

UNIT 1: Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 2: Community health and wellbeing

In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Suggested answers and/or additional instructions have been provided in this EduClick Teacher Resource for the following tasks:

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| <input checked="" type="checkbox"/> Task 4 Class Health Snap | <input checked="" type="checkbox"/> Task 10 Inclusion and cohesion |
| <input checked="" type="checkbox"/> Recap Questions 1 | <input checked="" type="checkbox"/> Task 12 Your community |
| <input checked="" type="checkbox"/> Task 6 Let's get Healthy | <input checked="" type="checkbox"/> Recep Questions 2 |
| <input checked="" type="checkbox"/> Task 8 Exploring opinions and influences | |

TASK 4 HEALTH SNAP

Time to play snap!

Teacher instructions

Task Time – 50 to 70 minutes

Quick instructions, scan here!

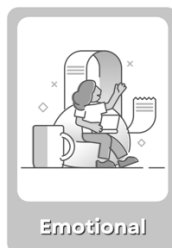


To conduct this take you will need your sets of **EduClick Health Snap cards** and this teacher resource.

You will find the cards in you Teacher Kit.

Have students find a partner. Provide each partnership with a set of Health Snap Cards. There are three categories of cards – Physical Health, Social Health and Emotional Health. Get the student to split the cards into these three groups.

Instruct students to grab one card from each category and position them between them so that both players can easily reach the cards to snap them. Like this:



One at a time call out an example of health from the list below. Students will need to quickly work out if the hazard it is an example of physical, social or emotional health and snap the corresponding card.

After each snap, give student the correct answer. If the student who snapped is right, they get to keep the card. If they are wrong, they must give the card to their partner. The student with the most cards at the end wins.

Teacher instructions**Task Time – 50 to 70 minutes**

The card taken, is then replaced and the game continues.

Once the game is finished, students must complete the allocated questions.

Before starting tell students that there is to be NO cheating, calling out or arguing during the game. There is also NOT to be any aggressive slapping.

No#	Health examples	Category it belongs to (ANSWERS)
1	Brushing your teeth	Physical
2	Asking for help when feeling sad	Emotional
3	Creating boundaries in friendships	Social
4	Managing stress	Emotional
5	Wearing a seat belt when riding in a car	Physical
6	Being aware of your feelings	Emotional
7	Preventative health checks	Physical
8	Develop and maintain friendships	Social
9	Finding purpose and meaning in life	Emotional
10	Being self-aware	Emotional
11	Fostering resilience	Emotional
12	Having good hygiene	Physical
13	Being yourself	Social
14	Slip, slop, slap sun protection	Physical
15	Connecting with others	Social
16	Taking multivitamins	Physical
17	Being assertive	Social
18	Staying positive	Emotional
19	Expressing yourself in a positive way	Emotional
20	Having a supporting network	Social
21	Wearing a helmet when riding a bike	Physical

Teacher instructions**Task Time – 50 to 70 minutes**

No#	Health examples	Category it belongs to (ANSWERS)
22	Treating others with respect	Social
23	Being engaged with other people in the community	Social
24	Thinking before you act	Emotional
25	Being able to express how you are feeling	Emotional
26	Maintaining a healthy body weight	Physical
27	Caring for others	Social
28	Avoiding drugs and alcohol	Physical
29	Having good energy levels to get through the day	Physical
30	Being approachable	Social
31	Eating a healthy and balanced diet	Physical
32	Increasing your self-confidence	Emotional
33	Seeking and lending support to others	Social
34	The ability to make and keep good relationships	Social
35	Having good sleep	Physical
36	Expressing emotions constructively	Emotional
37	Expressing your needs to others	Social
38	Strength training	Physical
39	Good immune function	Physical
40	Being present in the moment	Emotional
41	Working well as part of a team or group	Social
42	Getting plenty of rest	Physical
43	Being able to control yourself when feeling angry or frustrated	Emotional
44	Coping when situations are difficult	Emotional
45	Including yourself in activities	Social

ANSWERS

1. Define Health.

Student answers will vary slightly. An example of a response has been provided.

A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

2. What are three factors that influence your health?

Student answers will vary. An example of a response has been provided.

A person's health can be influenced by their genetics, environment and lifestyle.

3. Provide an explanation of physical, social and emotional health.

Student answers will vary slightly. An example of responses has been provided.

Physical:

Physical health is the state of being free from illness or injury. It is about the physical body and how well it is functioning.

Social:

Social health is our ability to interact with others and form meaningful relationships. These relationships may be friendships, intimate relationships, family and professional work relationships.

Emotional:

Emotional health is an aspect of mental health. It is the health of a person's mind and thought processes. Emotional health is about how we think and feel. It is the ability to cope with both positive and negative emotions and being awareness of them.

4. From the snap game, write down **two** examples for each type of health.

Student answers will vary. An example of responses have been provided.

Physical Health



- **Brushing your teeth**
- **Wearing a helmet when riding a bike**

Social Health



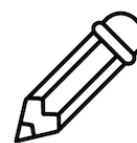
- **Being engaged with other people in the community**
- **Develop and maintain friendships**

Emotional Health



- **Staying positive**
- **Fostering resilience**

TASK 6 LET'S GET HEALTHY



Time to boost your health status!

Over the next few sessions, you are going to boost your physical, social and emotional health through a series of activities.

Activity 1 – Boost your physical health



30 Minutes

Today you are going to participate in a Zumba session. This is going to get you moving, elevate your heart rate and give you a full body workout. It is going to release those endorphins and make you feel good. Don't forget to sing a long for a little extra work out!



Activity 2 – Boost your social health



90 Minutes

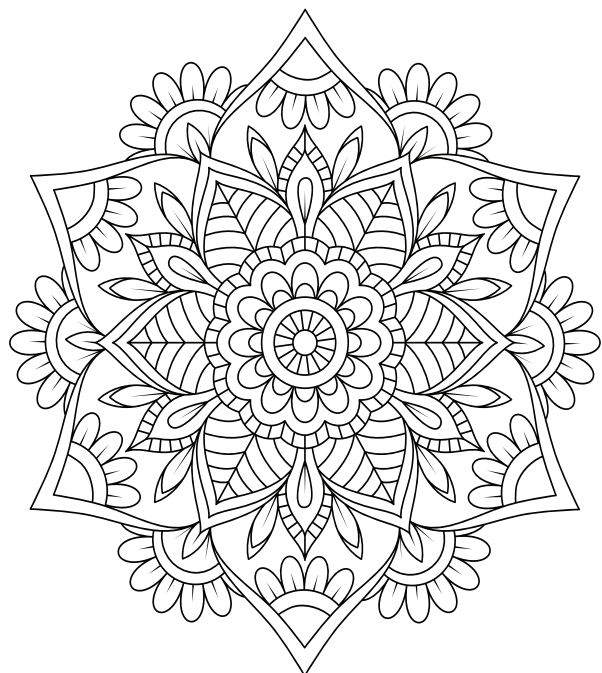
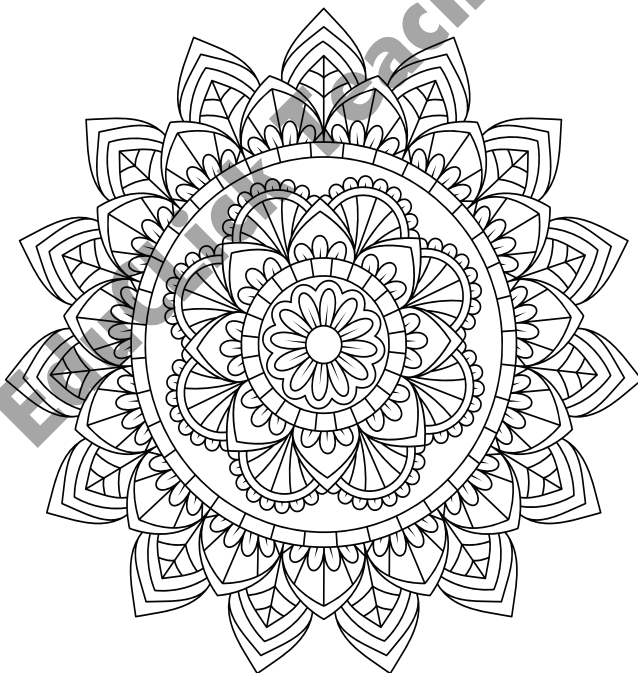
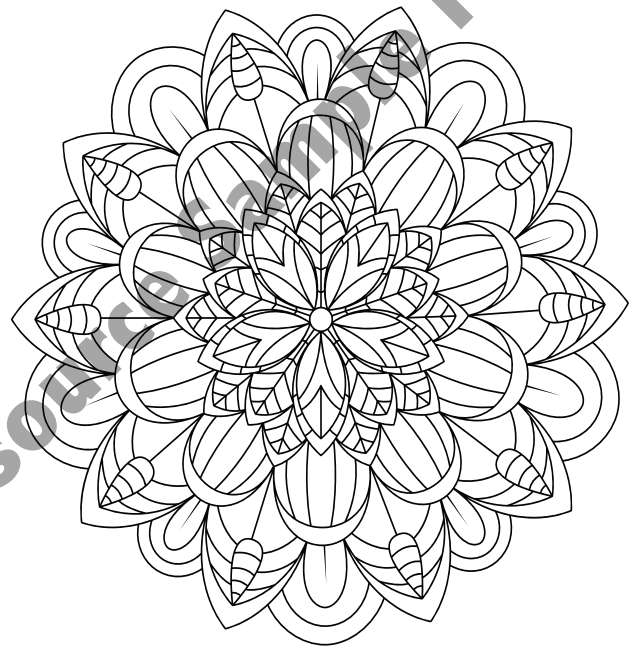
Today you are going to participate in four games in groups of 4 to 5: Uno, Jenga, Spot-It and Pass the Pigs. Play games allow you to communicate with others, socialise and have fun. It teaches important social skills such as patience, taking turns, sharing, coping with losing, making conversation, problem solving, compromising, collaborating and being flexible. This activity is not about winning, it is about focusing on enjoyment, fun and being with friends.

Watch the following videos on how to play each game and get started quickly. Your teacher will give your group 20 minutes to play each game with your group before you rotate to the next game.

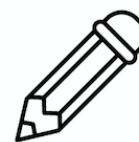
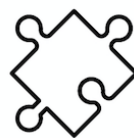


Activity 3 – Boost your emotional health**30 Minutes**

Today you are going to spend time relaxing, in silence completing a Mandala. Mandalas are traditionally used as spiritual tool to aid meditation, however, in western culture, mental health counselors are using them to assist with stress relief. Research has shown that if you are fully emersed in a Mandala colouring you can enter a state of “flow”. This can increase the levels of dopamine in your brain, giving you a sense of wellbeing.



TASK 8 EXPLORING OPINIONS & INFLUENCES



Activity 1

Through this activity students will explore their opinions and what influences them to think a certain way.

Teacher instructions



Task Time – 30 to 45 minutes

1. Put up the attached AGREE and DISAGREE signs at opposite ends of the room.
2. One at a time read out a statement from the list below.
3. Ask students to consider who they are, what their opinion is and whether they agree or disagree with the statement. They should then move to that area of the classroom.
4. Remind students to think about what has influenced their opinion:
 - Have they had a specific experience?
 - Did their parents raise them to think that way?
 - Have they informed their own opinion through research and reading article etc?
 - Have their values influenced their opinion?
 - Have their demographics influenced their opinion such as their gender, age, culture or religion?

Ask students from both the AGREE and DISAGREE areas to share their opinions and what they believed influenced them to think that way.



TEACHER NOTE

It is important that you create a safe space for student to freely express their opinions. The main focus of this activity is not the opinions themselves but what has influenced them. If you feel that the opinions should not be shared, have students just share how they arrived at their own personal opinion and who or what influenced it.

Statements

- Pineapple does not belong on pizza
- Cats make better pets than dogs
- Women can do anything that men can do
- Social media platforms should not allow people to post photos with filters on them
- Students should be allowed to take off mental health days at school.
- Kids should not be allowed to drink soft drink until they are 16 years old.
- Online learning is better than face to face learning.
- People who love each other should get married
- To get a good job you have to go to university
- The more money you have the happier you will be
- The beach is better than a pool.
- Parents should be able to track the location of their children via their phone until they are 18 years old.
- It is okay to lie