

YEAR 7 HEALTH



UNIT 3: SOCIAL HEALTH FAMILIES AND RELATIONSHIPS

Name:

Tutor Group:

Health Teacher:

PROJECT ASSESSMENT UNIT 3

Your task this term is to create a leaflet or a video campaign about your family. You could also pick one of the issues covered this term and create a campaign on bereavement, online grooming, gangs, living in care or poverty in the UK. You can use some of the ideas below to help you. Upload your final project on Teams by

- Explain some different types of families, such as single-parent and same-sex families. You could also explain the meaning of: bereavement, living in care, adoption and divorce.
- Explain how families have changed over time using examples. Explain why these changes are significant such as the contraceptive pill, the legalisation of divorce and the same-sex marriage bill.
- Create a poster or piece of art about your own family to show who they are. You could even delve into your family history and create a project about this.
- Create a campaign: you could write to your MP, create a social media campaign, make a poster or leaflet, or create your own website. This could be on poverty in the UK, online safety or gangs.
- Raise money for a relevant charity such as a charity that supports bereaved families or a charity that supports families living in poverty

RATIONALE: Why do we study Health?

Health lessons seek to cover issues that affect the physical and mental wellbeing of young people, helping them to be safe and happy, as well as to assist them in becoming well-informed and valuable citizens. It is your right to learn about your human rights (Article 42). Health lessons provide time each week to learn about children's rights. Health lessons are focused on the protected characteristics of the Equality Act (2010) including race, gender, LGBT+ and disability which we believe all students have the right to learn about. Health lessons help to provide students with the knowledge and skills necessary to make safe and well-informed decisions in their everyday lives, from the expectations they place on personal relationships to the factors they should consider when voting or organising their finances. The subject helps students think critically and practise debating moral issues, as well as reflect on their own identity in a safe space. Health is also a legal requirement and all students must study it. It includes **sex and relationships education (SRE)** and **citizenship** which students must study until the age of 18.



VALUES	STUDENTS	TEACHERS
<p>POSITIVE</p> <p>We approach learning with enthusiasm and we value the contributions of others</p> <p>Everyone has the right to free speech and belief (Articles 13 & 14)</p>	<ul style="list-style-type: none"> We are punctual, dressed for success and prepared for learning We greet our teachers with a smile We swiftly engage with learning upon entering the classroom We show that we are willing to learn by getting out our equipment, sitting up at our desks and focusing on the lesson at hand We show a positive attitude to our learning by asking and answering questions, taking notes and doing our best work We are able to articulate the learning goal and our own progress 	<ul style="list-style-type: none"> We create a positive learning environment by welcoming students at the door with the task at the ready We build relationships with students and take the time to understand their needs We ask students for their contributions in class and provide different ways of finding out their opinions We prompt for an ordered end to the lesson and ask students to stand silently behind their chairs
<p>RESILIENT</p> <p>We embrace challenge and make the most of every learning opportunity</p> <p>Everyone has the right to an education (Article 28)</p>	<ul style="list-style-type: none"> We try and work out the answer ourselves by looking through our books or asking another student for help before asking the teacher When we need it, we ask staff for help at an appropriate time We value and act on our teachers' feedback We don't give up We catch up on work when we are absent We are ambitious in our lessons, happy to take risks and not afraid to make mistakes 	<ul style="list-style-type: none"> We provide stretch and challenge tasks for students We continuously assess students' understanding, widen their knowledge and challenge misconceptions We place the science of learning at the heart of what we plan and deliver We ask challenging questions which encourage students to think harder
<p>OPEN-MINDED</p> <p>We explore opportunities to develop our identity and celebrate diversity</p> <p>Everyone has the right to non-discrimination (Article 2)</p>	<ul style="list-style-type: none"> We are curious and open to learning new things We engage in varied learning and enrichment activities and charity work We value other people's contributions in discussions and we respond to other's opinions with respect We embrace opportunities to reflect on our own and others' identities We celebrate diversity locally and globally and treat all people with respect and dignity 	<ul style="list-style-type: none"> We offer students opportunities to voice their opinions in a dignified and respectful manner We provide opportunities for enrichment activities and charity work We praise effort and open-mindedness We ensure that student voice has an integral role in improving the quality of education We ensure that our curriculum tackles inequality and is relevant for all students
<p>UNIFIED</p> <p>We respect the rights of all because together we achieve more.</p> <p>Everyone has the right to learn their rights (Article 42)</p>	<ul style="list-style-type: none"> We embrace working with others and demonstrate outstanding team work We reflect on our behaviour and resolve when things go wrong, listening to the perspective of others to help move things forward We support others when they find lessons challenging We take pride in our community and celebrate diversity We respect the community's environment and the people who work to keep it clean by keeping the school tidy 	<ul style="list-style-type: none"> We provide opportunities for all students to work together in various contexts, ensuring everyone takes an active part We help to create an environment that is safe and healthy for all students no matter who they are We resolve with students when things have gone wrong, listening to their perspective to help move things forward We place rights at the centre of all our curriculum by using rights-respecting language, teaching about rights and building them into our policies
<p>DETERMINED</p> <p>We set ambitious goals and are committed to achieving them</p> <p>Everyone has the right to an education that will help develop individual personalities and talents (Article 29)</p>	<ul style="list-style-type: none"> We embrace challenge We demonstrate ambition through outstanding independent study We try varied revision strategies and remain focused on our learning We strive to meet our step/GCSE targets and make exceptional progress We take opportunities to lead learning 	<ul style="list-style-type: none"> We place the science of learning at the heart of curriculum design We provide stretch and challenge opportunities for all We offer guidance and support to help students achieve their goals and develop their individual talents and ambitions We are considerate of our students' wellbeing

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

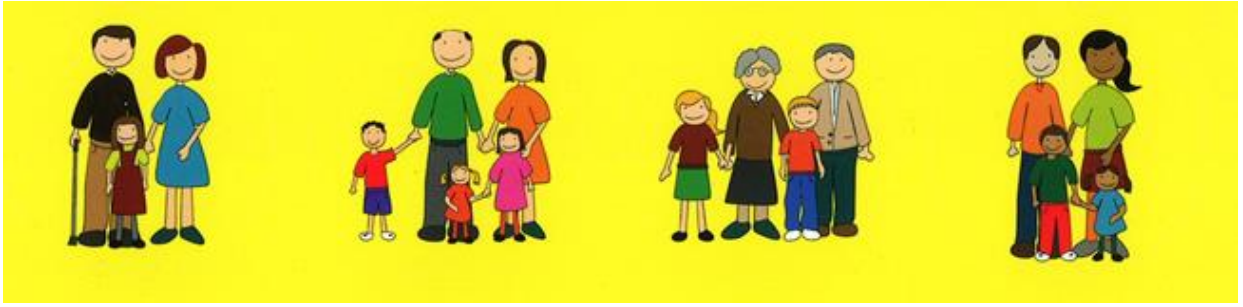
ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org.uk/crc/opp



Lesson 1: What type of families make up modern Britain?

Health Check Questions:

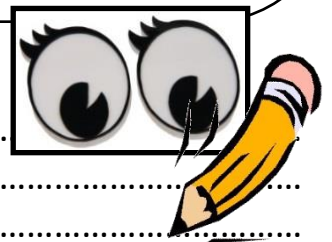
Bronze: What are some of the family types found in the UK? Describe different types of family.

Silver: What are some of the challenges faced by families today? Explain different types of family in the UK and some of the challenges they face.

Gold: How have families changed and why have these changes been important? Explain a range of ways in which families have changed in the UK with reference to examples and some facts and figures.

ARTICLE 5: PARENTAL GUIDANCE

Governments must respect the rights and responsibilities of parents and carers to provide guidance to their child so that each child can fully enjoy their rights.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



MAIN ACTIVITY: Read the different children’s descriptions of their family. For each one, highlight the **FAMILY STRUCTURE** in one colour and the **CHALLENGES** they face in another colour. Families all have unique experiences and these children’s accounts do not represent the experience of everyone who has the same family structure.



I live with my mum and dad. They cohabit which means they aren’t married. About two-thirds of children in the UK live with both parents. Most families are married but a growing number just live together. They both work full time so I don’t get to see them much but when we do hang out it is really special. Today, many families struggle with work/life balance. Some studies suggest that Britons work longer hours than any other country in the EU.



I live with my dad and my sister. My mum died when we were young so now my dad takes care of us. He has a girlfriend with a son who recently moved in with us making us a blended family. I like her a lot which really helps. It has been hard growing up without a mum and I still go to therapy to help me. 1 in 29 children and young people have experienced the death of a parent or sibling. My dad does an incredible job of keeping our family happy.



I live with my grandparents and my sister. They took us in as my mum, who I was living with, can't take care of us at the moment. My grandparents are amazing and I love their house, but I do miss my mum and sometimes get a bit embarrassed explaining my family situation. Sometimes, my grandparents find it hard to take care of us sometimes as they are older but I know they try their very best. Over 78,000 children live in care in the UK.



I live with my mum. My parents divorced a few years ago and I found it really tough. Now I have come to terms with it a bit more but I wish I could see my dad more than just at weekends. A quarter of families are single-parent families too. My mum is really hard-working and has two jobs so that she can afford everything. Single mums face stigma too. I do think that single parents can find it harder but not all single parents do. Anyway, we should be helping not judging!



I live with my mums. Since 2014, same-sex couples can marry in the UK and there are now 212,000 same-sex families. We still face discrimination. Lots of people still assume families will be made up of a mum and a dad but my parents say that there is definitely less homophobia now than there used to be. My mums are really loving and we are really happy so I know that the only thing that matters in a family is love, not what that family looks like.



I live with my mum and dad. My dad has a disability so cannot work. Lots of people don't really understand benefits. Most people who claim benefits in the UK actually work. Even with benefits, money can be a struggle. I try and help my mum by caring for my dad when I can. Some days he needs a lot more support. It can be tiring but I love giving back to my parents and showing my appreciation. 21% of children in families with a disabled member are in poverty.



Lesson 2: How does poverty impact families in Britain today?

Health Check Questions:

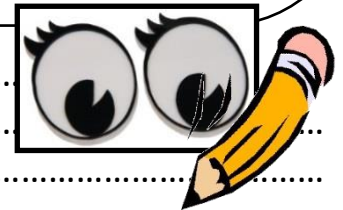
Bronze: How does poverty impact families in the UK? Describe some of the effects of living in poverty on children and their families.

Silver: What are some of the causes of poverty and how does this impact families? What can be done to support families in need? Explain some of the causes of rising poverty in the UK and possible solutions.

Gold: How many people are living in poverty in the UK? Why is this happening, what is the impact and what can be done? Explain causes and consequences of poverty in the UK with reference to facts and figures. Consider a range of ways that poorer families could be supported.

ARTICLE 26: SOCIAL SECURITY

Every child has the right to benefit from social security, including financial support. The government must provide financial support and other benefits to families in need of assistance.



Dotted lines for writing.

MAIN ACTIVITY: Watch the video and read the information. Add notes to your sheet.

34% of children under the age of 5 live in poverty in the UK. There are a number of risk factors. 49% of single-parent households earn below the national average. The risk of poverty is also higher for families where one person has a disability. Foreign-born parents are also more likely to be poor and are unable to claim most benefits. Universal Credit only covers two children which means that parents with more than two children are also at far greater risk of poverty.

Parents with children under the age of five are also more likely to be poor. In the UK, the average person earns £584 a week. The average cost of sending one children to nursery each week is £263. This means many people with children under the age of 5 cannot afford to send their children to nursery while they work as they may not earn enough to cover the costs.

For many families, circumstances change which affects their finances. When a parent dies or goes to prison, when couples divorce, or when one parent loses a job, it can mean a significant loss to earnings. For others, it is impossible to take time out or find the money to train which would allow them, long-term, to get a better paid job.

Most people on benefits actually work. In fact, in-work poverty had already peaked *before* the COVID-19 pandemic hit. However, during the pandemic, many parents lost their job or were unable to work as much. The government has given millions of pounds to families in need over the course of the pandemic. However, following a rise in living costs, many more families are now visiting food banks.

There are many negative consequences of poverty. Children who come from poorer households may live in colder houses with less space, making it more difficult to complete homework. People in poverty are also more likely to experience health problems, including mental health problems.

The footballer Marcus Rashford, who grew up on free school meals, argued that school should be a place where all children can learn but that it is very difficult to learn when you are worried about money. The Child Poverty Action Group are also campaigning for free school meals for all students. They argue that this will guarantee that all students eat while they are at school and during the holidays, since not every poor family qualifies for free school meals.

Other charities are collecting donations for families in need. The charity Little Village, for instance, work in London distributing clothes, toys and nappies for children under the age of 5. The Felix Project collect surplus food, such as from restaurants, and make sure that it is distributed to people who need it. Similarly, Compliments of the House, a Brixton-based charity, collect food that restaurants are not using and help to distribute it to families in need. Food can also be donated to supermarkets, alongside nappies and sanitary products.

Many young people also campaign against poverty, such as by writing to their MP, to demand cheaper housing or for a Living Wage for all, which means that the minimum wage would have to reflect the actual cost of living. Citizen's UK, who work with our school, are campaigning for this nationally. Students at Chestnut Grove meet every week as part of the Equality and Human Rights Group to run campaigns like these.

FACTS AND FIGURES How many people are living in poverty in the UK?

CAUSES What are some of the causes of poverty? Why are there so many people living in poverty?

CONSEQUENCES How does living in poverty affect children today and their families? What is the impact on society?

SOLUTIONS How might we address growing levels of poverty in the UK? What could we do to support families?



Lesson 3: How does living in care affect children in the UK?

Health Check Questions:

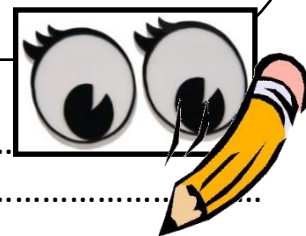
Bronze: What is a 'looked after child'? To explain what a 'child in care' or 'looked after child' is and some of their experiences.

Silver: How might living in care affect someone? To define a 'looked after child' and consider the impact of living in care using a range of examples. Consider ways in which looked after children can be supported.

Gold: What are the government's responsibilities in relation to children living in care? Consider ways in which looked after children can be supported at a societal level. Explain the meaning of living in care and some of the ways it could affect young people.

ARTICLES 20 & 21: LIVING IN CARE

If a child cannot be looked after by their immediate family, the government must give them special protection and care, making sure alternative care respects the child's culture, language and religion. Governments must oversee the process of adoption to make sure it prioritises children's best interests.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MAIN ACTIVITY: Read about some of the stages of living in care. For each one, write down your thoughts about how this might affect children.

Living in care

Living in care means different things for different children. What is the difference between fostering and adoption?



Myths, stereotypes and stigma

Many people do not know a lot about living in care. What are some of the unhelpful things people say to or about people living in care?



Campaigns

Many children live happily in care in the UK while others struggle in sub-standard accommodation. The average time for adopting a child is three years. Why might campaigners be fighting for better housing and shorter adoption times? What else could be done to support children living in care?

Reasons

Sometimes a decision is made to remove children from the home, although this is a last resort. Why might this happen?

Reflections

Being in care gives people a unique perspective. What are some of the positive character traits people may develop?

Challenges

Children living in care are separated from their biological families. They may move between houses a lot, often with no say. What challenges might they face?





Lesson 4: What are the stages of bereavement?

Health Check Questions:

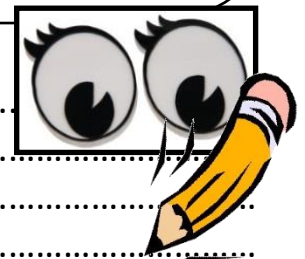
Bronze: What is bereavement and how does it affect people? Describe what 'bereavement' means and some ways it might affect people.

Silver: What are some of the emotions and physical symptoms people experience when they lose an important relationship? Explain a range of ways in which bereavement can affect people and ways that people can get help.

Gold: How might you know when someone is not coping well with bereavement or the loss of a relationship? Explain a range of ways in which bereavement can affect people and at what point these become a concern. Explain a number of ways that people can get help or get help for someone else.

ARTICLE 24: THE RIGHT TO HEALTH

Every child has the right to health. This includes positive mental health.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DISCUSSION POINT: In New Orleans there is often a **jazz procession in the streets** when someone dies and in this picture, Tibetan monks are placing a dead body on the mountain. This is so that the animals and elements will break it down, so that the body can return to nature. **What other ways do people have for remembering the dead?**



A large empty rectangular box with a solid black border, intended for writing a response to the discussion point.



What can we do to support people who have experienced bereavement? Write down 3 ideas.

A large empty rectangular box with a dashed black border, intended for writing 3 ideas to support people who have experienced bereavement.

Activity: Lia’s mother has died. Read the cards about Lia’s experiences and put them in the order you think they might happen: (1) the first few days and weeks (2) the first few months (3) the first anniversary and beyond.

What did Lia do that helped her to come to terms with her grief? What did other people do to help her?

<p>When Lia was first told she was extremely shocked. She was at school and someone came into her class to call her down to reception where her dad was waiting. He said that her mum had died.</p>	<p>When Lia got back to school, her friends didn’t know how to act around her. It was hard for Lia because she wanted to talk about it but she also wanted things to just be normal. She worried she would bring all her friends down.</p>	<p>For the first few months, Lia’s brother did not seem to cope well at all. He was a bit older than Lia and she noticed that he was not eating much or showering. He said that he couldn’t be bothered to do anything now that their mum was gone.</p>	<p>Lia found it very difficult to sleep in the first few weeks. When she wasn’t crying, she felt completely numb. She felt angry with her mum for not being there and then felt guilty for having felt angry.</p>
<p>After a few weeks, Lia went to see a grief counsellor. He was very helpful and gave her lots of strategies to help Lia deal with what had happened. He said it was normal to feel this way and that things would get better.</p>	<p>In the first few days, Lia kept hallucinating that her mum was there. Her dad said that this was normal and that he saw her too or imagined that he heard her voice. She kept waking up and realising all over again it was all real.</p>	<p>On the anniversary of her mum’s death, Lia went with her family to church and they said prayers and lit candles. Lia felt a bit better having lots of people around her to remember her mum.</p>	<p>At the funeral, a week after Lia’s mum died, lots of people came. She didn’t feel like talking to anyone and it was hard for her and her family to speak to people and thank them for coming. Lia just wanted to be alone.</p>
<p>Lia’s teachers helped her in the following months. They let her work in the library when they talked about death in lessons and when she needed a bit of time out. They let her speak without interrupting her or telling her how to feel.</p>	<p>Lia missed her mum even years later. It was always worse around her birthday or during holidays. She just wished that her mum was there to see her. She talked to her friends about it and they helped her by being there at all these events.</p>	<p>Lia took two weeks off school. Her dad cried all the time and so did she. Her neighbours and other relatives brought food to the house so that they didn’t have to cook. She didn’t feel like eating very much or even showering.</p>	<p>Lia and her dad created a photo album a few months later. Lia spent a lot of time decorating it and her and her dad spoke about their happy memories together. This helped Lia put her energy into something else.</p>



Lesson 5: What are some of the dangers associated with online relationships?

Health Check Questions:

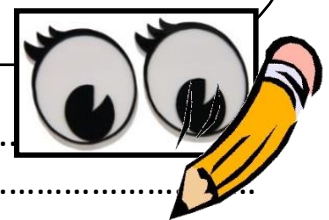
Bronze: What are some of the dangers involved with the internet? Explain some of the dangers involved in online relationships.

Silver: What are some of the dangers involved with the internet and how can they be avoided? What things should you not reveal online? Give examples of some of the negative things that can happen when people are not careful about the impression they make online.

Gold: What are some of the dangers involved with the internet and how can they be avoided? What is 'grooming'? Why is it so easy for sex offenders and bullies to abuse people online? Give examples of some of the negative things that can happen when people are not careful about the impression they make online.

ARTICLE 17: ACCESS TO INFORMATION

All children have the right to access information, so long as it does not cause harm.



.....

.....

.....

.....

.....

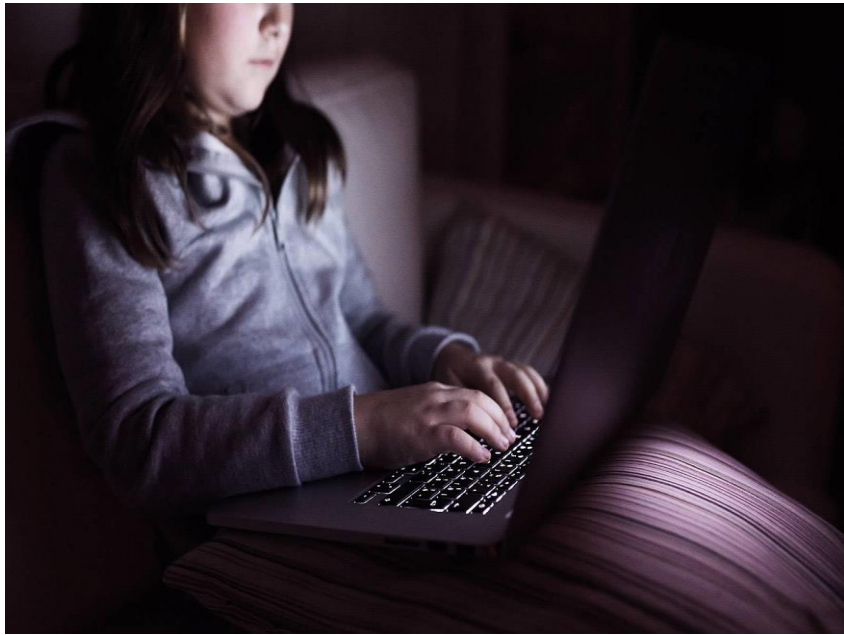
.....

.....

.....

.....

.....



DISCUSSION POINT: Watch the video. It is upsetting but gives an insight into online grooming. What techniques are used online to scam or exploit young people?

MAIN ACTIVITY: Read the cards and sort them according to the following themes:

TECHNIQUES ONLINE PREDATORS USE / WAYS OF STAYING SAFE ONLINE

<p>Predators often hide their true identity by creating fake social media accounts and using fake pictures to pretend they are younger. They may have spent a long time researching the children they target so they can create profiles that will appeal.</p>	<p>If you can, use an avatar instead of a profile picture and make sure you do not take photos outside your home or in school uniform. Make sure that usernames do not include your full name, your date of birth, your town or mobile number.</p>	<p>Young people may also be groomed into extremist groups. Far right groups and extreme religious groups often target young people online. They manipulate facts, mixing them with fiction, and try to change their way of thinking.</p>	<p>Grooming can take place in person as well as online. Behaviours may appear innocent to start, such as trying to spend time with the victim on their own, before introducing taboo topics, such as discussing sex or extreme ideas.</p>
<p>Change passwords regularly and think carefully before inputting your password. Criminals can create realistic sites and use techniques to encourage people to put their password in or give over bank details. Groomers may do this to get money.</p>	<p>Groomers may use tactics such as reverse psychology e.g. "I'm not sure about this, I think you might be too young" or "It was just an idea, it's completely up to you" which give the child the impression they are in control of the situation when they are not.</p>	<p>Groomers may not ever ask to meet or for sexual images. Breck Bednar, 14, was murdered by an 18 year old stranger who spent months grooming him online by talking about computers and playing video games with him and his friends.</p>	<p>Groomers use blackmail to make children feel guilty or introduce the idea of 'secrets' to control, frighten and intimidate. They may threaten to reveal secrets or share photos. They are often experienced at tricking young people.</p>
<p>Groomers may look for usernames or comments that are flirtatious or have a sexual meaning, as well as public comments that suggest a child has low self-esteem, is arguing with friends or family or is vulnerable in some way.</p>	<p>Predators know many young people have low self-esteem so pay them compliments or offer them gifts. Over time, they may try and isolate them from friends and family so that they are less likely to see something is going on.</p>	<p>Predators put effort into forming relationships with the children they target, either by forming romantic relationships or gaining their trust by acting as a friend and giving advice. They are often good at listening and making people feel special.</p>	<p>The Childline Zipit app, CEOP or The Internet Watch Foundation can often help get embarrassing or indecent images removed. You can also report, mute or block anyone who bothers you online. Do not reply to anyone trying to threaten you.</p>
<p>If you are sent anything or see anything that makes you feel uncomfortable, screenshot the evidence and report it. It can be embarrassing but it will always escalate if it isn't reported. Tell a teacher, parent or report it online using CEOPs or NSPCC.</p>	<p>The relationships formed with groomers are not equal. Groomers may be older or act as though they are in authority positions in order to yield power over young victims. Check all relationships in your life to make sure they are equal.</p>	<p>Children often worry about getting into trouble but the law is not designed to punish victims, only abusers, so even if a child has sent a nude image or video, they will not get into trouble if they have been groomed.</p>	<p>Calling Childline or NSPCC can help young people who are worried about what is going on. Their numbers are free. Childline can be contacted on 0800 111 day or night. They also have detailed websites with lots of advice about grooming.</p>

Look at the different profiles. With your partner, highlight anything that they have revealed that could be dangerous or have negative consequences and explain why. Then, write down strategies we can use to stay safe online and share with the class.



Katya Jenkins

08.08.14 Katya updated her status: *Holiday with the family! See you in 2 weeks!!!*

04.09.14 Katya uploaded new photos:



08.09.14 Katya updated her status: *Hating school. I miss the sea and sun!*

16.10.14 Katya updated her status: *'So bored! Anyone else going to go to Clapham Common later. Will be at the station from 2 onwards!'*



18.10.14 Katya was tagged in a photo



marty101

School: Chestnut Grove **Birthday:**

21.11.98 **Likes:** Football!

Lives in: Balham

marty101@hotmail.com

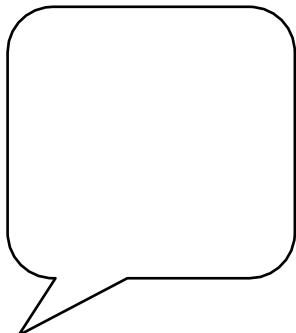


XXX sent you a link. [Click here to open.](#)



09.10.14 Marty uploaded new photos:

'Lol! Best night ever! Don't expect me in school tomorrow...'



Adam: *Did you get with Shannon?*

Nigel: *I hope he didn't. That girl is butters.*

Adam: *I know. But she just kept following us around all night.*





Lesson 6: Why do some children join gangs?

Health Check Questions:

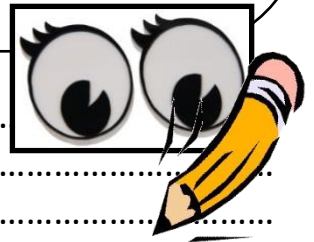
Bronze: What is a gang? Why do some young people join gangs? Describe what a gang is and some reasons for why people might join.

Silver: Why might people join gangs and how does this affect individuals? Explain why some young people are attracted to gangs and what the consequences might be.

Gold: Why might people join gangs and how does this affect society? Explain a range of reasons for gang involvement and link them to wider social issues in society. Evaluate reasons for, and consequences of, joining a gang using case studies and evidence.

ARTICLE 36: FREEDOM FROM EXPLOITATION

Every child has the right to live free from all forms of exploitation, including gangs.



A series of horizontal dotted lines for writing answers.



REFLECT: Watch the video. Do you think he is in a gang? Why might people join gangs? In what way might society be responsible for the rise in gang violence?

Plenary Discussion: How would you respond if someone said... (a) 'My gang protects me'; (b) 'Being in a gang will make me rich'; or (c) 'Being in a gang gets me true respect'?

ACTIVITY: Your task today is to consider the different reasons for a young person joining a gang. You will then be producing a 'counter-argument' explaining the problems with each reason and how the reason for joining a gang could actually create more danger.

Why do young people join gangs? Read through your EVIDENCE BOXES. Which REASON can you apply to each box?

1. To get protection from rival gangs
2. To have power over others
3. Friends or family are involved
4. To make money
5. Lack of anything else to do
6. To belong to a group / family
7. They can seem glamorous to some young people
8. Blackmail / grooming

EVIDENCE BOX 2: Boy B had ambitions of playing football professionally and had trials for Fulham and Charlton, but nothing came of them. He felt that joining a gang would help him gain as much money as a footballer. "I wanted to run around with the local boys. They came to the local fast food places after school, like McDonalds, and offered us 'free' food. After a few weeks, they said we owed them money and that we had to work for them. I thought that running around with the local boys was a quicker way to make money than football." As he got deeper in the gang, it became harder to leave and his cousin and best friend Steve were stabbed, almost fatally. He realised that only people at the very top make so much money and that most gang members die young or are imprisoned, so they cannot enjoy money for long.

→Why do you think he joined a gang?
(Write the numbers):

→Explain the consequences:

EVIDENCE BOX 1: At the age of 13 Boy A was a victim of bullying at school. He began to carry a knife as he thought this would protect him. As he was walking home from school, he got into a fight and took out the knife. The boys involved told other local boys who came back later and attacked Boy A with a knife. Later, Boy A joined a gang as he thought that they would be able to protect him from future attacks. He then became a target of other local gangs.

→Why do you think he joined a gang?
(Write the numbers):

→Explain the consequences:

EVIDENCE BOX 3: Girl A had a brother who was in a gang. The family was very poor and her mother had to work long hours so she was often not around. When she was 13, she had started associating with older boys. One bought her a lot of gifts and they started to go out. Girl A was arrested that year for the possession of class A drugs. The house was raided following evidence that she was holding a gun for her much older boyfriend. She was put in prison for years.

→Why do you think she joined a gang?
(Write the numbers):

→Explain the consequences:

