Teacher's slide

Key lesson information

Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Identify the characteristics of a healthy lifestyle, and the risks of an unhealthy lifestyle • Describe the benefits of regular self-examination and screening • Recognise the potential health risks associated with living independently and suggest ways of managing them. • Identify symptoms of serious infections and assess reliable sources of health information.
Main student tasks	1. List the health responsibilities they will have when they live independently 2. Consider the consequences of neglecting these responsibilities 3. Discuss specific responsibilities: sun safety, self examination, and cervical screening 4. Identify the health challenges associated with living independently and how these can be overcome 5. Link infections to the symptoms that they cause 6. Evaluate and rank sources of health information from most to least reliable
Keywords	Lifestyle, health, self-examination, screening, risks, independence, meningitis, advocate, doctors, appointment, student, university

Teacher preparation

Provide	Lined paper, exercise books or laptops to work on.
Familiarise yourself	Unifrog's **Know-how library** tool (Student side>Know-how library). Students can use this for independent research after the lesson.

Know-how library

Know-how library	Open the 'student side' of your Unifrog account and click these links: • Five top tips to improve your physical health • Healthcare 101 Students can also search for these guides using the Know-how library tool.

Tracking progress on Unifrog

Add as an Interaction	Click Advanced view>Sort by school leaving year>[filter for specific students]>+interaction.
Track on Charts	Click Usage charts>Customise and filter> 'Know-how library: Favouriting over time'.
Tracking individual students	Advanced view>Sort by>Library profiles in Favourites

Benchmarks and standards

PSHE Association	Healthy lifestyles; mental health and wellbeing
CASEL 5	Responsible decision making
ISCA	SE:B1:2; SE:B1:3; SE:B1:4; SE:B1:5
Skills	Accountability

Teacher's slide – guidance on healthy lifestyles

This lesson covers the ways in which students can take responsibility for their physical health. This slide gives a brief guide for teachers for handling these topics sensitively.

Avoid making assumptions about your students' home lives or plans for the future. The theme of the lesson is 'leaving home' but be mindful that not all students live with their parents, and not all students will be going to university. Try to talk in general terms about when students might live by themselves (or with housemates or partners).

Remind students that physical and mental health conditions do not have to be barrier to attending university. Every year, over 60,000 students with physical and/or mental health conditions and learning differences apply through UCAS to study at a university or college in the UK. There is a range of support available to help students with disabilities, physical health conditions and mental health conditions succeed with their studies, day-to-day activities, travel, and lifestyle. Students should contact their institution to find out more about the support they can offer.

The final slide of this lesson may be triggering for students living with, or recovering from, an eating disorder. Talk to your school's mental health, wellbeing, pastoral, or safeguarding lead before delivering this lesson. They should provide you with support and guidance for covering this topic. If students disclose disordered eating patterns to you during or after the lesson (e.g. fasting, bingeing, vomiting) refer this immediately to your safeguarding lead.

Underline the importance of attending cervical smear tests, but do not minimise students' concerns. Cervical smears prevent 75% of cervical cancers and it's estimated that the NHS cervical screening programme saves around 5,000 lives a year. However around 1 in 3 people invited to smear tests do not attend their first appointment. Common barriers include fear of pain or embarrassment. The procedure can be uncomfortable for many people and even triggering for some people who have experienced trauma. Empathise with these concerns and encourage students to find out about the procedure in advance (see FAQ slide, or the NHS website). They could also talk through their worries with someone they trust.

Use ground rules for classroom discussions. This will help keep the discussion respectful. An example of a ground rule might be to remain honest and open, but to not directly discuss your own personal experiences or the private lives of others (i.e. leave out names and identifying descriptions from examples). In addition, you should encourage students to contribute, but allow them the right to pass on a question or activity. You should never force anyone to share or contribute.

Distance topics from students by encouraging them to think and talk about sensitive topics in the third person. This will help to prevent personal examples being raised and reduce emotional responses to sensitive topics discussed. For example, help students think about what someone 'like them' might experience, feel, think, say or do: 'Can you imagine a young person about your age, and who…?' 'How might you advise a friend in this scenario…?'

Teacher’s slide – FAQs

Students may have additional questions after completing this lesson. This page is intended to give you answers to questions that aren’t covered in the main lesson.

Should I register with a GP at university, or stay registered with my “home” practice? If you spend more weeks of the year at your university address than your family's address, you need to register with a GP near your university as soon as possible. That way you can receive emergency care if you need it, and access health services quickly and easily while you're away. This is especially important if you have an ongoing health condition, particularly one that needs medicine, such as asthma, diabetes or epilepsy.

What if I’m ill when I visit home? Would I have to travel back to university for treatment? If you become unwell or need other medical treatment when you're at home, you can contact your nearest practice to ask for treatment. You can receive emergency treatment for 14 days. After that you will have to register as a temporary resident or permanent patient.

Do I still need a cervical smear test if I’ve had the HPV vaccine? Yes. This is because the vaccine only protects against the 2 types of HPV that cause most cases of cervical cancer (it doesn't protect against other types of HPV that are linked with cervical cancer).

What exactly happens at a cervical smear test? The test takes about 5 minutes. You will be asked to undress from the waist down. The nurse or doctor will ask you to lie back on the bed and they'll gently put a smooth, tube-shaped tool (a speculum) into your vagina. A small amount of lubricant may be used. The nurse or doctor will open the speculum so they can see your cervix. Using a soft brush, they'll take a small sample of cells from your cervix. The nurse or doctor will close and remove the speculum and leave you to get dressed. You are in charge of the screening and you can ask the nurse or doctor to stop at any time.

Do people of colour need to wear sunscreen, given that darker skin provides natural sun protection? The melanin in black skin blocks UV radiation up to about SPF 13. This isn’t as strong as the sunscreen needed for skin protection, which should be SPF 30 or above. People of all races should wear sunscreen to protect themselves from premature aging, hyperpigmentation, melasma, and skin cancer. Choose one specially formulated not to leave a white/ashy cast on darker skin.

How can I eat healthily on a budget? Fresh fruit and veg can be expensive – but frozen and tinned versions of these foods are just as good for health and wellbeing. Jack Monroe’s blog ‘Cooking on a bootstrap’ cookingonabootstrap.com has a huge variety of budget friendly recipes (costed to UK supermarkets). Recipe blogs and cookbooks aimed at students also have many budget friendly recipe ideas.

What is ‘freshers’ flu’? Freshers’ flu is not a virus, but rather a colloquial British English term for the illnesses commonly experienced by new students in the first few weeks of university. Symptoms can include headache, sore throat, coughing, fever and fatigue. It’s mostly caused by encountering unfamiliar germs when mixing with new people, and for some students this is combined with poor diet, late nights, stress and heavy consumption of alcohol, all of which makes them more susceptible to infections. In the northern hemisphere, the beginning of the university term also coincides with cold and flu season. Getting vaccinated before term starts (MenACWY vaccine for meningitis and septicaemia, and two doses of the MMR vaccine), eating and sleeping well, getting plenty of rest and washing your hands frequently can help you manage your risk of getting ill.

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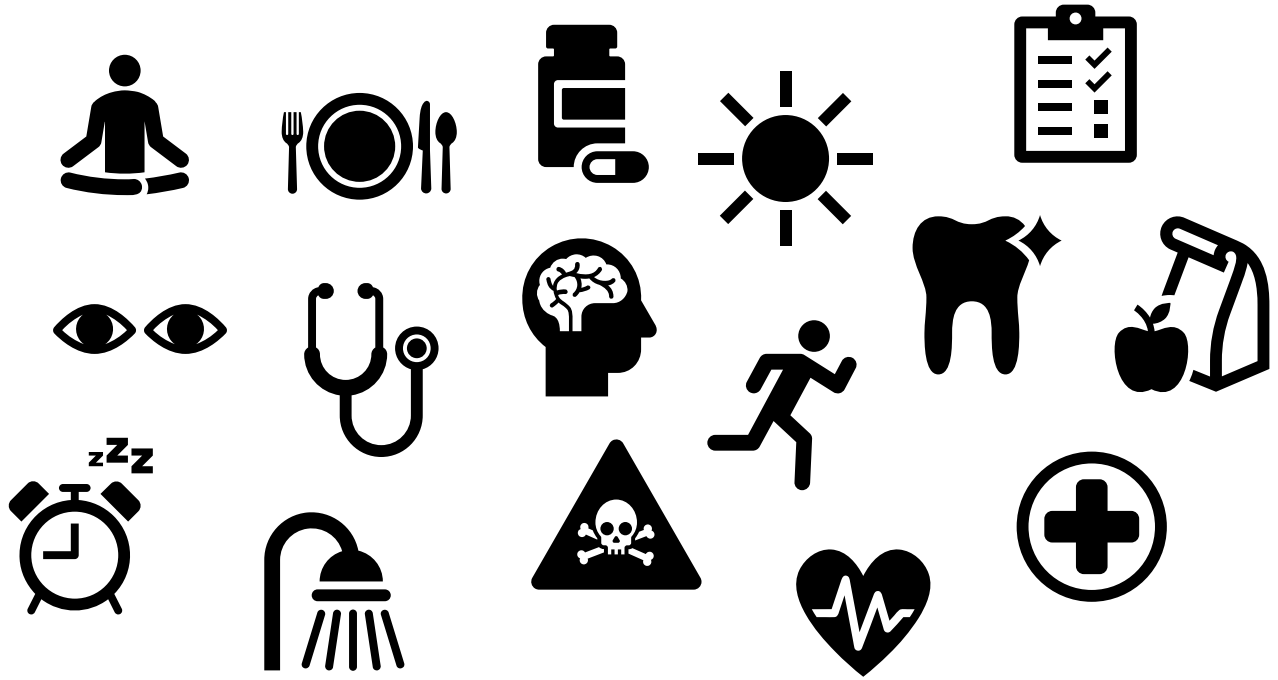
Leaving home: building a healthy lifestyle

Leaving home: your health responsibilities (8 mins)

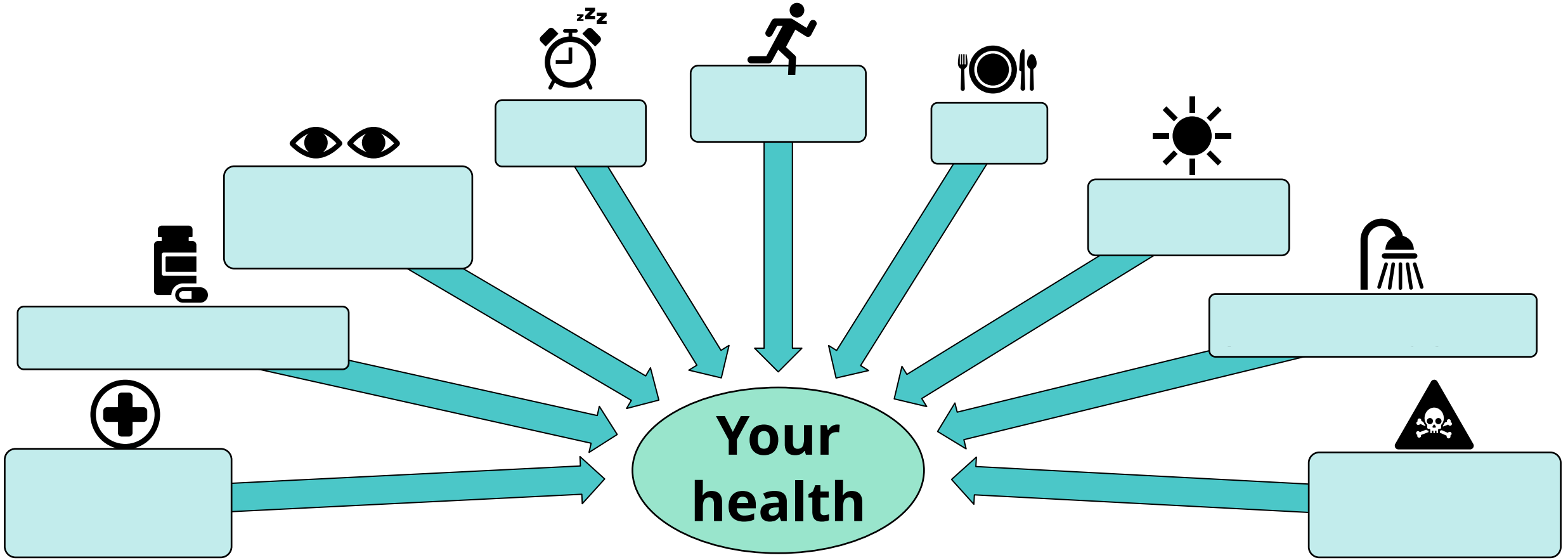
When you leave home you will take full responsibility for your own health. What are the key areas you will be responsible for? Name **five**.

Tip: think of broad areas of responsibility (personal hygiene), rather than specific tasks (~~wash your hands before meals~~).



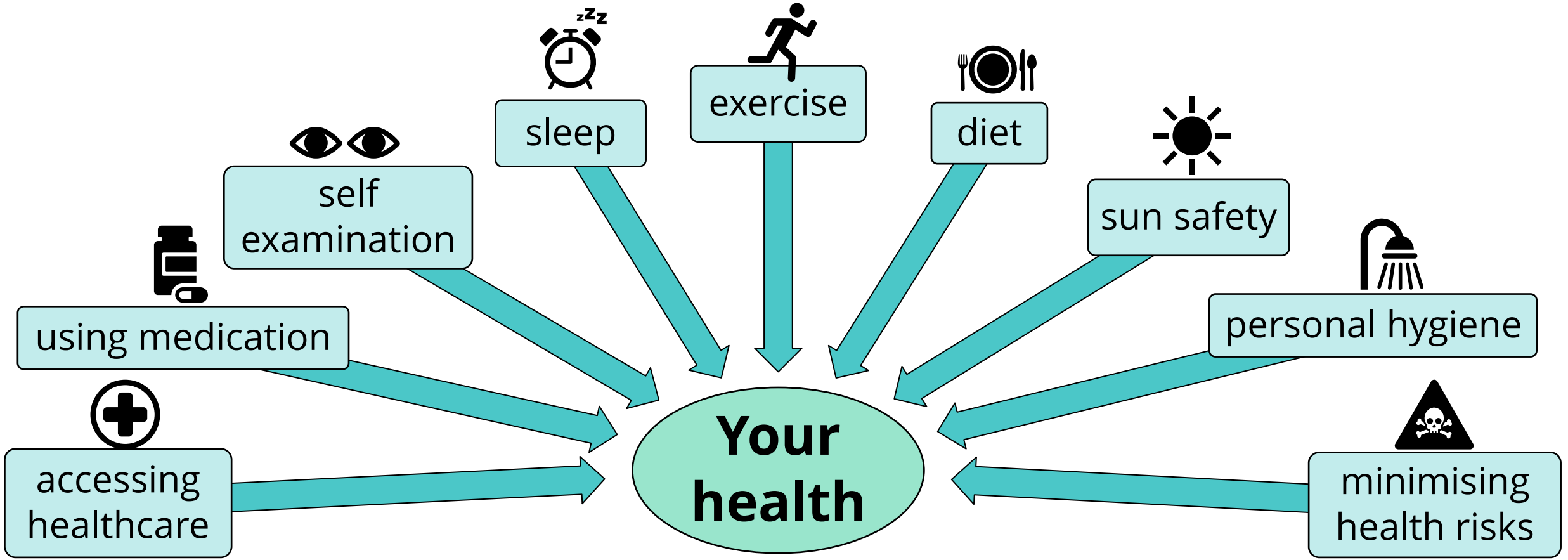
Leaving home: your health responsibilities

These are your broad areas of responsibility. **Add** any you missed to your list!



Leaving home: your health responsibilities

What happens if you neglect your health responsibilities? Name **three** consequences.



What do you know about these responsibilities? (15 mins)

Work in pairs or groups to create a spider diagram for each of the responsibilities below.

List all of the facts you can think of, using the questions in the grey box for support.

Sun safety

Self examination (breast / testicular examination)

Cervical screening (smear tests)

Who needs to do this? **What** do they need to do? **When** do they need to do it?

Where should they do it? **Why** should they do it? **How** often do they need to do it?

Sun safety (note down any answers you missed)

Who?	
What?	
When?	
Where?	
Why?	
How often?	

Self examination (note down any answers you missed)

Who?	
What?	
When?	
Where?	
Why?	
How often?	

Cervical screening (note down any answers you missed)

Who?	
What?	
When?	
Where?	
Why?	
How often?	

Leaving home: health challenges (20 mins)

What are the health challenges associated with leaving home?

Name at least **five** specific challenges. Use the icons for ideas!

TIP: Think about challenges young people could face at university, for example.

Overcoming health challenges

CASE STUDY 1: Mia

Mia has asthma. It hasn't really been a big problem in the past, but since starting university it seems to be getting worse. She is taking her reliever inhaler several times a day.

Mia is registered with the GP surgery near her family home which is approximately 200 miles away. Her next visit home will be in two months.

Read the case study then work in pairs to answer the questions:

1) **What** could Mia do?
2) **Where** could Mia find reliable information or advice?
3) **Who** could Mia ask for support?

Overcoming health challenges

CASE STUDY 2: Tom

Tom hasn't seen a dentist since he started university. He's started getting bleeding gums when brushing his teeth.

Toms still registered with a dentist at home, but he's reluctant to travel for an appointment as it's exam season and he lives a 6-hour train journey away.

Read the case study then work in pairs to answer the questions:

1) **What** could Tom do?
2) **Where** could Tom find reliable information or advice?
3) **Who** could Tom ask for support?

Overcoming health challenges

CASE STUDY 3: Omar

Omar has always been a conscientious student. He worked incredibly hard to get onto his accountancy course at a top university.

Now he's starting to feel overwhelmed. He wants to have a social life but he feels guilty whenever he's not studying. Lately he's been struggling to sleep and he can't stop thinking about his exams.

Read the case study then work in pairs to answer the questions:

1) **What** could Omar do?
2) **Where** could Omar find reliable information or advice?
3) **Who** could Omar ask for support?

Overcoming health challenges

CASE STUDY 4: Tyler

Tyler has been struggling to get to his 9am lectures. Most nights he can't get to sleep until 3 or 4am, which means he's exhausted when he wakes up.

He's been drinking energy drinks for breakfast, which he knows is not good, but if he doesn't drink them he can't stay awake.

Read the case study then work in pairs to answer the questions:

1) **What** could Tyler do?
2) **Where** could Tyler find reliable information or advice?
3) **Who** could Tyler ask for support?

Overcoming health challenges

CASE STUDY 5: Morgan

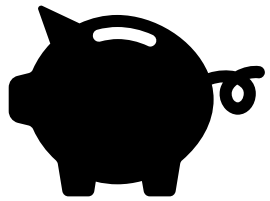
Morgan wants to eat healthily, but they don't know much about cooking.

Most nights they've been getting takeaways, but these are expensive. Last week they bought lots of fresh fresh fruit and veg (which was also very expensive) but they ended up throwing away most of it because they didn't know what to make.

Read the case study then work in pairs to answer the questions:

1) **What** could Morgan do?
2) **Where** could Morgan find reliable information or advice?
3) **Who** could Morgan ask for support?

Eating well on a budget (3 min)



Read the six tips below. Choose the one you think would make the biggest difference to your health and budget and be ready to explain why.

1. Buy frozen fruit and veg – it's cheaper, lasts longer, and is just as nutritious!	2. Swap meat for canned or dried pulses, like chickpeas. They provide both protein and fibre.	3. Batch-cook and freeze portions – this saves money and cuts down on takeaways.
4. Plan meals and shop with a list – this reduces food waste and impulse buys.	5. Buy own-brand or value range products. Similar nutrition, lower price!	6. Keep store-cupboard basics to hand, like rice, pasta, and oats. They last months and form the base of lots of meals.

Spotting serious health conditions (5 mins)

Link the symptoms to the four infections. Some symptoms may appear in more than one category.

1. Cough
2. Stiff neck
3. High fever
4. Feeling run down
5. Cold, clammy skin
6. Sore throat
7. Sensitivity to light
8. Mottled skin
9. Confusion
10. Extreme tiredness
11. Fast breathing
12. Swollen neck glands
13. A rash that doesn't fade under a glass

A. Freshers' flu
Rest, fluids, and over the counter medication

B. Glandular fever
See a GP for a diagnosis

C. Meningitis
Call 999 – or 111 if unsure

D. Sepsis
Call 999 immediately

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Advocating for yourself at appointments (2 mins)

It can be hard to know what to say – or when to push back – at appointments. Decide if each statement below is an example of:

1) advocating for yourself or 2) talking yourself out of it.

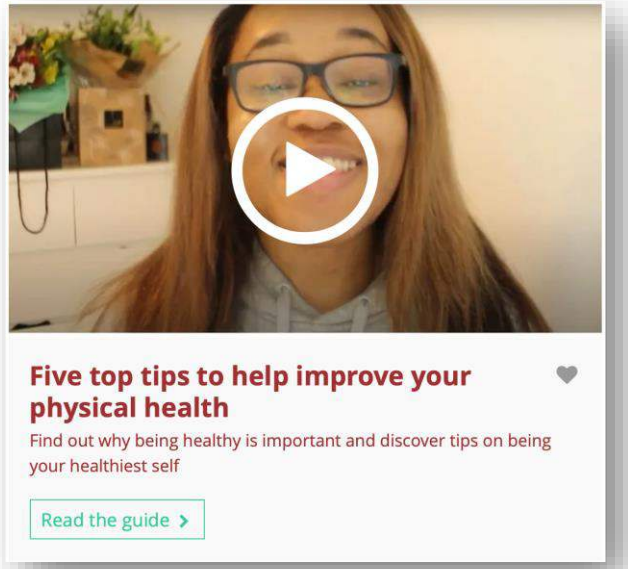
A. Sorry, I don't want to make a fuss.	B. This has been going on for two weeks and it's getting worse, not better.
C. I'll just see how it goes.	D. It's probably nothing!
E. I know my own body, and this doesn't feel right.	F. Can you explain what you think this could be, and what happens next?

Independent learning

It can be difficult to know which information you can trust online!

The **Know-how library** is a reliable source of information about this topic and lots of others.

Search by the keyword ‘health’ or ‘healthcare’ in the Know-how library to find guides on this topic. Remember to favourite guides you’d like to come back to later!



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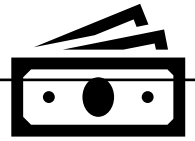
Where can you find reliable health information? (7 mins)

A reminder: when you find health information online, ask yourself **three** questions:

Who wrote this?

Is it a health expert or health professional? Is the information backed up by a study or strong scientific evidence?



Who paid for this?

Who profits from it? Are they trying to sell you something?

Is this a quick fix or a miracle cure?

If it sounds too good to be true, it probably is!

Why is it important to ask these questions?

Which sources of health information can you trust?

Order these health articles from **most** to **least** reliable

A

Explore the outdoors to boost your wellbeing

Article on university student union website

B

New post-binge detox cleanse to eliminate toxins in your body and mind

Celebrity lifestyle blog

C

Your doctor is lying to you: we reveal the TRUTH they don't want you to know about vaccines! *YouTube video by FreeThinker572*

D

Getting medical care as a student

Page on NHS website

E

5 ways to stay in shape as a student

Article on gym website

F

'Skinny girl' weight loss pills helped me drop the flab in just 9 days!

Sponsored Instagram post with before/after pictures

Organisations that help with staying healthy

Searching ‘healthy living’ or ‘healthcare advice’ in your internet browser will bring up helpful resources and guide you with the first step in finding support.

The NHS Website (A complete guide to conditions, symptoms and treatments, including what to do and when to get help) nhs.uk

Cancer Research UK (information and guidance to help prevent cancer) cancerresearchuk.org

Mind (mental health support and advice, including information on physical activity) mind.org.uk

The Body Coach TV (free home workouts for all fitness levels from Joe Wicks) youtube.com/c/TheBodyCoachTV

Livestrong (US-based website for health, nutrition and fitness information) livestrong.com

EUFIC European Food Information Council (food facts to help you make healthy choices) eufic.org/en

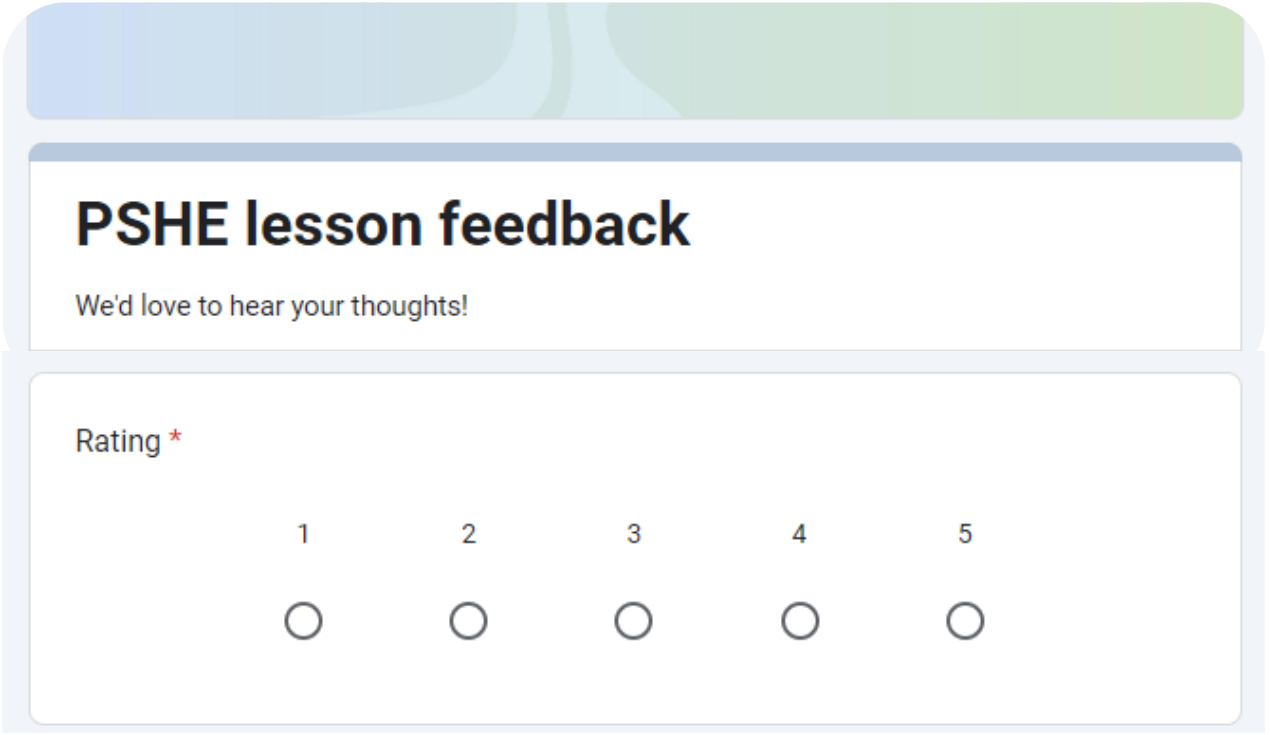
Bluearth Foundation (Australia based information for physical, mental and emotional health) bluearth.org

The Sleep Foundation (US-based information about the science of good sleep) sleepfoundation.org

We’d love your feedback!

What did you think of this lesson? We’d love to hear from you!

Click here to rate this lesson out of 5. You can also add a comment if you have time!



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