



**Carshalton High School for Girls**

Excellence: everywhere, every day.

# Personal Development Workbook

**Year 7**

Spring Half Term 1

Name:

Surname:

**#teamchsg**

Form:



# Y7 Personal Development Program

## Lesson

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08-Jan	3	Managing peer pressure
13-Jan	4	Practical steps to improve respectful relationships
14-Jan	5	Understanding conflict in relationships
15-Jan	6	Conflict and reconciliation
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29-Jan	12	National Puzzle Day
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04-Feb	14	Children's Mental Health Week Session 2
05-Feb	15	Children's Mental Health Week Session 3
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11-Feb	17	Text Communications
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<b>END OF TERM</b>		

# 1. Looking ahead to this half term

## **Read Now:**

Happy New Year and welcome back.

Our PD sessions continue and build on the solid foundation we've established. Last term, we covered Understanding Friendships, Anti-bullying and The Role of Families.

This half term, you will cover 3 new themes; Peer Pressure and Relationships, Conflict Resolution and Respectful Relationships, and Digital Safety and Mental Health.

- 1. Pick one question from each topic and write down a quick answer.**
- 2. Discuss one *question with your partner*.**

### **❖ Peer Pressure and Relationships:**

- A. Can you think of a time when you felt pressured by friends? How did you handle it?
- B. How can friends support each other in making positive choices?
- C. What qualities do you value in a healthy friendship?

### **❖ Conflict Resolution and Respectful Relationships:**

- A. Can you think of a time when you successfully resolved a conflict? What did you do?
- B. What does "respect" mean in a relationship?
- C. How do you usually respond when you disagree with someone?

### **❖ Digital Safety and Mental Health:**

- A. What do you think happens to the information you share online?
- B. Why is it important to take care of your mental health?
- C. What can you do to create healthy online habits?

## 2. What is Peer Pressure?

### Do Now:

- What do we mean by peer pressure?

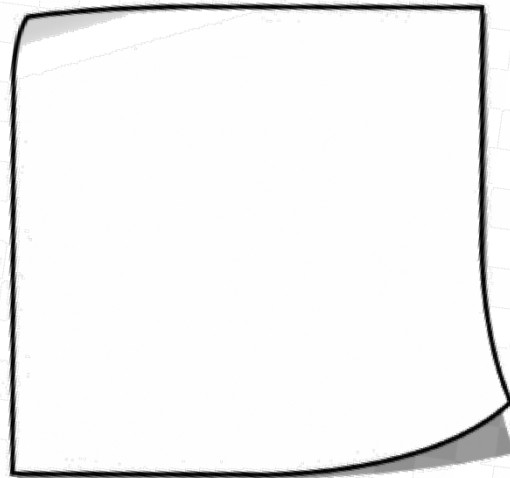
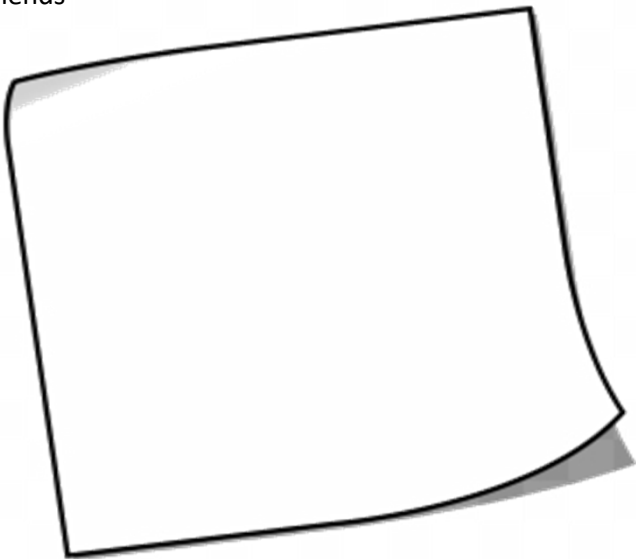
Typically when we talk about peer pressure it's in a negative context where someone is encouraging a peer to do something they know they shouldn't be doing.

However, peer pressure can lead to positive outcomes, not just negative ones and we should influence others to positive actions as this will be rewarding for us.

### Fill in your post-it notes below

Give **one example** of doing something that **you didn't want to do** because of the influence of your friend or friends

Give **one example** of when **you influenced** a friend into doing something they did not want to do



### Identify if the following show are positive or negative examples of peer pressure

1. Pushing a friend to study harder so they can do well on an test 😐 😞 😊
2. Pushing someone to buy e-cigarettes online 😐 😞 😊
3. Encouraging a peer to fight someone or bully someone 😐 😞 😊
4. Disapproving of a rude joke or gossiping 😐 😞 😊
5. Pressuring a friend to try something their parents said no to, but that your parents allow you to do 😐 😞 😊

### 3. Managing Peer Pressure

**Do Now:**

- What two tips would you give to someone who is trying to avoid negative peer pressure?

**Your Choice, Your Voice: Tips for Handling Peer Pressure**

At times in our lives, we all find ourselves in situations where friends or people in our group want us to do something. Sometimes it's hard to know what to do. But it's important to handle these moments with respect for ourselves and others. Below we share some tips to help you stand strong in these tricky situations.

First, remember that it's always okay to voice how you feel. If something doesn't sit right with you, you might simply say, "I'm not comfortable with this." This isn't about starting a fight; it's about being honest with your feelings and encouraging open chat. Sometimes, in the heat of the moment, it's tough to find the right words. If you find yourself stuck, take a breath and say, "Let me think about it." This gives you time to think things through and make a choice you're happy with.

Another strategy is to suggest a different activity or topic of conversation that steers everyone away from the pressure. Offering a new idea can help to change the focus and lift the mood.

Also, it's good to have a buddy who understands you and stands by your side during difficult times. Together, you can create a safe space where you can freely express your opinions without the fear of being judged.

Lastly, a little bit of humour can sometimes lighten a serious situation. However, use this tactic wisely so as not to downplay really important issues.

As young people learning to find your way in the world, it's important to have strategies to handle pressure from peers positively. Having clear boundaries and seeking friends who support you can be a solid foundation in handling various situations. Keep in mind that you have the right to make your choices based on what you feel is right.

**In pairs come up with 2 peer pressure scenarios that young people might find themselves in, then using the suggestions from the article to decide how they might respond.**

**Peer Pressure situations**

**How someone could respond**

1:

•

2:

•

## 4. Practical steps to improving respectful relationships

### Do Now:

Listening strengthens relationships and demonstrates attentiveness, caring, and respect.

Listening is more than just hearing. To truly listen, you must give your undivided attention and put your own emotions and needs aside. For many people, being able to speak without interruption is like a release, in order for that to happen, someone must be there to listen.

Good listening is an active process. For some, it comes naturally, but many have to learn and practice the valuable skill of thoughtful listening.

- In pairs decide if you are going to be person **A** or **B** (there is no difference which right now).

If you are **A** you will be arguing **in favour** of the statements. If you are **B** you will be arguing **against** the statements.

You might find these sentence starters useful:

- *I completely agree / disagree with the statement.*
- *One reason why I do / do not agree is...*
- *An example of this is...*
- *Therefore, I believe that...*

For each statement you will have 1 minute thinking time in silence, then 2 minutes to discuss with your partner.

**Statement 1 my notes:**

**Statement 2 my notes:**

Swap roles. I am now person

**A** **B**

If you are **A** you will be arguing **against** the statements. If you are **B** you will be arguing **in favour** of the statements.

**Statement 1 my notes:**

**Statement 2 my notes:**

**Remember** - Respect is important because it is about acknowledging the importance of another person, and paying attention to their rights, wishes and feelings. The ability to listen is a key part of respecting someone else.

## 5. Understanding conflicts in relationships

### Do Now:

- Match the keywords for today:



**Conflict**

finding a solution to a conflict that both sides can accept

**Resolution**

an agreement or settlement of a dispute that is reached by each side making concessions

**Compromise**

a disagreement, argument or clash between people

### Understanding conflict

#### What is conflict?

When we talk about conflict, we don't just mean an argument we also mean any kind of disagreement or clash between people. This might be a clash of feelings, beliefs, needs or interests. Conflict occurs in many relationships we have in our lives.

#### Can conflict always be avoided?

No. This is why we are focusing on how to recognise and resolve conflict. It is unrealistic and impossible to expect to go through life without encountering conflict. The important thing is to know how to spot it, and what steps you can take to help you to resolve the conflict.

#### Is conflict always bad?

Not all conflict is necessarily bad. Sometimes conflict can help a person or relationship to grow. Many people are scared of conflict because they don't like upsetting people or being upset, but facing conflict can sometimes be the best way of dealing with a problem as long as the people involved can speak to each other respectfully. Conflict can also create change, which can often be good.

#### Friends

Conflict in friendships is very common, especially when you are growing up. If you keep having arguments with a friend, you need to decide whether you want to save the friendship or let it go. If you decide that you want to keep the friendship, then you need to let them know what your concerns are. Make sure that you focus on what the problems are for you, but also acknowledge that you understand where they are coming from too. Try to take an objective approach this means looking at the situation like a stranger would. Do this in a calm and respectful way. If they do not respond calmly or respectfully, then it is likely that they are not ready to engage with you, and you might need to decide whether you are willing to wait and give it another go.

#### Family

Family are often the people we have the most intense conflict with. There are different types of conflict that might happen in the family: this could be sibling rivalry, where children in the family argue with each other, or it could be conflict between children and parents. Another type of family conflict could be between the parents or adults in the house. Arguments can happen for any number of reasons. What's important is to understand what you are feeling, why you are feeling that way and what you want.

You need to understand the same things about the other person, too. Then you will need to work together to see if there is any way you can make a compromise; this means agreeing on something together. For example, a child might be annoyed that they're not allowed to sleep over for the night at a friend's house. The parent might compromise and say that the child can go for an hour and then be picked up instead. Neither the child nor the parent got exactly what they wanted, but they managed to agree on something which would make them both a little bit happy.

#### In myself

Sometimes the conflict isn't with another person, but instead within ourselves. You may have conflicting desires which cause you emotional pain. People sometimes describe this as feeling overwhelmed or torn. It can help to talk about your feelings with someone you trust, or, if you prefer to talk to a sympathetic stranger, you can call a charity such as the Samaritans or Young Minds.

### Answer in your own words

1. What is conflict?

2. Can conflict always be avoided?

3. Is conflict always bad?

4. How can we deal with conflict with:

- friends?

- family?

- myself?

## 6. Conflict and reconciliation

### Do Now:

- What might cause a conflict in a relationship?



As we read last lesson, conflicts can come in many forms, not just arguments. Conflict happens when people clash over feelings, beliefs, needs, or interests, and it's a normal part of relationships.

It's impossible to avoid conflict entirely, so it's important to learn how to recognise and resolve it.

Conflict isn't always negative; it can lead to growth and positive changes if handled respectfully. For example, conflict in friendships is common, and resolving it often means calmly discussing issues from both sides. In families, conflicts may need compromise, where each side agrees to meet in the middle.

To build on our understanding of conflict, you are going to create short, simple scenarios based on different possible causes of conflict.

### Cause of conflict in relationship

### My mini made-up scenario



**Example:** Changing Interest

Aisha and Tom are friends. Tom has started to take part in the Drama club after school, Aisha has no interest in acting but is upset that Tom is making new, more outgoing friends.

## 7. How could we resolve conflicts?

### Read Now:

#### Read the following information:

If you need to resolve a situation in a relationship you may want to use this 4 step plan:

1. Find a **calm time** to address the conflict.
2. **Listen** and clarify feelings and opinions, this include acknowledging each other's viewpoints.
3. **Apologise** if you are in the wrong and accept the consequences of your actions.
4. **Discussing solutions** so that the conflict doesn't happen again.

#### Choose one of your conflict scenarios from Session 6 and plan what might happen at each of the 4 stages

For example:

Aisha and Tom are friends. Tom has started to take part in the Drama club after school, Aisha has no interest in acting but is upset that Tom is making new, more outgoing friends.

1. Take time to calm down before agreeing to meet at lunchtime to talk at lunchtime away from other people.
2. Tom and Aisha to **listen** to each other viewpoints. Tom to recognise how he is making Aisha feel for leaving her out. And Aisha to recognise it is important for Tom to have other friends too.
3. Both Tom and Aisha to have the opportunity to **apologise** for how they may have made the other feel.
4. **Discuss** when they might spend time with each other.

# 1. CALM DOWN

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

# 2. STATE & UNDERSTAND THE PROBLEM

"I felt left out and hurt because he wouldn't let me play the card game, so I threw his towel to annoy him."

# 3. APOLOGIZE WELL


Regret

Responsibility

A good apology will communicate three things

Remedy

# 4. PROMOTE SOLUTION FINDING





**My chosen scenario from last lesson is:**

**1. A calm time to address the conflict**

- When should the characters in your scenario talk?

**2. Listening and clarifying views and opinions, this include acknowledging each other's viewpoints.**

- What should happen to resolve your scenario?

**3. Apologising if you are in the wrong and accepting the consequences of your actions.**

- In your scenario, who would need to apologise and accept consequences?

**4. Discussing solutions so that the conflict doesn't happen again.**

- In your scenario what is the solution?

It is natural to experience conflicts in your relationships and friendships.

It is possible to resolve those conflicts and working your way through a simple are an excellent format to use.

The benefits of resolving conflicts include helping others understand more.

## 8. Positive and healthy friendships

### **Do Now:**

As you change during puberty, all your relationships change, including friendships.

- What do you think a healthy friendship looks like?

Watch carefully, identify 4 differences between good friends and toxic friends



### **Behaviours of a healthy friendships**

There are several healthy behaviours you would expect good friends to have, including:

- Spending time together and enjoying it
- Having lot in common
- A common sense of humour
- Knowing each others family and friends
- Being open and honest



Healthy friendships make people feel **happy, confident, safe** and **positive** about themselves.

This applies whether the friendship is **in person** or **online**.

If ever you are concerned about any of your friendships speak to someone.

## 9. Respect in relationships

### Do Now:

- What does showing respect in relationships mean?

You will have many different relationships in your life. The idea of showing respect in a relationship may depend on what kind of a relationship we are referring to for example, showing professional respect to members of staff or other students might look different to showing respect to a friend. No matter what kind of relationship we are talking about, if you want a healthy relationship, it is necessary to show respect. **Respect is important as it is about acknowledging the importance of another person, and paying attention to their rights, wishes and feelings.**

However, it's not just about showing respect to others in relationships. You should also be shown respect by others within your relationships. If you feel that this is not happening in any of your relationships, then it may be necessary to discuss why not, and to see whether a solution can be found. Another important thing to remember is that you have a relationship with yourself. Paying attention to your own needs and feelings is an important part of maintaining a healthy relationship with yourself and others.

### So how do I show respect?

In the UK we don't usually bow, instead one way we show respect in the UK is by acknowledging other people's rights.

Let's imagine that a classmate of yours has written something that you think is really good maybe a story, or a great speech. Let's imagine that you want to share part of what they've written on social media. To show respect, you would ask your classmate if they are ok with you sharing their work. When you share it, you would also make sure to give your classmate full credit for their work and not try to pass it off as your own.

This way, you are showing respect because you are acknowledging that your classmate's wishes are important, and you are honouring their rights to have their wishes taken into account in matters relating to them.

### Here are some ways that respect can be shown in various types of relationships:

- **Family relationships**

Family members listen to each other and acknowledge that people might have different views on topics and issues. When demands or requests are made, these are discussed and a mutual agreement is reached. Compromise is used in order to reach agreement where necessary. Personal space is given and taken where needed.

- **Friendships**

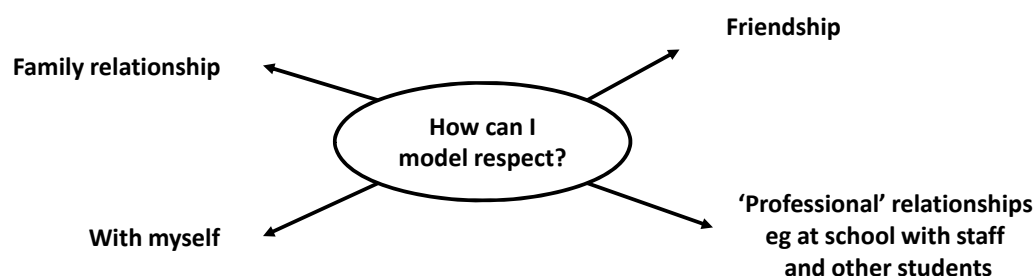
Friends don't pressure each other into doing something that they don't want to do. Friends question and support each other where appropriate, without getting angry at each other. A friend doesn't control your behaviour, how you dress, who you talk to or who you spend time with. Friends agree on how much time they want to spend with each other and how they want to spend that time. Friends might give each other things, but they don't have to the only thing a friend needs to give you is enjoyment of their company. A friendship can be ended by either person.

- **'Professional' relationships e.g. at school with staff and other students**

Work together productively, listening to each other's ideas and agree on sharing of tasks. The contributions of other people are recognised and everybody is given credit for their ideas. Everyone understand that every person is an individual with their own likes or dislikes.

- **Personal Respect**

You give yourself the same advice that you would give a close friend. You acknowledge your feelings, needs, and you try to honour these without hurting any other people in the process.



## 10. Committed relationships

### Do Now:

What do these keywords mean?

- **Relationships:**
  
- **Committed relationship:**

In the UK there are a range of stable, committed relationships as well as marriage and civil partnerships. People are free to make relationship choices that are right for them.

For example – Roman Catholics, Muslims and Hindus are taught that committed romantic relationships traditionally should happen within the confines of marriage and between husband and wife. However people who aren't religious might not think that a marriage is an important part of their romantic relationship.

### Type of committed relationships in the UK

Legally or formally recognised union of two people as partners in a personal relationship

Marriage

Legally recognised union with rights similar to those of marriage

Cohabiting

An arrangement where two people are not married but live together

Civil partnership

### The difference between a different types of relationship

**Marriage** is one of the oldest legally recognised ceremonies where couples exchange vows, often in a religious setting like a church, mosque, or other places of worship. These unions are legally bound and offer couples specific rights and protections. If, for any reason, a married couple decides to part ways, they can do so through a legal process called divorce.

In 2005, a significant milestone was reached with the introduction of **civil partnerships** in the UK. This is a union offering similar legal rights to marriages but formed through the signing of a civil partnership document, this commonly takes place in a council office. This was a ground breaking moment that extended legal recognition and rights to same-sex couples, showcasing a step towards inclusivity in society.

From 2014, same-sex couples were granted the right to marry, a testament to the UK's growing understanding and acceptance. Opposite-sex couples were also granted the option to enter civil partnerships from 2019 onwards, presenting people with more choices in how they legally recognise their relationships.

In addition, many people choose to **cohabit**, living together in a committed relationship without a formal legal union, a choice that respects individual preferences and offers a degree of flexibility in the relationship.

# 12. National Puzzle Day

## Do Now:

- What is your favourite puzzle / game to play with others? Why?

## What is National Puzzle Day?

Celebrated on 29th January, National Puzzle Day celebrates how puzzles can benefit our mental development. It was started in 2002 by Jodi Jill as a way for her to share her enjoyment of puzzles. It has gone on to grow in popularity year on year.

Whether it's a crossword, jigsaw, word search, Sudoku puzzle or brain teaser, puzzles are a great way to put our minds to work. Regularly spending time working on puzzles can improve:

Memory	Cognitive function	Problem-solving skills
Logic and reasoning	Critical thinking	Vocabulary and numeracy

Word searches and crossword puzzles have the obvious benefit of increasing vocabulary skills and improving spelling, whilst Sudoku and similar maths puzzles can test memory and logical thinking, stimulating the brain and helping to improve number skills.

In addition, puzzles also have the added benefit of being a great social tool. Solving problems with others provides a healthy and productive way to interact with people.

## FIVES CHALLENGE

Using exactly four fives, add arithmetical symbols between the fives to make each of the target numbers. You may use plus, minus, times, and divide symbols, as well as parentheses and brackets for grouping.

5	5	5	5	=	3
5	5	5	5	=	5
5	5	5	5	=	6
5	5	5	5	=	26

### Riddles:

1. You're driving a city bus. At the first stop, three women get on. At the second stop, one woman gets off and a man gets on. At the third stop, two children get on. The bus is blue and it's raining outside in December. What colour is the bus driver's hair?
2. There are three houses. One is red, one is blue and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right of the house in the middle, where's the white house?
3. Billy's mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named?
4. Choose the correct sentence: "The yolk of the egg are white" or "the yolk of the egg is white."

## January Word Search

Z P I S K B T R N F R O S T Y P R A  
 B L A N K E T K A T A D H I D L D A  
 C A W I X U N E W Y E A R V G O M M  
 H N I F H B L I Z Z A R D I H S V F  
 I Z N F S T O Z L N E A N S J P G R  
 M Y T L Z J M D Q S H O O D I E L E  
 N M E E H I B E R N A T E L E N O E  
 E Q R C Q P T T U O C K A C Z G V Z  
 Y Z M O M I T T E N S R D O O U E E  
 J C O L D A O B J G V G U A X I S D  
 W S Q D M K S W E A T E R T Y N W L  
 U U S S N O W F A L L P S K A T E W

- |          |         |          |           |
|----------|---------|----------|-----------|
| Winter   | Sweater | Blizzard | Freeze    |
| Cold     | Skate   | Coat     | Penguin   |
| New year | Hoodie  | Snowfall | Hibernate |
| Gloves   | Blanket | Mittens  | Sniffle   |
| Chimney  |         |          | Frosty    |
- 

$$4 \text{ (Panda icons)} = 16$$

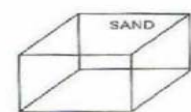
$$2 \text{ (Panda icons)} - 1 \text{ (Apple icon)} = 3$$

$$2 \text{ (Apple icons)} \times 1 \text{ (Banana icon)} = 40$$

$$1 \text{ (Panda icon)} + 1 \text{ (Apple icon)} \times 1 \text{ (Banana icon)} = \square$$

$\text{Panda icon} = \square$	$\text{Apple icon} = \square$	$\text{Banana icon} = \square$
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## BRAIN TEASERS

1.  SAND
2. MAN BOARD
3. STAND I
4. |R|E|A|D|I|N|G|
5. WEAR LONG
6. ROAD

## 13. Children's Mental Health Week 2025; Session 1

### **Do Now on your MWB:**

Write down and finish this sentence:

- I am strong at \_\_\_\_\_, and I struggle with \_\_\_\_\_.

Here4You - No young person should ever feel alone Video.

Note down in the space below a couple of ideas from the video that you feel you could benefit from.



## 14. Children's Mental Health Week 2025; Session 2

### Do Now on your MWB:

Without looking back, write down as many of the techniques you learned in yesterday's session to help you keep good mental health.

# A-Z OF MENTAL HEALTH

Positive mental health and wellbeing makes us feel content, peaceful and valued. Use these tips to improve your mental health one letter at a time.

<b>A</b> <b>ASK FOR HELP</b> You are not alone, so reach out and ask for help	<b>B</b> <b>BREATHE</b> Focus on your breath to find a sense of calm	<b>C</b> <b>CONNECT</b> Connect with friends, family and trusted adults	<b>D</b> <b>DETOX</b> Unplug from social media and other distractions	<b>E</b> <b>EMOTIONS</b> Observe how you feel and label your emotions	<b>F</b> <b>FIND SAFE PLACE</b> Go to a place where you feel safe and at ease
<b>G</b> <b>GRATITUDE</b> Focus on the things you're grateful for	<b>H</b> <b>HEALTHY HABITS</b> Create a balanced routine with healthy habits	<b>I</b> <b>INQUIRE</b> Pause and ask yourself, 'how do I feel right now?'	<b>J</b> <b>JOURNAL</b> Use a journal to express your thoughts and feelings	<b>K</b> <b>KINDNESS</b> Be kind and compassionate to yourself and others	<b>L</b> <b>LET GO!</b> Feel more energised, by moving your body
<b>M</b> <b>MEMORIES</b> Visualise three things you are proud of	<b>N</b> <b>NATURE</b> Inspire your mood by exploring the great outdoors	<b>O</b> <b>OPENNESS</b> Be open to new activities and notice what happens	<b>P</b> <b>PATIENCE</b> It's okay to not be okay, so give yourself time	<b>Q</b> <b>QUIET</b> Take quiet moments every day to reflect	<b>R</b> <b>REST</b> Be mindful, rest often and get plenty of sleep
<b>S</b> <b>SUPERHERO</b> Stand in the Superhero Pose for two minutes every day	<b>T</b> <b>THOUGHTS</b> Track your thoughts in a journal, and notice any themes	<b>U</b> <b>UNIQUE</b> You are unique, and so is your mental health	<b>V</b> <b>VOLUNTEER</b> Boost your self-esteem by giving back to others	<b>W</b> <b>WORRY TIME</b> Schedule 'worry time' to help solve practical worries	<b>X</b> <b>EXCITEMENT</b> Do more of the things that bring you joy and excitement
<b>Y</b> <b>YOU MATTER!</b> You are important and your feelings matter	<b>Z</b> <b>ZEN</b> Practise calming activities like yoga and meditation	Find out more about how Optimus Education can help boost your wellbeing at <a href="http://healthinschoolsuk.com">healthinschoolsuk.com</a>			

 **OPTIMUS EDUCATION**  
part of show trust

### Refer back to our A-Z of Mental Health

Take a moment now to reflect on the following and discuss with your talking partner:

1. How many of these do you actively do / make time for?
2. Which would work best for you personally?
3. What's coming up for you in the coming weeks/ months where your mental health might need a bit of attention?
4. Can you make a pledge now, in the space provided, to use one of the techniques (letters).

This week is also National Storytelling Week. Reading stories can give us insight to a new world, take us on unexpected journeys, give us opportunity to reflect on our own lives and be a great way to relax and unwind by taking us away from the stresses of our day.

Please listen to your teacher reading this short story and be ready to note down the following:

1. **Your immediate reflections**
2. **Two questions that you have about the story**

## 15. Children's Mental Health Week 2025; Session 3

### **Do Now on your MWB:**

You have 3 minutes to write down on your whiteboards as many of the A-Z of Mental Health letters as you can, e.g.

*C = connect*

Who can remember the most?!

### **Children's Mental Health Week 2025**

#### **Theme: "Know yourself, grow yourself"**

We want all stakeholders in our school 'consciously aware' of racial inequality and what we do to ensure an inclusive culture where staff, students, parents and partners of all ethnicities are valued.

Our EDI Working party are helping to increase a sense of belonging for you in our school so we can celebrate the rich diversity across our school.

Our student council, student voice, celebration of events such as Culture day, Pride, anti-bullying week, Black History Month and all the clubs we offer are there to help increase our students' sense of belonging.

But, I'm sure we can do more!

In small groups, come up with further ways #TeamCHSG can increase our students' sense of belonging by answering the 4 questions below:

1. What makes you happy here at CHSG?

2. What makes you proud to be here?

3. What makes you feel you fit in?

4. What else could the school do to make you feel really part of #teamCHSG?

## 16. What does the internet know about me?

### Do Now:

- What is a 'digital footprint'?

What could be the consequences for us if we don't manage our digital footprint? **Think – Pair – Share - Write**

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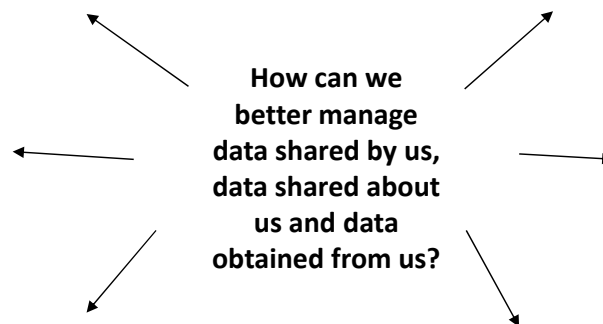
### Better managing our data

Use three colours and decide if the statements below are:

Data shared by us  Data shared about us  Data obtained from us

1. Sending a message online to a friend
2. Filling in surveys/questionnaires
3. Your medical records being accessed by the nurse
4. Our picture taken by a friend and uploaded
5. Gossip written about you on the internet
6. Filling in registration forms when signing up to things
7. Location software on mobile phones
8. Hackers accessing information about us
9. Doing an examination or test
10. Virtual Assistant Software - Siri Apple, Amazon Echo, etc

- **Data shared by us** - This category involves scenarios where you are actively choosing to share data.
- **Data shared about us** - This category involves data being shared about you, but not directly by you.
- **Data obtained from us** - This category refers to data collected from you, either with or without your direct action.



# 17. Text Communications

## Do Now:

- What are some of the differences between saying something out aloud to someone and writing it in a text message?



Text communication – What goes wrong in the video?

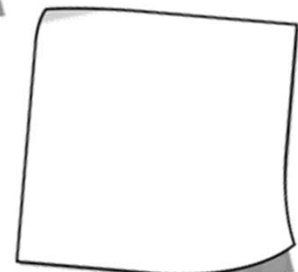
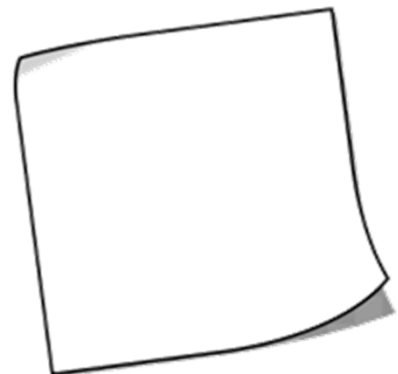
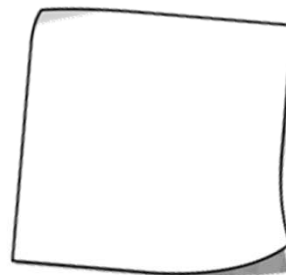
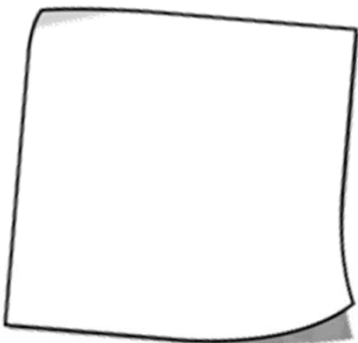


### An issue with text communication

Without seeing someone's body language, facial expression or tone of voice, the above, misunderstandings can take place which can lead to arguments and relationships being strained.

- Have you ever had a problem with misunderstandings around text communication?
- How was it resolved?
- What could you do differently in the future to avoid this issue?

What advice would you give someone to limit issues with text / online communications?



## 18. Being safe online - Review

### Do Now:

For each quote, write down if you think the young person's experience has been positive or negative, and the reason for your decision.

"In person you have to restrict yourself 'cos there's rules and boundaries in place, whereas online there's less. Like, you can say whatever you want"

"You can figure out what you're gonna say and make it sound better and, sort of, adjust it to what you want"

"You feel like you're not as good as everyone else"

### Things to know about social media

- **It's easy to share personal information.**

Some people might use this to bully others or to contact you and lie about being into the same things.

- **You may see stereotypes of how men and women should look and act.**

Social media can portray gender stereotypes which make people feel that they need to fit in with what they see online.

- **It's important to identify what's real and what's not.**

Social media can give you the impression that everyone else has a beautiful body and perfect life. People's lives are often edited and filtered on social media.

- **Some people lie on social media.**

There are lots of fake profiles on social networks. People can pretend to be young when actually they're much older. It can be difficult to tell the difference between someone who's genuine and a fake.

- **If you feel uncomfortable - unfollow, block or report.**

Report inappropriate contact to social networking sites and block the senders from contacting you. Unfollow users if the content they post has a negative impact on you.

### Places to get help and support

As well as talking to adults you trust at home and at CHSG, there are support services to help young people who are worried about something that's happened online.

**childline**

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111

- If a young person is nervous about speaking to an adult they know, they can speak to someone at **Childline**. Childline can be contacted via a call or online chat confidentially, about anything, 24 hours a day on 0800 1111.
- If an inappropriate image or video of a young person has been shared, the young person can report it to **Childline** and they will work to have it removed from the internet.
- **The Mix** support for young people up to the age of 25. They have an online chat service, free helpline, and a text service.
- **CEOP** is a law enforcement agency which works to keep children and young people safe online. Young people can make an online report if they are worried about something that happened when talking to someone online (this could be another young person or an adult).

**THE MIX**  
Essential support for under 25s



### New to social media

- Design a notification that could pop up on a social media app or site when young people join.
- It should contain three or more pieces of information that young people should be given before they create their account to help them stay safe and happy online.
- The last piece of information should be about how they report to the app or site if something worries or upsets them.

# SIGNPOST – ADDITIONAL INFORMATION AND HELP



<b>WHO?</b>	<b>WHAT HELP DO THEY PROVIDE?</b>
<b>CHSG Wellbeing</b>	On the school website, look for the wellbeing page for lots of help and support
<b>SHARP</b>	You can contact the CHSG Pastoral Support in school using SHARP
<b>We Are Luna</b>	Teen health and wellbeing app
<b>NHS</b>	Accurate and reliable health information
<b>Kooth</b>	Online mental wellbeing community
<b>Good Thinking</b>	Digital wellbeing service with NHS approved apps
<b>Young Minds</b>	Youth mental health advice
<b>Teenage Helpline</b>	24/7 caring mentors
<b>Childline</b>	Anonymous help for under 18s (Call: 0800 1111)
<b>Shout</b>	24/7 crisis text support (Text "SHOUT" to 85258)
<b>The Mix</b>	Support for under 25 (Call: 0808 808 4994, 11am-11pm)
<b>NSPCC</b>	Child protection support (Call: 0800 136 663)
<b>Hub of Hope</b>	Help finding mental health support in your area
<b>Off the Record</b>	Free counselling for youth in Croydon, Merton, Sutton
<b>Beat</b>	Eating problems support (Youthline: 0808 801 0711)
<b>Safer Internet</b>	Online safety advice and resources
<b>CEOP</b>	Online Safety Centre information
<b>Child Bereavement</b>	Support for bereaved young people up to 25
<b>Hope Again</b>	Youth website of Cruse Bereavement Support
<b>Autism</b>	Support for people on the autism spectrum and their families
<b>Ambitious about Autism</b>	Support for children, young people and their families
<b>The Princes Trust</b>	Money advice for young people



Other questions I still have: