# Unit: 7.1: A Healthy Me Unit length: 13 lessons

## Focus question: What makes a healthy me?

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| Outcomes: 4.1 describes and analyses the influences on a sense of self4.2 identifies and selects strategies that enhance their ability to cope and feel supported4.3 describes the qualities of positive relationships and strategies to address the abuse of power4.6 describes the nature of health and analyses how health issues may impact upon young people 4.11 selects and uses communication strategies clearly and coherently in a range of new and challenging situations4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them  | Evidence of learning: Suggestions of what students might demonstrate to indicate they are working towards the outcomes:* Responds appropriately to questions in relation to “What is Health” (4.6)
* Identifies the people, places and groups that they belong to (Personal Connections Map) (4.2, 4.6)
* Identify factors that influence a sense of self (4.1)
* Proposes strategies to how characters in movie exert could’ve dealt with situations differently (4.2, 4.6)
* Effectively communicate with other class members during group work, role play and discussion activities. (4.11)
* Select a range of appropriate communication modes that allows them to develop positive relationships. (4.3, 4.11)
* Describe the impact of ~~new~~ communication modes on relationships. (4.2, 4.3, 4.6)
* describe behaviours that are linked to bullying and harassment (4.3, 4.16)
* propose realistic strategies for tackling bullying situations (4.3, 4.16)
* Need to add a dot point addressing “belonging”
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| Unit resources:* Excerpts from popular TV shows or movies such as Worst Year of My Life, Diary of a Wimpy Kid, Home and Away, Neighbours, Mean Girls etc.
* [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au) and associated youtube clips.
* [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
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| Learn about: | Learn to: | Teaching and learning strategies: |
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| * the nature of health
	+ the interaction of cognitive, physical, social, emotional and spiritual components
	+ differences in perceptions of health, eg emphasis on the physical aspects
	+ health as a constantly changing state
	+ the benefits of a healthy lifestyle
 | * construct a personal meaning of health by exploring a range of community and accepted definitions
* examine the relationship between the cognitive, physical, social, emotional and spiritual components of health
 | Introduce and explain the term *Health* through discussing and exploring the following questions;* Where do you learn about health? Eg websites, news stories, magazines, family, TV shows, peers
* Who are your health role models? Eg characters from TV shows, celebrities, parents, teachers
* Who helps you to be healthy?
* What does it look like to be healthy? Students collect a range of images that portray good health. Annotate images to identify what depicts health in the image.

Completed 2/2/16 Students to submit a collage via Edmodo “What it looks like to be healthy”* Students then defined the term “Health” – the decisions we make that affect our physical, social & mental well being, then explored the definitions of physical social & mental well being ie how well your body is functioning, how well we interact with others, how well we think about ourselves and how well we handle our emotions
* Learning is then to be determined by; “List the things you need to do to maintain health & well being ie three things that will keep you physically, socially and mentally well.

 Completed 5/2/16 – students to re submit a collage of images of what it looks like to be healthy covering physical, social & mental health. |
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| Learn about: | Learn to: | Teaching and learning strategies: |
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| * connectedness
* forms of connectedness
* the importance of connections
* forms of alienation
* creating connections
* attributes of being supportive
 | * identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected
 | Explore the notion of the difference between health & well-being. Eg more than just physical health. Use a scenario that involves a student being left out from a group of friends, then discuss how that can impact upon that persons social, mental & physical health. Suggestion: use a clip from a movie Eg. Diary of a Wimpy Kid “The Cheese Touch” <https://www.youtube.com/watch?v=73DxZPhVOYc>Or Chapter 2 “Diary of a Wimpy Kid” as per ClickviewWatched first 2 chapters, students identified “Identify things that affect your physical, social and mental well being” Studnets come up with; Physical appearance, people around you, lack of sleep, rumours, lifestyle at home, getting split into classes without your friends, brothers/sisters, expectations of parents, clothes you wear, hygine, getting treated unfairly, how you get on with peers, teachers and their expectations.Completed 16/2/16Students watched chapter 2 the explored “How did the cheese touch affect peoples physical, social & mental well being” Completed 19/2/16Students then watched chapter 3 & 4 and completed the following question; Describe what is good about Rowley and/or Freggly in relation to their physical, social and mental well being.Completed 22/2/16Students develop a *Personal Connections Map* (create their own) which identifies the people, places and groups that they belong to. For each of these people, places and groups identified, draw a picture or write a phrase on the *Personal Connections Map* to explain why they feel connected. How do the people and groups identified in their Personal Connections Map have an influence on who they are, where they come from, who they relate to, what they can do, and what they value and believe.Students completed a table with people, places & groups they belong to before completing the “personal connections map”From table students select a person, place & group and explain why they feel connected to that person, place or groupCompleted 1/3/16Students completed the following questions;From the people, places & groups identified;i) How have they influenced who you areii) How have they influenced where you come from ie My parents have influenced where I come from by….iii) How have they influenced who you relate toiv) How have they influenced what you can dov) How have they influenced what you value and believe incompleted 7/3/16Class discussion on “sense of self” in relation to factors that influence it and how it can change as a consequence of who you are with, where you are and stage of life.Ask students to identify times and situations where they felt they didn’t belong. **Teacher note:** This activity could be completed using examples from Movies or TV shows eg “Diary of a Wimpy Kid – Chapter 3 and/or 4” or “My Worst Year of My Life Again – ABC Children TV”, story books or other non-personal examples if the discussion of personal experiences may be a sensitive issue with the class. Ask students to identify what made them feel that they did not belong. How did they feel about this? How did they react? Have there been situations where it has been better that you don’t belong? Proposes strategies to how characters in movie exert could’ve dealt with situations differently.Watched Chapter 3 & 4 “Diary of a Wimpy Kid”. Students completed 2 Q’s1. Identify scenarios where people didn’t belong or “fit in”
2. Outline how people felt when they didn’t belong or “fit in”

Brainstormed (a) and discussed scenarios then students completed (b)Completed 18/3/16Next lesson – work through questions above by;1. Identify a situation where you didn’t belong or fit in
2. Identify how you felt in this situation
3. Outline how you reacted
4. Explain if this worked or not (Use TEEL matrix)
5. Propose ways in which you could’ve handled this situation better

Completed 21/3/16 |
| * **interpersonal communication**
* overcoming barriers to communication
* resolving conflict
 | * identify formal and informal school activities that promote a sense of belonging for students.
* explore and develop interpersonal communication skills as they:
* identify barriers to communication
* propose strategies to overcome barriers
 | Brainstorm the sorts of school activities that are available to students that make them feel connected to the school, e.g., sports teams, drama club, dance group, SRC, school discos. Identify other activities that could be run at school to create greater connectedness for students.Students then completed the following question;1. What are things you can do at school to help you fit in (completed 11/3)

Explain to students that they are going to participate in an activity that is designed to get them communicating with others. Often it is difficulties with communicating that can cause people to feel like they don’t belong, particularly in a social situationPlay a game of *Chinese whispers* to explore how messages can be misconstrued and the impact it has upon personal relationships e.g. provide group with a message, group passes message around as a Chinese whisper. This could then be repeated with a different message whereby the message is altered midway through the process. Ask students the following questions to relate the *Chinese whispers* activity to real life situations: * Does this happen in everyday communication? (ask students for personal experiences)
* What is the result/outcome when this happens? (conflicting situations)

(didn’t do this section decided to explore the learn to through “interpersonal communication” below) |
| * **interpersonal communication**
* the qualities of effective communication
* changing modes of communication for young people
 | * explore and develop interpersonal communication skills as they:
* identify barriers to communication
* propose strategies to overcome barriers
* resolve conflict in a range of contexts relevant to young people
* evaluate the popular modes of communication used by young people
 | Divide the class into pairs and allow approximately 30 sec. for each partner to talk on a set topic. After the time is up, partners change and a new topic is announced. Rotate students through 3 - 4 different partners. Some suggested topics that pairs might discuss include: *a childhood injury; your best primary school teacher; things you like to do during the holidays; how you get to school; what your favourite foods are;* and *what you think a great school uniform would look like.* Started lesson with students splitting into pairs of their choice facing each other across a desk. Gave them a scenario as above, then got a boy & girl to pair up. Students then completed the following Q;Identify thoughts, feelings & reactions you have when you have to approach someone & speak to this person although you may not have “really’ spoken to them before.Students answered; awkward, scared, weird, nervous, uncomfortable, normal, fine confident, comfortableGot students to underline or circle the negative emotions then complete the following Q;What did you do to overcome the negative thoughts, feelings & reactions to make the conversation work.Come up with the following procedure with the class;1. Be Yourself
2. Be Confident
3. Start up the conversation by doing things like, introduce yourself, ask Q’s, get to know the person, talk about things in common
4. Always be respectful, kind and non judgemental

Completed 29/3/16Students then finished with another conversation pair with a boy & girl focusing upon working on the aboveAt the conclusion of 3 -4 rotations discuss the following questions with the class:* What thoughts, feelings and/or reactions can come up when we have to approach a person we don’t know well or haven’t spoken to before?
* What can it be like for people when they have to start up a conversation?
* When/where else in life might these thoughts, feelings and reactions be experienced?
* What makes it easier to approach someone and start talking to them?
* How can we make sure that people in this class feel welcome and included?
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|  |  | To conclude the activity, ask students to identify a number of strategies that they would feel comfortable using when trying to initiate a conversation with someone they don’t know very well. Eg what are common conversation starters, active listening with questions, no yes/no responsesCompleted 17/3 |
| * **interpersonal communication**
* changing modes of communication for young people
 | * explore and develop interpersonal communication skills as they:
* evaluate the popular modes of communication used by young people
 | Discuss different modes of communication that are used by people .e.g. SMS, mobile phones, Internet chat rooms, social media. Discuss the following questions:* How have these methods changed since your parents and grandparents were young?
* What effect might this have on our ability to communicate with people? e.g. face-to-face communication is reduced and, therefore, our ability to talk to people face-to-face may be impaired, greater ability to communicate 24/7
* What effect might these new modes of communication have on relationships? e.g. social media allows for comments to be taken out of context and allows people to be braver in their comments.
* Can they impact on other aspects of our lives? Allows for social connection which has positive and negative consequences. Eg. Kids not connected to social media feel they don’t belong.
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| * **bullying and harassment**
* recognising bullying and harassment
* reasons for bullying and harassment
* sexual harassment
* homophobic bullying
* effects of bullying and harassment
* barriers to reporting
 | * recognise forms of bullying and harassment, including sex-based harassment, and devise help-seeking strategies
* describe ways that they could help others who are being harassed, eg assist them to seek help, offer friendship
 | Watch a video that provides students with some background knowledge on bullying e.g. <http://www.youtube.com/watch?v=1j6YA03hm4k>Discuss the effect bullying has upon an individual.Teacher to use the following website [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au) to explore over the course of 3 -4 lessons the different types of bullying, the effects of bullying and bystander behaviour. Links are included below to help to direct you to specific/relevant aspects of this website.Developed a Q&A worksheet for students to complete based upon bullyingnoway website and directions on worksheet. Students answered ¾’s of questions on worksheet in lesson One. Completed 30/3.Second lesson finished off investigating how to handle online bullying, then watched video’s in video menu moving top left, top right, bottom right & bottom left. Students then work through scenarios offered at completion of each video to reinforce information covered in worksheet Q’s. completed 31/3Teacher helps students to learn about cybersafety in relation to:* treating others respectfully online
* being constructive and not harming others
* keeping private information secure
* knowing how to report unsafe online behaviour to an authority for follow up

The following link will help to resource lessons to develop the above in relation to cybersafety;<http://www.cybersmart.gov.au/Schools/Teacher%20resources/Lower%20secondary.aspx>Introduced the cybersmart website to the class. Explained how we will be using the site and looking at healthy online behaviour and advancing our understanding of belonging, connectedness & bullying in the online domain.Students then downloaded word doc “Activities 1-8” from the Lower Secondary Section. Students delete sections of the document we don’t use. Students to submit completed document for marking at the completion of our learning in this area of the unit.Completed 22/4Students went to cybersmart website to watch online video #gameon, This can be found by clicking on “kids” – “watch video’s” then select “Game On” then “@school”After viewing video Students download word doc “Activities 1-8” from the Lower Secondary Section.Students then viewed online video #gameon.Students then completed Activity 3 Friends & Followers – Task A “Who are your friends? Students finish incomplete questions for homeworkCompleted 27/4Students then complete the following areas from this document;1. Activity 3: Friends & Followers – Task A, B & C

Work through questions with students discussing responses. Students developed the following check list for safe on line behaviour;Only talk to people you know; Don’t share personal info; If someone you don’t know tries to add you ignore them; Don’t say things you wouldn’t say in person; Always remember what you post online stays online; Only post things you are comfortable with; Set up your online profile so it is secure and your password is protected.Students then work through Activity 3 – Task B “Who do you follow?”, Activity 3 Task C “Who follows you?”, Activity 4 Task A “Consume” and Activity 4 Task D “Anti Social Behaviour”Any incomplete work to be completed for homework and ready to go over in next lesson.Completed 28/41. Activity 4: The Online You Task A – Consume, Task D – Antisocial Behaviour
2. Activity 5: Managing Your Personal Digital Devices Task A,B,C&D
3. Activity 6: In Excess, Task A,B & C.
4. Activity 7: Time Out, Task B
5. Activity 8: Game Over, Task B & E

Students then complete the cybersmart quiz which can be found nby clicking back on “kids” in top tool barStudents to develop their own video message about bullying.The following link will provide a number of youtube clips that will allow you to unpack the dynamics of bullying and provide students with ideas to develop their own video message;<http://bullyingnoway.gov.au/teachers/classroom-resources/secondary.html>This link provides lesson ideas you could include to investigate the notion of bullying and its dynamics and help students develop the material to cover oin their video message;<http://www.opheliaproject.org/GirlsRA/GirlsMS.pdf> |