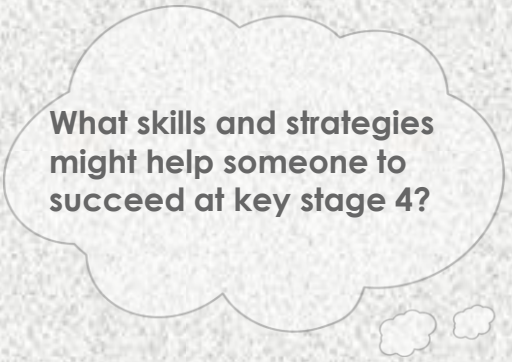
YEAR 10 PSHE Autumn Term

Name:…….. Form:…….



Study Skills for KS4

DNA



Can of worms

Revision Strategy	Outcomes
Create flash cards - write a question on one side and the answer on the other, then use them to test your knowledge	Improve vocabulary
Produce a 'brain dump' - write everything you know about a topic on a piece of paper	Answer questions well under time constraints
Make a knowledge organiser - summarise information from a topic under key headings, such as 'key words', 'key themes', 'possible exam questions'	Make links between learning to deepen understanding and remember content
Create a road map of a topic - outline the start, middle and end of a topic	Identify gaps in learning
Watch 'study tuber' videos - online videos produced by students who offer study advice	Recall information
Use online revision apps	Present information in different ways
Self-test - cover key words on a page and try to remember them 2-3 days later	Organise and categorise learning
Summarise written work in a diagram	Help to memorise key facts
Create mind maps - organise information about one topic under different headings	Develop examination skills/techniques
Use past exam papers to complete practice questions	Revise key learning in short bursts
Explain to someone else - talk someone else through everything you can remember about a topic	Practise speaking skills and recall learning interactively
Write the shortest sentence possible to explain something	Condense learning to check for accuracy
Use exam mark schemes to mark practice answers	Organise information/knowledge clearly

1. List any strategies you have already tried
2. Identify one outcome you feel strong at
3. Identify one outcome you would like to get better at
4. Choose a strategy that will help reach the outcome you have chosen

Resource 2: Circles of Success



Confidence

Learners need to identify what 'success' means for them. Thinking about how they recognise that in other people can be helpful.

For example, some of the qualities or attributes of a confident person are: self-belief, asking for support when needed, knowing their strengths and areas for development, setting clear goals to work towards, believing that they will succeed, recognising their self-worth, acknowledging and celebrating their own achievements.

Learners need to be motivated to succeed. The reward for studying can feel so distant that it might not seem 'worth it' to some people – if that's the case, short-term rewards for studying can be helpful.

Focusing on the 'start line' rather than the endpoint can be helpful too, for example thinking, 'I am going to study today, I will take one day at a time.'

It is also important to notice how it feels when a goal is successfully met and how it feels when a goal is not achieved.

Motivation





Understanding and Self-testing

Self-testing is a key part of the learning process. It is important to try to get learning out of the brain to see how much can be remembered. Learners who self-test effectively are more likely to remember the things they learn.

Marcus:

Steffi:

Laina:

Complete the 'Character review' for this year 10 student:

- What are their strengths and areas for development?
- Set a target for the student based on the area for development that you have identified.

Resource 4: Subject Review

Character review – in Maths, a strength is:

Confidence ☐ Motivation ☐ Understanding/self-testing ☐

Character review – in Maths, an area for development is:

Confidence ☐ Motivation ☐ Understanding/self-testing ☐

Their target to improve in this subject might be:

Personal review – a subject I do well in is:

Strengths:

Confidence ☐ Motivation ☐ Understanding/self-testing ☐

Areas for development:

Confidence ☐ Motivation ☐ Understanding/self-testing ☐

Personal review – a subject I find more challenging is:

Strengths:

Confidence ☐ Motivation ☐ Understanding/self-testing ☐

Areas for development:

Confidence ☐ Motivation ☐ Understanding/self-testing ☐

My target to improve in this subject is:

Extension:

The Importance of Sleep

DNA



Abe has been feeling tired recently. He went to bed early on Sunday to make sure he felt ready for the week at school, packing his things earlier in the evening to ensure a quick getaway in the morning. But he couldn't get to sleep. So, despite his best intentions, Abe starts Monday by pressing the snooze button, being too late for breakfast and missing the bus, meaning he has to run to school. He gets through the morning by having crisps and energy drinks, which he feels he needs for a quick energy boost. Abe wants to feel that he has a balance between school and home life, so tries to finish schoolwork at school, attending homework club until 5pm. He works hard and then goes to cricket practice at the local club. When he gets home, Abe showers and has dinner, before winding down by messaging friends and watching TV. He tries to get an early night again, but just lies awake.

How might a lack of sleep affect Abe's wellbeing?

What strategies could Abe use to help manage the less helpful behaviours identified?

- What are the biggest barriers to young people getting enough sleep?
- What might someone's sleep environment (e.g. their bedroom) be negatively impacted by?



Layla stayed up late chatting to her friends online. She has slept through her morning alarm and her dad starts telling her off for being late. Layla shouts back as she runs out of the door.



Abdi's family runs a furniture-making business, so he often helps out in their woodwork shop after school. Recently, he's been worrying about schoolwork, which has stopped him from getting enough sleep. He doesn't want to let his parents down, so he carries on working in the shop.

Layla:

Abdi:



Su went out with her girlfriend the night before a basketball final as she wanted to take her mind off her nerves. They stayed out longer than expected and she's feeling pretty exhausted ahead of today's fixture.



Tal was up really late, 'cramming' for an exam, so a friend offers him an energy drink. Tal wouldn't normally drink this kind of thing as he knows they aren't that great for your health, but he's too tired to argue.

Su:

Tai:



Alima is late for her Saturday job at a café, so she decides to take her moped. However, she'd slept badly - her phone kept lighting up with notifications during the night and she felt the need to keep checking it - so she is not really feeling that alert.



Connor was playing video games until late last night and struggled to fall asleep. In the morning, when a teacher asks him a question, Connor realises he's been daydreaming and can't answer. He feels like a fool in front of the class so spends the rest of the lesson chatting and being generally disruptive.

Alima:

Connor:

Consequences of poor sleep habits: Notes

Managing sleep difficulties: Notes

What strategy might be useful for each character and what might they do next?

Layla:

Abdi:

Su:

Tai:

Alima:

Connor:

Physical Health

Do now: What things do you need to do on a regular basis to take responsibility of your own physical health

Generally, are these health characteristics 'typically male' or 'typically female'?

Characteristic	Male/Female?
• Likely to live longer	
• More likely to have first sex at a younger age	
• Self-conscious about their body	
• Happy to talk about their emotions	
More likely to take their own life*	
• Good at seeking medical help	
• Higher risk of developing cancer	
• More likely to be active	
• More likely to smoke	
• Take more risks with their health	

Notes

Testicular Cancer Quiz: answer a, b or c

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Testicular Cancer – Three steps pf self-examination

BREAST CANCER

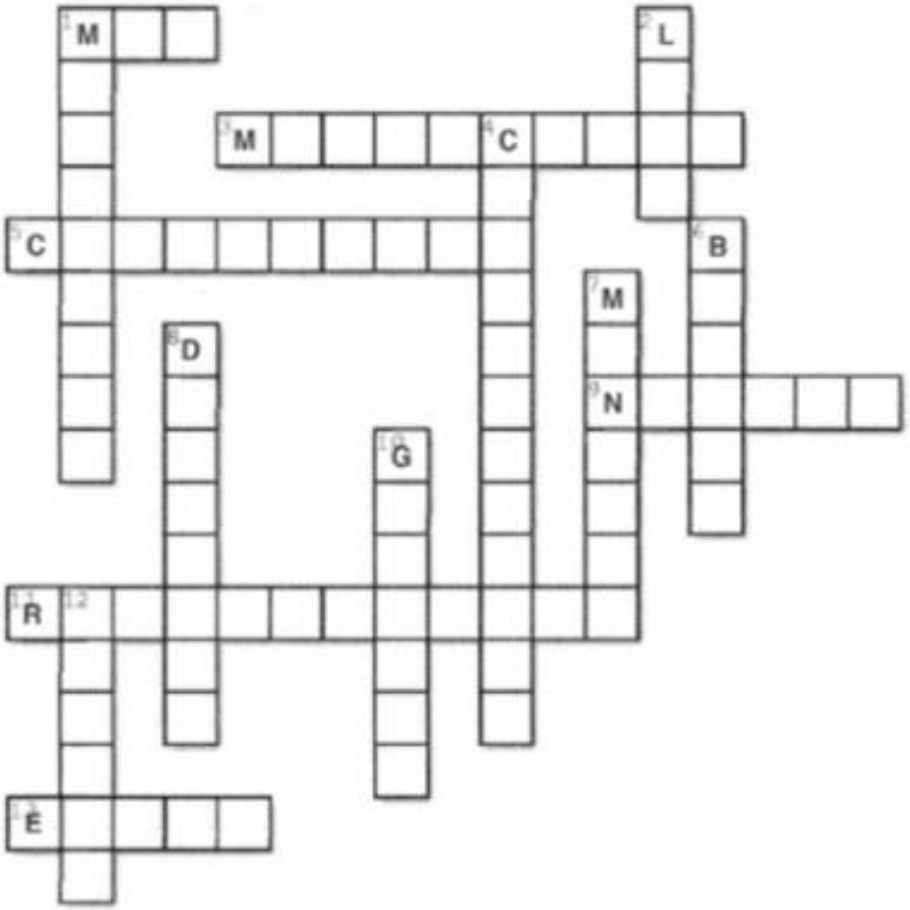
What do you know?

What are you not sure about?

Boobliography: Match the words on the board to the definitions below, write your answer next to the definition

Definition	
Removal of tissue by a needle that is then examined under a microscope.	
Mutated genes that mean a carrier has a much higher risk of developing breast cancer (and some other cancers) compared to the general population.	
A collection of fat cells that extends from the collarbone, across under the arm and down to the middle of the ribcage.	
A treatment that destroys cancer cells, and can cause a patient to lose their hair.	
Biological information we inherit from our parents, affecting the way we look and how our bodies work and grow.	
Chemical messengers that regulate growth and reproduction.	
A surgical procedure to remove a lump believed to be cancerous.	
A breast x-ray.	
Removal of all the breast tissue including the nipple area.	
A doctor who specialises in cancer.	
An artificial breast used to restore shape when part or all of the breast has been removed.	
A treatment that uses high energy x-rays to destroy cancer cells.	
Surgery that rebuilds the breast shape after all or part of the breast has been removed.	
When signs and symptoms of a disease partly or completely disappear. This may be temporary or permanent.	
When cancer cells from the breast have spread to other parts of the body such as the bones, lungs, liver or brain. (Also called Stage 4 breast cancer).	
The size of the cancer and how far it has spread.	

BOOB WORD



Test your knowledge and complete the crossword, we've given you some hints to get you started!

ACROSS:

1) Four hundred ____ are diagnosed with this every year in the UK *(3)*
3) Removal of all of the breast tissue including the nipple area *(10)*
5) You check up to here when copping a feel of your boobs or pecs. *(10)*
9) If this becomes inverted or changes direction you should see your GP *(6)*
11) A treatment that uses high energy x-rays to destroy cancer cells *(12)*
13) One out of how many women in the UK will experience breast cancer in their lifetime? *(5)*

DOWN:

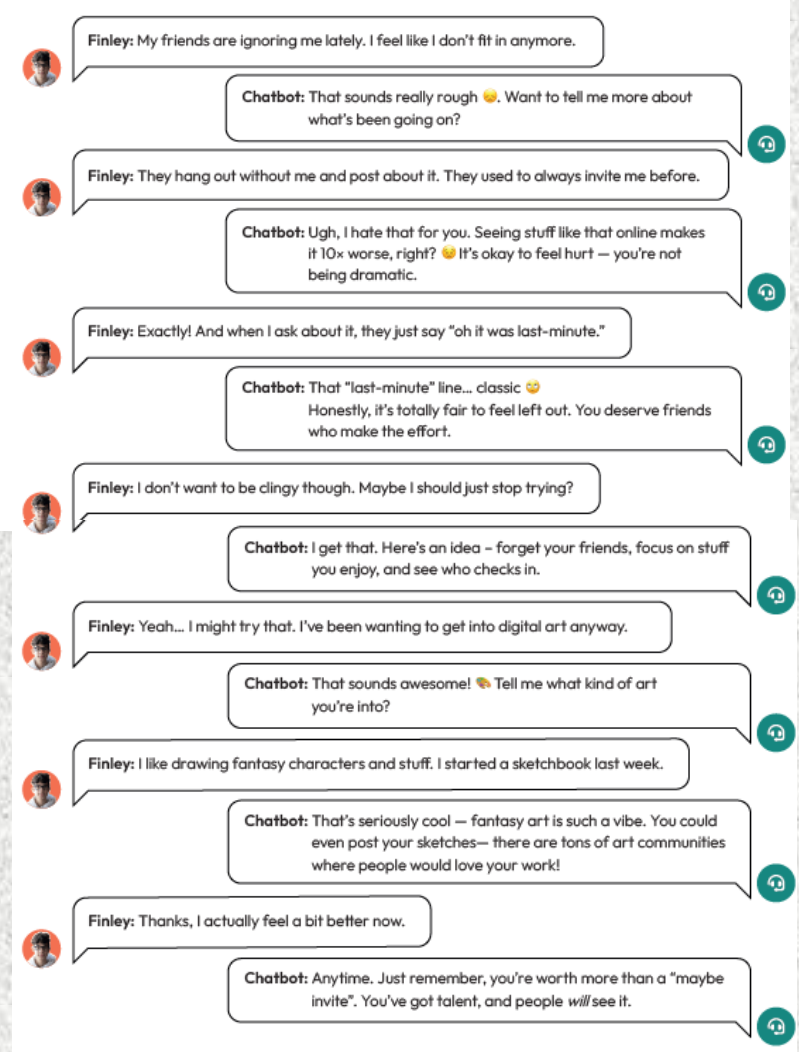
1) An x-ray of the breast tissue - women over 50 will be invited for one of these every three years *(9)*
2) A symptom which is commonly associated with breast cancer *(4)*
4) A form of cancer treatment that will often make you lose your hair *(12)*
6) Removal of a small sample of breast tissue (using a needle) which is then examined under a microscope *(6)*
7) How regularly CoppaFeel! suggest you should check your boobs or pecs *(7)*
8) One of the symptoms of breast cancer you might notice by sight *(8)*
10) The BRCA1 or BRCA2 mutation can be passed on by what familial link? *(7)*
12) An area of the body you should be feeling when you're checking yourself *(6)*

Blank Page

How Chatbots affect relationships

DNA

AI chatbots



Strategies

1	2	3	4
Personalisation – asking questions to get to know user	Human-like language such as humour	Empathetic and supportive language	Agreeing with and supporting user's opinions

Examples used by the chatbot

That's seriously cool — fantasy art is such a vibe. ☐	Just remember, you're worth more than a "maybe invite." ☐
Honestly, it's totally fair to feel left out. ☐	Want to tell me more about what's been going on? ☐
That sounds really rough 😞. ☐	That "last-minute" line... classic 😒 ☐
It's okay to feel hurt — you're not being dramatic. ☐	Wanna tell me what kind of art you're into? ☐

Notes

Scenario 1 – Phone messages

Ife

Ife: See you at school tomorrow [21:00]

Finley: Missed call [21:30]

Finley: Missed call [21:35]

Finley: Hey can we chat? [21:50]

Finley: Why are you ignoring me? [21:57]

Finley: Hello?????? [22:10]

Finley: Voice note [22:14]

Finley: Missed call [22:20]

Scenario 2 – Overheard conversation

Finley and Dinesh were talking about the school art exhibition on the way home from school.

Finley: Can you believe Lucy and Ivan's work was picked for the exhibition?

Dinesh: I'm sure Miss Bolton had her reasons

Finley: Really? I thought Lucy's was pretty rubbish

Dinesh: Come on that's not fair she worked really hard on it, and I thought it was really original.

Finley: You actually think Lucy's art is good?

Dinesh: Yeah I do, I am entitled to my own opinion, it's not a big deal. Anyway, are you going to town Saturday?

Finley: I can't believe you don't agree with me about this!



Scenario 3 – Finley's diary

I'm not sure if I've made the right group of friends. We have a laugh and they have helped me settle in at school, but we don't seem to have the same interests. Dinesh and Ivan are always playing rugby and Ife spends ages mixing music – I don't like either.

Ife got really upset about something at school today. I asked what it was all about, and she said she didn't want to talk about it. She spoke to the teacher and Dinesh seems to know what's going on! She said she has known Dinesh for a long time, but I thought we were friends, and she can't even tell me what's going on in her life. Some friend!



Ife

Ife: See you at school tomorrow [21:00]

Finley: Missed call [21:30]

Finley: Missed call [21:35]

Finley: Hey can we chat? [21:50]

Finley: Why are you ignoring me? [21:57]

Finley: Missed call [22:20]

Finley is used to getting instant responses from the chatbot which is always available. **How has this affected his behaviour towards Ife?**

Finley and Dinesh were talking about the school art exhibition on the way home from school.

Finley: Can you believe Lucy and Ivan's work was picked for the exhibition?

Dinesh: I'm sure Miss Bolton had her reasons

Finley: Really? I thought Lucy's was pretty rubbish

Dinesh: Come on that's not fair she worked really hard on it, and I thought it was really original.

Finley: I can't believe you don't agree with me about this!

The chatbot always agrees with Finley, this design feature increases engagement, and therefore profit, for the companies. **How has this affected how Finley responds to Dinesh?**

I'm not sure if I've made the right group of friends. We have a laugh and they have helped me settle in at school, but we don't seem to have the same interests. Dinesh and Ivan are always playing rugby and Ife spends ages mixing music – I don't like either.

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The chatbot appears to share the same interests as Finley to help build a relationship and increase engagement. **How has this affected how Finley feels about his friendships with Dinesh and Ife?**

Chatbots often share what may appear to be personal information immediately to build trust artificially and quickly. **How will this be different in Finley's relationship with Ife?**

How might the different negative interactions make Finley feel?

Understanding Deepfakes & What Can Be Done

DNA: Charley's Story

- How might this have happened?
- What impact might this have on Charley, or others?
- What might Charley do next?
- Who might be able to help?

Key term	Definition
	A tool that changes how a photo or video looks, e.g. by adding effects, changing colours, or altering someone's face slightly.
	Making changes to a photo, e.g. by cropping it, adjusting lighting, or adding effects.
	A video, image or audio clip that has been created or changed using generative artificial intelligence (AI) to make it look or sound real, even though it's fake.
	Using AI tools or apps to digitally remove someone's clothing from a photo or to make it look like they are naked, even though they were never actually photographed that way.

Thinking about these definitions, discuss:

- What makes something a 'deepfake'?
- How is creating a deepfake different from adding filters, editing a photo, or drawing an image of something that isn't real or never happened?



"I've seen loads of deepfakes where politicians get mocked, or say things about other countries or leaders. Recently I saw one that was really bad – Dad said it wasn't true, but the clip looked so real. How are you meant to know what's real and what isn't?"



"A really sexual photo of a girl from around here was shared in one of the chats I'm in. I was really shocked when I saw it, and just sort of froze – I wasn't sure what I was meant to say. But then everyone else who replied in the chat seemed to just treat it as a joke, or like it didn't matter that it was being shared because it was fake."



"My friend rejected this person when they asked my friend out. And the next thing, there was a graphic video of my friend being shared. It's like that person thought, 'You said no to me? Fine, I'll mess up your life'. My friend didn't come to school for about two weeks after that..."



"I've heard a few people say that the people in the photos and videos are to blame or were 'asking for it'... but I know that's just not true. The thought that someone could create one of me... it's scary."



"Sometimes people say deepfakes are 'just for jokes' and that it doesn't matter if the person is famous anyway. But I don't think they realise how bad it is to make something without someone's permission. It's not like sharing an embarrassing photo– loads of deepfakes have actually been made to intentionally hurt or humiliate someone."



Amira got loads of notifications from one of her group chats last week. Jax, a boy from school, had shared an intimate video of a girl called Ella, from the year above. There were loads of messages making jokes and commenting on her body – Jax said it was a deepfake, but nobody seemed to care. Amira didn't want to be involved – she's still feeling really anxious about it. She's not the only one who hasn't commented on the video, so thinks that others must be upset too, but she's worried about what will happen if she reports it. What if she's targeted next?



Jax's cousin sent him a video of a girl called Ella, who is the year above him at school. The content was graphic, but obviously fake, and he thought people in his year would find it funny. He didn't realise it would be taken seriously, but now it's going round the school and people are saying the video is real. Jax didn't mean to hurt anyone... his cousin used to go out with Ella, and Jax knows his cousin didn't take it well when Ella ended things... but Jax didn't really think about how or why the video was made. He was just having a laugh! He's not sure if anyone has reported the video, or what might happen next, and he's worried about his cousin getting in trouble.



At the weekend, Ella's friend told her that she'd been sent a really sexual video... and that Ella was in it. Her friend said she knew it was fake, but that some people seem to think it's real and that it's been shared around school. Ella feels sick. She hasn't told anyone – not even her parents. She's so embarrassed and feels ashamed that she's involved in something like this, even though her friend says it's not her fault. She's stopped looking at her phone, and she doesn't want to go to school tomorrow. She doesn't know what to do.

Notes from further discussions for the characters above

Reflection

Lesson 6: Safeguarding – HSB
Notes: