

THE ARTS EDUCATIONAL SCHOOLS, LONDON

YEAR 10: HEALTHY CHOICES



Week	Outcome	Key tasks
1	Pupils understand that <b>healthy choices</b> positively affect their appearance, opportunities, happiness and overall wellbeing. They expand their awareness of the healthy choices that they can make.	<p>The teacher explains the theme for the half term.</p> <p>Page 16 of the textbook. Pupils draw a Venn diagram of three interlocking circles entitled 'Mind', 'Body' and 'Sprit' respectively. Each item from source 2 (a-o) should be put into the pupils PSHEE folder.</p> <p>Page 17 of the textbook. Draw the pyramid from page 17. Insert the letters from the above exercise into the pyramid.</p> <p>Pupils should explain their decisions as part of a whole-group discussion.</p>
2	Pupils should be absolutely clear about <b>consent and the law with regards to sex.</b>	<p>Explain that this session is mostly factual and that a follow-up session will be occurring next term with two presentations from the sexual health clinic at the Chelsea and Westminster Hospital, which will be in the summer term.</p> <p>Read page 18 together.</p> <p>Show the video from YouTube (no tea!). This is brilliant.</p> <p>Ask them to consider the question in activity 1. What might the reasons</p>

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		<p>be for the answer? Remember, it is an average.</p> <p>Ask the pupils to read all of the opinions on page 19 in silence. Ask the pupils to consider how many opinions they would share.</p>
3	<p>Pupils should understand the precise meaning of the terms '<b>safer sex</b>' and '<b>sexual health</b>'.</p>	<p>Pupils should read page 20 in silence. Pupils should answer exercise 3, page 20, in complete sentences and in silence.</p> <p>Pupils should do exercise 4, page 21, in silence.</p>
4	<p>Pupils should understand the <b>classifications of illegal drugs</b> and have some idea of the risks concerned with each one.</p>	<p>Brainstorm the number of illegal drugs that pupils can think of. Ask (sensitively) if they have some idea of how widespread the use of each one is.</p> <p>Exercise 3, page 23. Pupils do this in silence. Ensure that pupils cover the answers. Go through the answers.</p> <p>Pages 24–25. A great activity! Read through the drug supply chain as a whole class, then divide the class into five groups. Each group prepares a case for each person and tries to argue why they are not to blame for the drug culture.</p>

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		Each group needs to write a summary (to be handed in).
5	Pupils understand that the health dangers of <b>alcohol</b> are broadly similar to those of many illegal drugs. Pupils also understand key aspects of alcohol and the law.	<p>Task 1, page 26.</p> <p>Read the problem on page 27. Do task 2, page 27.</p> <p>Exercise 3, page 27.</p> <p>As part of plenary, discuss the role of peer pressure in alcohol consumption.</p>