WORKS:

The following reflections can either be done as a whole class discussion or as a **'Think, Pair, Share'** exercise. To do this, separate the students into small groups or pairs. Pose one or more of the questions below to each group and give the students individual 'thinking time' to consider their response. When 'thinking time' is over, the students must work in their groups or pairs to share, clarify, discuss and challenge each other's ideas. Each group then shares their ideas either with another group or with the whole class. It is important that students are able to share their group mates' ideas as well as their own.

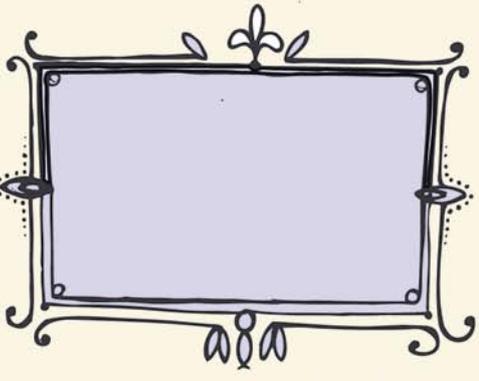
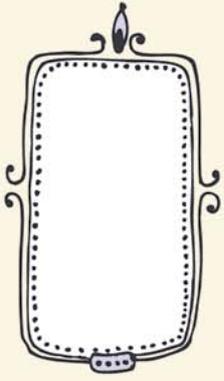
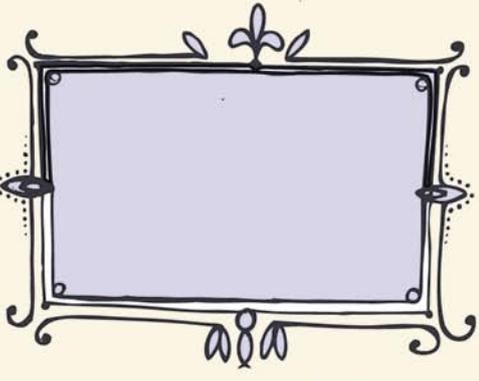
You may also want to invite pupils to privately reflect on the specific impact that these themes have had on them but do not ask them to share these observations with others unless they want to.

Ask your students to consider some of the following questions:

- ☉ How do they feel about this manipulated illusion of beauty? Angry? Cheated? Surprised?
- ☉ What sort of impact do they think this kind of manipulation has on young people? What pressures does it put them under?
- ☉ Do they feel any better about their own bodies now that they know that their aspirations are based on fantasy? Do they feel less pressure to conform?
- ☉ What other things make a person beautiful apart from their physical appearance? Are these more or less important than physical beauty?



Plenary

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- ☉ Should the media be forced to be more open about this manipulation? How do the class feel about tactics such as the enforced labelling of airbrushed images in magazines or ensuring there is a more diverse range of body types shown in the media?
 - ☉ What does the effect of seeing these adverts day-in, day-out, have on our self esteem and our perception of what is 'beautiful'?

Now as whole class, ask them:

- ☉ How many of them still want to look like the pictures in the magazines? Would they still go to extreme lengths to try and emulate this? **Repeat the 'show of hands' questions from part 2 here to explore their changing attitudes.**
- ☉ How many of them still think that, with enough time and money, anyone could make themselves look like a celebrity in a magazine?
- ☉ Finally ask them to guess how many adverts a typical person is likely to encounter every day. The answer:

A shocking 3000 adverts per day!¹

Now, remind your students that no-one can look like those magazine photos in real life, not even the celebrities shown in them!

¹ Source: The Impact of Media Images on Body Image and Behaviours: A summary of Scientific Evidence.

Alternative Exercises and Extension Activities

Here are a few more ideas for activities which you could use in place of the main activities suggested above or which could be used to explore body confidence over further classes or homework activities:

How Do Others See You?

The aim of this exercise is to demonstrate how we're all too tough on ourselves when it comes to body image and to encourage the students to share positive reinforcements with each other.

Divide the class in to pairs. Try to partner up pupils who would not normally work together. In their pairs get each student to take it in turns to say two or three positive things about their partner. These could be physical attributes (such as their hair or their eyes), personality traits (their sense of humour or the fact that they're really kind) or a skill or attribute they possess (a great fashion sense or that they're a really good singer).

Come back together as a group and reflect on the exercise. The object here isn't to get the students to talk about the specific compliments they traded (which would probably create a pretty awkward situation for most), but rather to think about the experience of giving and receiving praise.

Possible Talking points:

- ☉ How did it feel hearing good things about yourself? Has it made you feel any different in regards to your self esteem?
- ☉ Why does the process feel awkward? Why are we so bad at taking and giving compliments?
- ☉ How can we learn to take these comments on board and use them to build up our self esteem?

Alternative Exercises and Extension Activities

The Label Game

This activity is designed to get students thinking about how they perceive themselves and how they think they're perceived by others. Most importantly, it challenges them to think about how they can proactively reject or embrace those labels to take control of their identity and build their self confidence.

Firstly, as a group, start a discussion about how people tend to label each other and why. Get your students to describe some labels that we typically use every day. Then give each student an A4 sheet and a magic marker and ask them to list down the labels they think a stranger might apply to them if they passed them on the street. Now get them to hold their sheet up in front of themselves.

Some possible labels to explore in discussion:

- ☉ Chav, gay, black, hoodie, snob, swot, geek, bully, victim, fat, skinny, slag, player, emo, goth, gangsta, ugly, beautiful, smart, slim, scruffy, fit.

Possible Talking Points:

- ☉ Discuss whether they think the labels are true and indeed if it actually matters whether they are true or not.
- ☉ Discuss ways to avoid being defined by a label and even ways to embrace it.
- ☉ Explore how words only have the power we give to them and that no one can make you feel inferior without your consent.

Alternative Exercises and Extension Activities

The Body Confidence Continuum

Here you would use a 'value continuum' to get your students to explore their feelings and attitudes towards body confidence-related subjects.

Get them to imagine that there is an invisible line running across the classroom. Label one end as 'agree' and the opposite end as 'disagree' with all points in between representing the continuum. Ask the students to stand as a group in the middle of the room and then read out a weighted statement relating to body image.

When they have heard the statement, invite the students to take up a position on the imaginary line indicating how much they agree or disagree with the statement. Once in place, get them to explain their positions and debate with each other around their perspectives.

Highlight the fact that there are no right or wrong answers and then allow them the chance to change their positions after listening to their classmates' responses.

Possible Statements:

- ☉ Slim people are so smug, they just swan around being full of themselves.
- ☉ Your body is your canvas to be fixed, remade and enhanced.
- ☉ Cosmetic surgery is now something to be proud of rather than to hide.
- ☉ Dieting is stupid.
- ☉ Beauty and perfection are what we all strive for.
- ☉ If I work hard enough to shape my body, I can look like my celebrity idols.
- ☉ Fashion designers, magazine editors and TV producers should be forced to include more diverse body shapes in their output.
- ☉ Photoshopped images should be banned.

Alternative Exercises and Extension Activities

Coat of Arms

Give each of your students a piece of blank A4 paper and some felt tips, coloured pencils or paints.

Ask each of them to design their own 'coat of arms', incorporating four personal strengths that they believe they possess. These could be physical, personality-based or related to a particular skill they've mastered. Ask them to also come up with a personal motto to go underneath their shield.

When the students have finished, make a wall display out of their creations so everyone can see the things they like about themselves. Display these around a big poster or banner which reads: 'We Are Amazing' (followed by the name of your class).

It might be a good idea for you as the teacher to come up with your own shield and motto too!



Issues to Consider

By exploring the thorny issues of body confidence and self esteem, you might find yourself confronting some challenging situations with your students. The following advice should help you anticipate these when both planning and conducting your class:

A wider programme of study

The activities suggested as part of this lesson plan will work best as part of a wider programme of study within the PSHE curriculum rather than as a single, stand-alone lesson. We recommend investigating how the themes and issues covered here can fit into related explorations of relationships, risk taking, self esteem and health. Additionally, we feel that students will benefit most from these activities if the teacher has spent some time bonding the class to create a safe and supportive learning environment, reinforcing our recommendation for this to work as a wider part of an existing PSHE programme within a school.

Sensitive student disclosures and pastoral care

Through the very nature of exploring issues around self esteem and body confidence, there is a risk that some students will disclose sensitive personal issues such as eating disorders, drug use, bullying or problems at home. Before delivering the lesson, we recommend that you familiarise yourself with the safeguarding procedures and policies in your school, including knowing who is specifically responsible for dealing with child protection issues.

As a rule of thumb in these situations, keep calm, reassure the student that they've done the right thing by telling you about their problem and make detailed notes of all that you are told as soon as you are able. Make sure that you communicate what you have heard as soon as possible to either the school's designated child protection representative or your head teacher.



Issues to Consider

Specialist PSHE teachers

We have designed this pack to be useful to as many KS3 and KS4 teachers as possible for use in a standard PSHE lesson. However, we recognise that there may be opportunities to take the teaching further by encouraging students to more fully engage with their personal self esteem and body confidence issues (for instance through conducting a ‘mirror session’ as outlined in Gok’s introductory video). Whilst these are incredibly powerful and insightful tools, they can also leave students vulnerable. For this reason we would suggest running the more in-depth sessions with a trained and experienced PSHE teacher from your school who can conduct the class with the maximum support for the students.

Online support and useful resources

Some students may be affected by some of the issues we’ve covered but may not be willing to open up to you directly. For this reason we recommend giving each student a copy of our ‘**Useful Resources**’ sheet (see accompanying Student’s Pack) which contains contact details for several charities, information sites and support organisations which cover many of the issues we’ve touched upon.

Make sharing optional

Several of the activities we’ve included present an excellent opportunity for students to personally reflect on how they are affected by body confidence or self esteem issues. However we would advocate keeping these separate from group activities and class discussions and would recommend avoiding situations where students feel pressured to publicly talk about their personal worries or concerns.

Curriculum References

The suggested lesson plans, materials and activities included in this pack should provide the following in terms of their relevance to the National Curriculum:

Key Stage 3 PSHE: Personal wellbeing

Key Concepts:

1.1 Personal identities

- ☉ Understanding that identity is affected by a range of factors, including a positive sense of self.
- ☉ Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem.
- ☉ Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.

1.2 Healthy lifestyles

- ☉ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- ☉ Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

1.3 Risk

- ☉ Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- ☉ Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Diversity

- ☉ Understanding that all forms of prejudice and discrimination must be challenged at every level.



Curriculum References

Key Processes:

2.1 Critical reflection

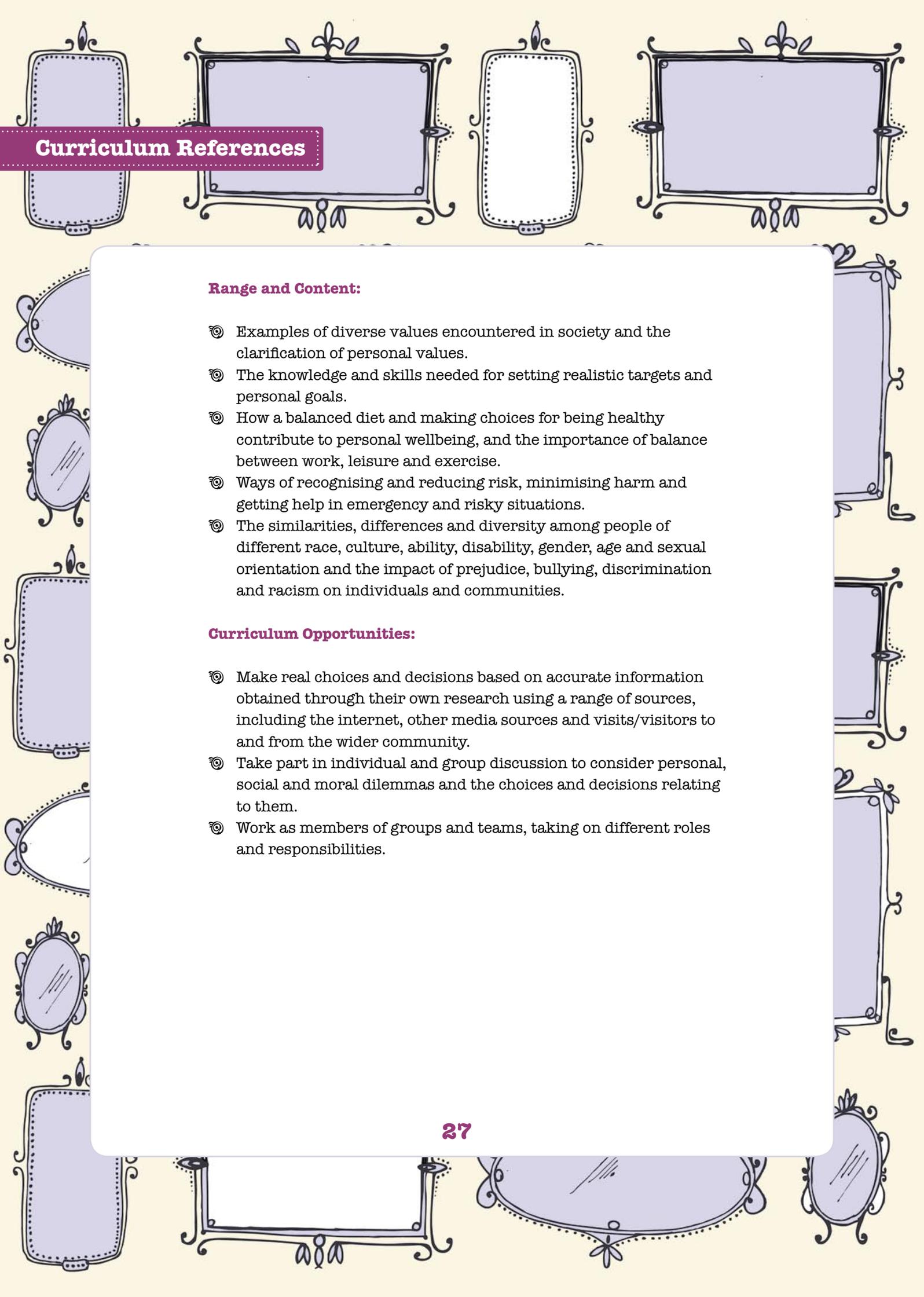
- ☉ Reflect critically on their own and others' values.
- ☉ Reflect on personal strengths, achievements and areas for development.
- ☉ Recognise how others see them and give and receive feedback.

2.2 Decision-making and managing risk

- ☉ Use knowledge and understanding to make informed choices about safety, health and wellbeing.
- ☉ Find information and support from a variety of sources.
- ☉ Assess and manage the element of risk in personal choices and situations.
- ☉ Know when and how to get help.

2.3 Developing relationships and working with others

- ☉ Use the social skills of communication, negotiation, assertiveness and collaboration.
- ☉ Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves.
- ☉ Challenge prejudice and discrimination assertively.



Curriculum References

Range and Content:

- ⑩ Examples of diverse values encountered in society and the clarification of personal values.
- ⑩ The knowledge and skills needed for setting realistic targets and personal goals.
- ⑩ How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.
- ⑩ Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.
- ⑩ The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

Curriculum Opportunities:

- ⑩ Make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community.
- ⑩ Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.
- ⑩ Work as members of groups and teams, taking on different roles and responsibilities.

Key Stage 4 PSHE: Personal wellbeing

Key Concepts:

1.1 Personal identities

- ⑩ Understanding that identity is affected by a range of factors.
- ⑩ Recognising that the way in which personal qualities attitudes, skills and achievements are evaluated affects confidence and self esteem.
- ⑩ Understanding that self-esteem can change with personal circumstances.

1.2 Healthy lifestyles

- ⑩ Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
- ⑩ Understanding that our physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened.

1.3 Risk

- ⑩ Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of personal and social situations.
- ⑩ Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- ⑩ Developing the confidence to try new ideas and face challenges safely, individually and in groups.

1.4 Diversity

- ⑩ Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

Curriculum References

Key Processes:

2.1 Critical reflection

- ☉ Reflect critically on their own and others' values and change their behaviour accordingly.
- ☉ Reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure.

2.2 Decision-making and managing risk

- ☉ Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary.
- ☉ Find and evaluate information, advice and support from a variety of sources and be able to support others in doing so.
- ☉ Assess and manage risk in personal choices and situations, minimise harm in risky situations and demonstrate how to help others do so.

2.3 Developing relationships and working with others

- ☉ Work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration.
- ☉ Demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely.



Curriculum References

Range and Content:

- ☉ How the media portrays young people, body image and health issues.
- ☉ The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders.
- ☉ The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- ☉ Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.

Curriculum Opportunities:

- ☉ Form opinions and express viewpoints confidently to a range of audiences.
- ☉ Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.
- ☉ Work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork.
- ☉ Identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations.



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