



**PSHE - Healthy Lifestyles— Relationships,
Year 8
Home Learning Booklet**

Name _____

Tutor Group _____

Teacher _____

Given out: Monday 2 December

Hand in: Monday 9 December

Parent/Carer Comment:

Staff Comment:

Target:

Reading Task—read the article below from Independent Online 14th August 2019

Cyberbullying and lack of sleep have a bigger impact on teenagers' mental health than social media use, according to new research.

UK scientists have found a significant link between adolescents who check their social media accounts more than three times a day and feelings of psychological distress.

However, they now believe this negative reaction is not directly a result of social media use.

Researchers from Imperial College London said mental health issues among teenagers could be due to cyberbullying, and that social media use could be displacing other activities, such as sleep and exercise.

The study, published in *The Lancet Child & Adolescent Health* journal, analysed data on almost 10,000 school children from the *Our Futures* government study as they progressed from age 13 to 16 during 2013-16.

The researchers found that 43 per cent of girls and boys used social media more than three times a day in the first year, rising to 69 per cent in the third.

The findings showed that those who checked social media at this frequency in the first year were 31 per cent more likely to experience psychological distress the following year.

Persistent frequent social media use in the first two years of the study led to lower well-being in the third year for girls but not boys.

However, the study's authors suggest that social media itself is unlikely to be directly harmful – rather it is due to the content consumed or displacement of physical activity.

When they accounted for factors such as cyberbullying, sleep and physical activity, the association with poor mental health all but disappeared in girls.

This was not the case for boys, suggesting other mediating factors, which have not yet been identified, were responsible.

Professor Russell Viner, president of the Royal College of Paediatrics and Child Health, said he believes it would be “biologically implausible” for social media to negatively affect one gender and not another.

“The causal arrow isn’t from social media, we believe, to distress, it actually comes through these other things that are enabled by social media,” Professor Viner said.

“It’s about the content and the displacement, not about the platform or the use of social media.”

One solution proposed by study’s authors is for parents to **insist** their children leave their phones downstairs when they go to bed to ensure their sleep is not disrupted.

They also suggested parents should monitor who their child is speaking to online in the same way that they would be aware of who their friends are in the playground.

Dr Dasha Nicholls, co-author of the study, said: “Rather than endlessly saying, ‘Can you get off your phone? Can you get off your phone?’ what it’s saying is you need to leave your phone downstairs when you go to bed, you need to make sure that you go out and get some exercise and then you can play on your whatever it is.”

Dr Nicholls added that parents need to know what they can do to protect their child from cyberbullying, saying: “In cyberbullying, even your bed is not a safe place, and if your phone is downstairs, you can’t be bullied in your bed.”

TASK:

What do you think of the article?

Do you agree with the article? Yes/No/Not sure and give reasons

This homework booklet expands on the topic of relationships and being a teenager. It will give you an opportunity to check your understanding of the key elements and develop your writing skills to expand ideas and opinions. It will help you develop your understanding in preparation for year 9.

Each exercise is labelled as:

Bronze: All students to complete. Tasks include simple ideas, fact recognition or simple description of events, opinions and ideas.



Silver: All students to try to complete. Tasks include more detailed idea development, description of events with reasons and also comprehension and interpretation of longer texts. These tasks will begin to develop your thinking skills.



Gold: Some students to complete. Tasks include higher level skill development, justification of opinions and ideas, self-supported study and independent work to help expand ideas. These tasks will help encourage higher level thinking skills.



Pupils must complete the self-evaluation boxes at the end of the booklet.

Aims and Objectives

You will use your knowledge of emotional and physical changes that occur during puberty and throughout your teenage years.

TASK 1

On the diagram below, label the area of the body and write down 1 change that could occur during puberty— these may not only be physical but emotional and intellectual too.

The first one is done for you (brain).

The diagram shows a human silhouette with arrows pointing to the following areas, each with a corresponding text box:

- Brain:** Effect: development of brain 'growth' during adolescence
- Skin:** Effect: _____
- Muscles:** Effect: _____
- Voice:** Effect: _____
- Body hair:** Effect: _____
- Reproduction and fertility—boys:** Effect: _____
- Reproduction and fertility—girls:** Effect: _____
- Emotional changes:** Effect: _____

TASK 2 - What is contraception?

In class you have been discussing contraception and sexually transmitted diseases.

List 5 different forms of contraception and how they protect people from diseases.

1) _____

2) _____

3) _____

4) _____

5) _____

Explain how each form of contraception works.

1) _____

2) _____

3) _____

4) _____

5) _____

TASK 3 - What is in an STI?

In class you have been discussing contraception and sexually transmitted diseases.

Find out about 5 different STIs—list them below.

1) _____

2) _____

3) _____

4) _____

5) _____

Explain some of the symptoms of each STI listed on previous page

1) _____

2) _____

3) _____

4) _____

5) _____

TASK 4 – Developing successful relationships and your health and well-being are both important throughout your life and the choices you make affect yourself and others. Think about how positive friendships and relationships with family can help you during your teenage years and into adulthood.

For each statement—write down how positive relationships/outlook can help you during teenage years and what you can do to help yourself.

For example - Dealing with stress. If I have supportive parents and friends I can always have someone to talk problems through with.

1) Dealing with stress—how can I do this?

2) Dealing with school workload—increasing due to exams.

3) Healthy lifestyle.

4) Physical changes—how to deal with them.

5) Avoiding conflicts—what can help me focus.

TASK 5 – Produce a leaflet that discusses how to deal with becoming a teenager, puberty OR sexually transmitted diseases and contraception. **YOU DO NOT HAVE TO DO ALL TOPICS.**

Plan your work below and either write information in the space opposite or use a computer to produce a leaflet or poster on your selected topic.

Plan:

Final Leaflet/Poster

