# Time for a health check– Stage 4

**Duration** - Four lessons (50-60 minutes in length)

## Description

A learning sequence to examine the impact of hormones on the body, brain and mental health. The sequence aims to empower students to recognise influences on a person’s thoughts, feelings and actions.

A question box could be used throughout this sequence for students to ask questions (student direction). The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. This will encourage engagement and student’ self-regulation to allow all students to be independent in their learning in this area. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be provided. If it is a large group or the teacher is not familiar with students’ work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl or hat. An anonymous [Padlet](https://padlet.com/) or [Google form](https://docs.google.com/forms/) driven question box could be used online.

Explain to students:

* The question box can be used to ask questions that they want to know but don’t want to ask in front of everyone.
* The question box is anonymous but you might choose to add your name if you wish.
* Everyone will be given a blank piece of paper at the end of each lesson.
* Write questions related to what they have been learning about.
* Everyone MUST write something on their piece of paper whether it is a question or something else, for example last night’s dinner to ensure the questions remain anonymous.
* They must place their own paper into the question box.
* Questions will be answered at the next lesson.

## Syllabus outcomes

* **PD4-1** examines and evaluates strategies to manage current and future challenges
* **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

All outcomes referred to in this unit come from [PDHPE K-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

## Learning goals

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| All students will be able to: | Most students should: | Some students could: |
| * Explain how the body functions in relation to hormone production. * Describe what it means to function well. * Recognise the influence of hormones on the body’s functions, e.g. mental and emotional health. * Identify the impact of health behaviours on the body and which behaviours and influences are controllable and which are not controllable by the individual. | * Identify health behaviours they can modify and change to improve how their body functions. * Identify coping strategies to manage changes and improve the way we function and view our body. * Plan for changes to their own lifestyle to improve their body functions and achieve positive outcomes. | * Identify the influence of hormones on a controllable health behaviour and plan for changes to their behaviours and environment to improve health outcomes. |

## Key inquiry questions and syllabus content

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| Key inquiry questions | Syllabus content |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * examine factors that influence health and wellbeing   + describe health and its dynamic nature **I**   + examine how contextual factors influence attitudes and behaviours towards health and wellbeing **I** |
| How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity? | * plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)   + investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, for example, mindfulness, relaxation S |
| Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community? | * examine influences on peoples’ behaviours, decisions and actions (ACPPS074)   + discuss the influence of contextual factors on individual decisions and actions, for example, response to emerging world issues |

## PDHPE skills

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| Self management | Interpersonal |
| Strengthening personal identity   * + self confidence   + self esteem   + self evaluation   Self awareness   * + reflective practice | Social awareness   * + perspective forming   + respecting differences and diversity   Communication   * + expressing feelings |

## Learning experiences

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| Syllabus content | Teaching learning and assessment |
| **Examine factors that influence health and wellbeing**   * describe health and its dynamic nature **I** * explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing **I** | **Introduction**  Develop a supportive environment. As a class, brainstorm some clear expectations which will be in place during the learning. For example, always support each other, respect others’ cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion.  **Introduce the learning**  Explain to students:   * Our body is complex – the systems work together to grow, change and transition from the beginning of the lifespan to the end. * Our unit will focus on the follow key questions:   + How does our body work?   + What role do hormones play in my body?   + How do my hormones impact my thoughts, feelings and actions?   + What happens when I feel an emotion and why do I feel that emotion?   + Is my brain responsible for my mental health? Or is the environment around me responsible for stress and anxiety?   + Why do I feel good when I do certain things, or emotional when I do other things?   Watch the [Module 2.1 Adolescent development video from the Mind Matters website](https://youtu.be/gcMCtOJCkCE) (duration 3:46)  Throughout the sequence, students will be learning about responses and changes to their bodies that are controllable and uncontrollable. This is important to understand these terms, so students can respond appropriately.  Introduce the terms controllable and uncontrollable: (Metalanguage)   * Controllable – The power to influence or direct their own behaviour or the course of events * Uncontrollable – A series of events or responses that are going to happen (can be both positive and negative) that are incapable of being controlled.   **Meaning of health**  Students construct a personal meaning of health by exploring a range of community and accepted definitions.   * Students review the World Health Organisation (WHO) definition of health.   The World Health Organization’s definition of health is “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”   * Students write their own definition of health. Share with the class via an online platform post. * Students develop a word concept map for health. Mind map all the things that go into being ‘healthy’. * Using 4 colours, highlight or colour ideas of health to represent the 4 components of health (physical health, social health, mental/ emotional health, spiritual health). * As a class, discuss the interrelationship and dynamic nature of health. Use the current health situation as an example. How can this situation impact a person’s physical, mental/ emotional, social and spiritual health? For example, social distancing measures will impact our ability to connect and spend time with others. Isolation from others may impact our mental and emotional health through reduced interactions with people and feeling lonely. We may have limited access to food and physical activity facilities impacting our physical health. If we contract the virus it will impact our physical health, result in isolation and reduce our ability to connect with friends and family.   **Who is responsible for health?**   * Students brainstorm who is responsible for the health of individuals across the world. * Use the current health situation as an example.   + Students adopt one of the brainstormed groups or organisations, for example, health professionals, government and community members. Discuss and record the responsibility of each for an individual’s health. For example, what role do individuals play in the current situation? What can they do? * Share as a class through an online platform or class discussion. * Discuss the concept of controllable and not controllable factors or health behaviours. Make connections between aspects of health, which are controllable for individuals, and aspects, which are not.   **Health versus wellness**  **Think tank** – Students research the concept of wellbeing (wellness) in relation to health.  This definition of health focuses on the whole person (physical, social, mental and spiritual), not just the old view of health which referred to health as the opposite of disease or illness. Health is always changing. Health is more than just being well and not sick.  Individually, students answer the following questions:   * When is a person healthy? (For example – when all 4 areas of health are balanced). * Why is your health a balancing act? (visualise a tight rope walker at a circus or a gymnast on a beam; your health changes with age; certain events in your life, illness) * How can you influence my health? (For example – our lifestyle choices, attitudes or values and behaviour, nutrition, physical activity, drug use and relationships influence our health). * What other factors influence your health? (For example – genetics; physical environment – air, land, water and human impact; social relationships; economic – money, job and political – government). |
| **The brain and mental health**   * Propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)   + Explore the impact of stress and coping on mental health   + Identify feelings and emotions associated with transition and change **S** | Influences on health and perceptions of health  Clarify that for the next activities you will be focusing on mental and emotional health.  Mental health includes our emotional and psychological wellbeing. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices  Students work in small groups to research and create a profile of one aspect of health or wellness. Allocate one of the aspects to each group: physical health, mental health, physical illness and mental illness.   * Brainstorm all the words that come to mind. * Discuss the different language/words used on each. * Discuss reasons for the use of different language and words. * How do members of the community view or perceive your aspect of health or wellness – positive or negative? Justify your answer. * Prepare a report in a form which is user friendly for your classmates to access.   Share each group’s profile and ask each group to access the findings of other groups through an online profile exploration. Alternatively, ask each group to present their findings to the class.  Create a [mentimeter poll](https://www.mentimeter.com/) and ask students to respond to the following questions.   * Mental health is viewed the same physical health in our community (Likert scale 1 agree to 5 disagree). * Justify your response to the previous question. * Mental illness is viewed the same physical illness in our community (Likert scale 1 agree to 5 disagree). * Justify your response to the previous question. * We can we change the perceptions of the community to view mental health in the same way as physical health. (Likert scale 1 agree to 5 disagree). * Justify your response to the previous question. * Propose strategies to address misunderstandings about mental health and promote positive attitudes.   Share the class responses an unpack justifications for each question.  Students research and record:   * Which factors influence a person’s mental health * Which [hormones](https://www.everydayhealth.com/endorphins/guide/) impact on a person’s mental health? * What impact can these hormones have – positive and negative? * What factors support positive mental health * Where do we get our ideas and information about mental health? Are these reliable sources? Justify your answer. * Share the [ReachOut.com](https://au.reachout.com/) website and invite students to explore the website.   Reality bites  The following lessons (episodes) are based on the concept of a reality show, for example, Love Island, Bachelor in Paradise, Survivor, MasterChef and Goggle Box show.  Teachers may choose to use a different setting as a basis for this activity, for example, a current movie  Screening process to select members  The producers of the show put possible candidates through a range of activities and tests to check out their suitability for the show.  Mental health check – candidates will work in small groups.   * What challenges may candidates face on the show? * Identify feelings and emotions associated with these challenges? (hand out emotions worksheet to support this) * Students can refer to the emotions worksheet that lists a wide variety of emotions. * What would you look for in a candidate? Why? * What mental strengths would characters need to demonstrate? * How could you test or identify these strengths?   Scenario – Students use their understanding of the TV show to develop a scenario outlining a challenge individuals on the show might experience.   * Identify the feelings and emotions associated with this challenge for the individual and anyone else impacted by the scenario. * Explain how hormones impact on their response to this situation, including the flight or fight response. * Which strengths would be important in this situation? Explain why. * Explain the impact of stress and coping in this situation on the mental health of the individual and others on the show. Would this be short term or long term? Consider the impact of social media in the situation. |

## Unit evaluation

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| Please tick as appropriate | Unsatisfactory | Satisfactory | Good | Excellent | Not applicable | Comments or suggestions for improvement |
| The unit adequately addresses syllabus outcomes |  |  |  |  |  |  |
| The unit reflects the needs, interests and abilities of students. |  |  |  |  |  |  |
| The unit provides opportunity for students to demonstrate what they know and can do. |  |  |  |  |  |  |
| The unit includes a variety of teaching and learning activities, and resources to address the learning needs of all students. |  |  |  |  |  |  |

## Reality bites

Create a challenging scenario from a reality TV show? It could be Survivor, MasterChef, The Bachelor, Farmer wants a wife, Married at first sight, Dancing with the stars, Keeping up with the Kardashians, The Biggest Loser, So you think you can dance.

Describe the scenario outlining a challenge that the individual/s might face:

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What feelings or emotions might be associated with this challenge for the individual and anyone else in the scenario?

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Explain how hormones impact on their response to this situation, including the flight or fight response.

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Which strengths would be important in this situation? Explain why.

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Explain the impact of stress and coping in this situation on the mental health of the individual and others on the show. Would this be short term or long term?

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Consider the impact of social media in the situation.

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