Module 2 - Communicating and interacting for health and wellbeing

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses

2B- Week 21: Risk Taking
In this lesson students will be presented with numerous risk taking scenarios. The students must work in pairs or small groups and note down the possible rewards of each scenario and all of the likely consequences.

- Getting drunk every weekend.
- Sky diving.
- Driving a car.
- Having sex with your boyfriend/girlfriend
- Attempting a new move on your skateboard.

2B- Week 22: Risk Taking 2
In this lesson, students will work individually to give advice to young people who are under pressure. The scenarios are aimed at traffic safety as Year 10 students have either just gotten their learner licence or are on the verge of getting it.

Sara, aged 16
I was arguing with my boyfriend and we were both really angry. He said: 'Get in the car, I'm taking you home.' He drove faster than usual and I was scared all the way home.

Tom, aged 15
I was with a group of my friends heading off to the local shops. At a busy road, one of them put their hand up to stop the traffic and walked straight into the road. The others followed. I was near the back. What should I have done?

Cheryl, aged 17
I was walking home with my friend, who'd had a few drinks. He was being really loud and embarrassing. He grabbed my hand and ran across the road without looking, pulling me with him. We were lucky a car didn't hit either of us. What should I have done?

Sammy, aged 17
One of my friends has just passed his test and was going to take me for a drive. He turned up driving really fast and the car was really full. Everyone was already crammed into the back. I had to sit on someone's knee to get in too. What should I have done?

Andy, aged 17
I always really liked going out on my bike with my mates and we had loads of fun but lately they've started being really annoying. They race through red lights, leaving me behind, and ride really fast on the pavement. What should I have done?
### 2B- Week 23: Stress

This lesson activity focuses on stress and what causes the students to feel stressed. Students will be given a range of examples which they are to cut and arrange in a pyramid formation. The highest point of the pyramid will reflect what they find most stressful and the lower point they find the least stressful.

- This activity is designed to help students recognise what makes them feel stressed in order to learn how to cope with their feelings.

<table>
<thead>
<tr>
<th>Homework</th>
<th>Making friends</th>
<th>Family</th>
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<tr>
<th>Friends</th>
<th>Ability</th>
<th>Looks</th>
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<tr>
<th>Teachers</th>
<th>Being the best I can</th>
<th>Being popular</th>
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The pyramid can take this shape:
2B- Week 24: Depression
Students will complete the question sheet about depression.

Quiz

True or false. Write T or F next to each statement:
1. ____ Depression is always inherited.
2. ____ Anyone can become depressed.
3. ____ Depression can last for years if it's not treated.
4. ____ Depression can cause physical symptoms like stomachaches and headaches.
5. ____ The only treatment for depression is medication.

Fill in the blanks:
6. Depression can affect your __________________________, causing you to lose or gain weight.
7. If you've been feeling sad, hopeless, or discouraged for weeks, you may be ____________________________.
8. ____________________________ is a good way to share your feelings and get some understanding of your sadness.

9. Circle or underline the things that might help lift your mood if you're depressed:

   Exercise  Thinking about things you're grateful for
   Dwelling on your problems  Drinking alcohol
   Talking to someone you trust  Going for a walk
   Doing something you enjoy  Eating a box of doughnuts
   Thinking about all your faults  Playing with your pet