

Health4Life

Physical and mental wellbeing in adolescence and beyond

Links to the NSW Personal Development, Health and Physical Education Syllabus

The Health4Life study is led by researchers from The Matilda Centre at the University of Sydney, Australia in partnership with the Paul Ramsay Foundation.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

UNIT TITLE HEALTH4LIFE

YEAR STAGE 4 (YEAR 7)

DURATION 6 WEEKS

DRIVING QUESTION

The following driving question sets context for student learning in the Health4Life unit. It captures and communicates the purpose of the initiative.
Question: How can the 'Big 6' health behaviours influence my health, safety and wellbeing?

UNIT OVERVIEW

This unit focuses explicitly on six preventative health behaviours to improve the health, safety and wellbeing of young people. Referred to as the "Big 6", the behaviours are: healthy eating, being physically active, limiting sedentary recreational screen time, healthy sleep, and avoiding alcohol and cigarettes.

In progressing through six modules and related activities, students are provided with an opportunity to develop the knowledge, understanding and skills to lead a healthy, safe and active lifestyle. Module learning activities include online cartoon-based content, stop and think activities, self-guided quizzes, student in-class and take-home activities and summaries.

Students will use ICT tools to access and examine online health and physical activity information. The unit provides students with self-management and interpersonal skills to enhance their physical and mental wellbeing during adolescence and beyond.

OUTCOMES

A student:

- PD4-1: examines and evaluates strategies to manage current and future challenges
- PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-9: demonstrates self-management skills to effectively manage complex situations
- PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

PDHPE SKILLS

The following Self-management skills (**S**) are focused on during this unit:

- self-awareness
- emotion and stress management
- decision-making and problem-solving

The following Interpersonal skills (**I**) are focused on during this unit:

- communication
- collaboration, inclusion and relationship-building
- social awareness

ASSESSMENT

Assessment FOR learning is incorporated into Health4Life through:

- Clear learning intentions at the commencement of each module
- Self-assessment through online interactive “stop and think” exercises and self-guided quizzes in each module, which allow students to evaluate their own learning of the content covered. Students are then given feedback that explains why their chosen answers were correct/incorrect.
- Peer feedback through “pair and share” activities where students share their learnings about healthy lifestyle behaviours.
- Goal-setting and self-assessment of their healthy lifestyle behaviours, which are discussed in class.

Assessment AS learning is incorporated into Health4Life through:

- Inquiry-based learning that encourages students to take responsibility for their own learning. For example, research on physical activity opportunities in their local area, and research into recipes they can use to help them meet the Australian Dietary Guidelines.









A potential assessment OF learning that could be used for this unit is:

- A Student Voice assessment where students work collaboratively in groups to create a multimedia poster/video/computer graphic that represents the dynamic and interrelated “Big 6” preventative health behaviours. Students then share this health promotion message with the school and/or local community.



SYLLABUS CONTENT

STUDENTS:

- examine factors that influence health and wellbeing
 - examine how contextual factors influence attitudes and behaviours towards health and wellbeing **I**  
- examine influences on peoples' behaviours, decisions and actions (ACPPS074)
 - review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits **S** **I**    
- 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, eg mindfulness, relaxation, healthy eating **S**  

TEACHING, LEARNING AND ASSESSMENT

MODULE ONE

Driving Question: How can the 'Big 6' health behaviours influence my health, safety and wellbeing?

Introduction to unit: Teacher explains the nature, rationale and scope of the 'Health4Life' program to students and identifies the six key health behaviours ("the Big 6") that are the focus of the unit: physical activity, healthy eating, sleep, sedentary recreational screen time, alcohol use and smoking.

Learning intention: Module One explicitly addresses the following health behaviours from the 'Big risk and protective factors associated with chronic disease: healthy eating, sleep and recreational screen time. Students are provided with a variety of opportunities to examine the following concepts in relation to these health behaviours:

- healthy eating
- sleep
- limiting recreational screen time

CARTOON CONTENT

Students examine content provided in the Module One Cartoon to reinforce knowledge and understanding about healthy eating, sleep and limiting recreational screen time. For example:

Guidelines for eating healthily and benefits of a healthy diet:

- character review of the Australian dietary guidelines.
- characters investigate the influences on the food they eat in relation to the dietary guidelines. They explore strategies to eat more healthily.
- discussion around health information, resources and services the characters may have accessed, for example, Anna shares information from her soccer coach who is a trained nutritionist.

Sleep needs for adolescents and benefits of sleeping well:

- how eating well, sleeping well and doing physical activity improves their mental and physical health, giving them more energy and helping with concentration.
- the positive social impacts of sport.
- the positive physical and mental health impacts of exercise, healthy eating and healthy sleep; and conversely, the negative impacts of doing the opposite.

- how the characters make plans to play sport together, demonstrating the development of self-management, interpersonal and movement skills and showing the positive impact this has on their health.

Guidelines for recreational screen time and benefits of limiting screen use:

- the new responsibilities the characters have taken on with the move to high school and the skills and strategies they've developed for managing these responsibilities. This includes: time management to fit in homework and exercise, planning what time they need to get to bed in order to get adequate sleep, making their own lunch to take to school rather than relying on their parents.

Stop and think:

Students complete the interactive activities embedded in the online module to examine the key concepts of healthy eating, sleep and recreational screen time.

Guidelines for eating healthily and benefits of a healthy diet:

- students describe healthy food options that they could organise for themselves for lunch.
- students explain why healthy eating is important.

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts. For example:

Guidelines for eating healthily and benefits of a healthy diet:

- students evaluate their understanding of the fruit and vegetable requirements for people their age in reference to the Australian Dietary Guidelines.

Guidelines for recreational screen time and benefits of limiting screen use:

- students examine the relationship between screen time, sleep, and mental health and wellbeing.

+ SUGGESTED ADD-ON ACTIVITIES

Teacher provides students with additional opportunities to investigate the key health behaviours of Module One. Teachers have the flexibility to address the add-on activities in consideration of their own school context and the needs of their students. Activities include:

Guidelines for eating healthily and benefits of a healthy diet:

- **“What’s in the fridge”** reinforces students’ understanding of the five groups and builds their self-

efficacy in independently choosing healthy food options. They complete an interactive online activity whereby they personally plan a healthy meal with items from a virtual fridge.

- **“Stop & Think: Healthy Food Choices”** is a ‘pair and share’ activity where students describe health information with peers regarding what they have learned from the online cartoon and credible sources. They discuss and share ideas about potential barriers to eating healthily and identify opportunities to take positive action to make healthy food choices in their own lives.

Sleep needs for adolescents and benefits of sleeping well:

- **“Sleep and Me”** class discussion about the benefits of sleep to wellbeing. Students examine how sleep can impact different aspects of young people’s health and every day functioning.

Guidelines for recreational screen time and benefits of limiting screen use:

- **“Question time, screen time”** is a ‘think-pair-share’ activity where students interview a partner and complete the worksheet about recreational screen time. Students think critically about screen time and plan alternate non-sedentary recreational activities.









TAKE HOME ACTIVITIES

Teacher explains the Australian Dietary Guidelines, referencing the definitions and guidelines for the five food groups, information provided about sugar-sweetened beverages and tips for drinking more water. Students are provided with the **Module One Student Summary**.



SYLLABUS CONTENT

STUDENTS:

- examine factors that influence health and wellbeing **I**  
 - examine how contextual factors influence attitudes and behaviours towards health and wellbeing
- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations
 - propose strategies individuals and others can use to make safe and informed decisions **S I**    
- plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
 - apply ethical and inclusive strategies to promote the health and wellbeing of themselves and others, eg peer support, helping others, active participation, demonstrating inclusive behaviours towards people with disabilities **S I M**  
- investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity

TEACHING, LEARNING AND ASSESSMENT

MODULE TWO

Learning intention: Module Two explicitly addresses the following health behaviours from the 'Big 6' risk and protective factors associated with chronic disease: alcohol use, smoking and physical activity. Students are provided with a variety of opportunities to examine the following concepts in relation to these health behaviours:

- reducing harms from alcohol and smoking
- physical activity

CARTOON CONTENT










Students examine the following content provided in the Module Two Cartoon to develop knowledge and understanding about alcohol use, smoking and physical activity.

Alcohol use and smoking:

- characters demonstrate the reasons why most young people choose not to drink alcohol/smoke (prioritising health, avoiding embarrassment, prioritising other commitments such as sport, ability to have fun without it) and why some young people choose to drink alcohol/smoke (trying to be "cool", not thinking through consequences etc).
- Max (Year 10 student) shares Alcohol guidelines learnt at school and confirms via Googling the Australian Alcohol Guidelines.
- characters demonstrate contextual factors that might lead young people to either engage in or avoid drinking alcohol and smoking cigarettes (including peer pressure or prioritising healthy activities such as sport).
- students investigate peer pressure and the desire to fit in, an issue many students grapple with during the transition to adolescence. Characters experience peer pressure to drink alcohol and demonstrate practical strategies to resist this peer pressure.

Physical activity:

- characters discuss the reasons why young people choose to do exercise, for example to feel good, to make friends, to help with concentration, to look their best.
- Hamish demonstrates the benefits of engaging in positive risk behaviour when he finds the courage to join the basketball team with Tristan and Seb.

- describe the components of a balanced lifestyle and use ICT tools as appropriate to promote the contribution of regular physical activity to health and wellbeing **S I**
   
- set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing **S**   
- compare their current physical activity levels with Australia's Physical Activity and Sedentary Behaviour Guidelines and suggest strategies for increasing opportunities for physical activity for themselves and others **S M**  

- characters explore the benefits of physical activity, including the opportunity to make friends, feel and look better and improve concentration.
- students learn the Australian Physical Activity and Sedentary Behaviour Guidelines, including the definition of Moderate to Vigorous Physical Activity and Resistance Training.

Stop and think:

Students complete the interactive activities embedded in the online module to describe the key concepts of alcohol use, smoking and physical activity.

Alcohol use and smoking:

- students investigate the consequences of drinking alcohol and smoking cigarettes. They propose refusal and help-seeking strategies they and others could use to resist peer pressure to drink alcohol or smoke cigarettes (e.g., peer support).
- students reflect on the impact that drinking alcohol and smoking cigarettes had on Xavier and Max's decision-making and behaviours.

Physical activity:

- students investigate the benefits that physical activity offers and the different kinds of physical activity, besides group sport, that Sofia could engage in.
- students brainstorm the benefits to their wellbeing that physical activity can deliver.
- students suggest their own list of potential outcomes of both positive behaviour (physical activity) and negative behaviour (drinking alcohol at a party).

Self-guided quiz:

- Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts.

Alcohol use and smoking:

- students dispel myths about alcohol use and smoking.

Physical activity:

- students evaluate their understanding of the physical activity guidelines and types of physical activity.
- students' assess their knowledge about the various kinds of physical activity, the benefits of physical activity and different types of physical activity they participate in.

+ SUGGESTED ADD-ON ACTIVITIES

Teacher provides students with additional opportunities to investigate the key health behaviours of Module Two. Teachers have the flexibility to address the add-on activities in consideration of their own school context and the needs of their students. Activities include:

Alcohol use and smoking:

- **“Alcohol and Smoking Quiz”** is a short quiz testing students’ knowledge on the possible consequences of drinking alcohol and smoking.
- **“Alcohol, Smoking and Young people”** engages students in a class discussion around reasons most young people choose not to drink alcohol or smoke tobacco, and why some young people may do so.

Physical activity:

- **“What physical activities do you like?”** is an online interactive activity that engages students to choose physical activities that they enjoy and answer questions about their favourite ways of being active to achieve a balanced lifestyle.
- **“Step Counter”** is a goal setting activity which challenges students to use ICT tools to count their steps each day and compare these against the national guidelines.










TAKE HOME ACTIVITIES

Teacher reviews the variety of different behaviours that can impact young people’s health and wellbeing, as presented in Module Two. Students are provided with the **Module Two Student Summary**



SYLLABUS CONTENT

STUDENTS:

- examine influences on peoples' behaviours, decisions and actions (ACPPS074)
 - discuss the influence of contextual factors on individual decisions and actions, eg response to emerging world issues, sexual relationships, drug use, preventive sexual health practices   
- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations
 - discuss safe and unsafe use of technology and develop strategies to promote their own and others' health, safety and wellbeing    
 - classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing  

TEACHING, LEARNING AND ASSESSMENT

MODULE THREE

Learning intention: Module Three explicitly addresses the following health behaviours from the 'Big 6' risk and protective factors associated with chronic disease: screen time, alcohol and tobacco use. Students are provided with a variety of opportunities to examine the following concepts in relation to these health behaviours:

- health effects of drinking alcohol and smoking tobacco
- strategies to limit recreational screen time

CARTOON CONTENT

Students examine the following content provided in the Module Three Cartoon to develop knowledge and understanding about recreational screen time, alcohol and tobacco use. For example,

Health effects of drinking alcohol and smoking tobacco:

- characters explore the negative social impacts of drinking, including short- and long-term consequences.
- characters discuss the physical, social and emotional costs and effects of tobacco use and passive smoking.
- characters demonstrate contextual factors that might lead young people to either engage in or avoid drinking alcohol and smoking cigarettes (including peer pressure or prioritising healthy activities such as sport).
- characters experience peer pressure to drink alcohol and demonstrate practical strategies to resist this peer pressure.
- students investigate peer pressure and the desire to fit in, for example, students who may grapple with peer pressure during the transition to adolescence.

Strategies to limit screen time:

- characters explore the negative social impacts of excess (unsafe) social media use.
- characters explore the balance between the increased responsibilities and independence that high school students experience, with the need to still follow their parents and authority figures' rules e.g., Izzy's storyline when her parents confiscate her phone.

Stop and think:

Students complete the interactive activities embedded in the online module to describe the key concepts of recreational screen time, alcohol and tobacco use.

Health effects of drinking alcohol and smoking tobacco:

- students reflect on the outcomes experienced by Year 10 student Max as a result of his negative risk-taking behaviour around substance use (drinking alcohol and smoking cigarettes).
- students reflect on the impact that drinking alcohol and smoking cigarettes had on the character's decision-making and health behaviours.

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts.

Health effects of drinking alcohol and smoking tobacco:

- students evaluate their knowledge of possible short-term and long-term outcomes of negative risk behaviours (smoking cigarettes and drinking alcohol) on health and wellbeing
- students complete the "True or False" activity to dispel common myths around alcohol and tobacco use.

Strategies to limit recreational screen time:

- students consider the impact of social media use on different aspects of their health and generate strategies to engage in responsible and safe use of technology.

+ SUGGESTED ADD-ON ACTIVITIES

Teacher provides students with additional opportunities to examine the key health behaviours of Module Three. Teachers have the flexibility to address the add-on activities in consideration of their own school context and the needs of their students. Activities include:

Health effects of drinking alcohol and smoking tobacco:

- **"Interactive quiz on teen drinking and smoking"** is an online activity that dispels the inaccurate information and statistics that students often believe regarding alcohol and tobacco consumption amongst their peers (e.g., the perception that "everyone does it," when in fact statistics show this is not the case).
- **"Myths and facts about alcohol and tobacco"** worksheet.

Strategies to limit recreational screen time:

- **“Using social media responsibly”** helps students navigate challenges that they might face with screen-time, specifically social media use. The worksheet requires students to explore the risks and impact of excess screen-time and develop strategies that can be used to use social media safely and stay safe online.
- **“My health journey so far”** is a homework activity that requires students to investigate different approaches to help them meet guidelines. Students complete a worksheet about their health behaviours and consider the trends and patterns of their data, especially any correlations between improvements in multiple health behaviours.












TAKE HOME ACTIVITIES

Teacher reviews and explains how screen time, alcohol and tobacco use affect health and wellbeing, as presented in Module Three. Students are provided with the **Module Three Student Summary**.



SYLLABUS CONTENT

STUDENTS:

- recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations
 - propose strategies individuals and others can use to make safe and informed decisions **S I**  
 -  
- investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity
 - describe the components of a balanced lifestyle and use ICT tools as appropriate to promote the contribution of regular physical activity to health and wellbeing **S I**    
 - set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing **S**   
 - compare their current physical activity levels with Australia's Physical Activity and Sedentary Behaviour Guidelines and

TEACHING, LEARNING AND ASSESSMENT

MODULE FOUR

Learning intention: Module Four explicitly addresses the following health behaviours from the 'Big 6' risk and protective factors associated with chronic disease: recreational screen time, alcohol and tobacco use. Students are provided with a variety of opportunities to investigate the following concepts in relation to these health behaviours:

- social, financial and legal consequences of drinking alcohol and smoking
- assertive communication and refusal skills
- guidelines for physical activity and sedentary behaviour (screen time)
- goal setting

CARTOON CONTENT

Students investigate content provided in the Module Four Cartoon to develop knowledge and understanding about recreational screen time, alcohol and tobacco use. For example, Social, financial and legal consequences of drinking alcohol and smoking:

- characters explore the physical, social and emotional outcomes of drinking alcohol and smoking tobacco at a party, including effects on sporting ability, schooling and social wellbeing. Characters propose safe and positive behaviours instead of using alcohol. They suggest refusal strategies for substance use (alcohol and tobacco).

Assertive communication and refusal skills:

- characters assertively communicate strategies that demonstrate responsible use of a phone.
- students investigate peer pressure and the desire to fit in that many students grapple with during the transition to adolescence.
- characters experience peer pressure to drink alcohol and demonstrate practical strategies to resist this peer pressure and promote health.

Guidelines for physical activity and sedentary behaviour (screen time):

- characters compare the Australian physical activity guidelines for both adults and teenagers and suggest strategies for increasing their physical activity to meet these guidelines.
- characters demonstrate how to access credible health information about physical activity and nutrition, for example, from a GP and a credible website containing government-prescribed

suggest strategies for increasing opportunities for physical activity for themselves and others



- plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
 - identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities



guidelines for nutrition and physical activity.

- characters demonstrate the interpersonal benefits that they have experienced as a result of engaging in social physical activity, as such, realising the guidelines.
- character shares information from her doctor about the mental health benefits of eating well and keeping active for mental health.

Goal setting:

- characters discuss the characteristics of SMART goals and workshop SMART goals (e.g., for physical activity and ways that they can incorporate healthy food into their diets). Characters propose strategies to reach their healthy eating goals.

Stop and think:

Students complete the interactive activities embedded in the online module to describe the key concepts of screen time, alcohol and tobacco use. For example:

Assertive communication and refusal skills:

- students propose strategies they could use to resist peer pressure to drink alcohol and smoke cigarettes.

Goal setting:

students list and plan for healthy food options from the five food groups.

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts:

- students assess their knowledge of assertive communication strategies that can be used to resist peer pressure.

+ SUGGESTED ADD-ON ACTIVITIES

Teacher provides students with additional opportunities to investigate the key health behaviours of Module Four. Teachers have the flexibility to address the add-on activities in consideration of their own school context and the needs of their students. Activities include:

- **“Activity all around you”** encourages students to identify and think critically about opportunities for physical activity in their environment and local community area.

- **“SMART Goals”** assists students in identifying, setting and workshopping their own SMART health goals.
- **“Sugary Drinks Quiz”** reinforces prior information learnt during the cartoon lesson through quizzing students on facts about sugar sweetened beverages and the reasons to avoid them by exchanging to water.
- **“Physical Activity Researcher”** homework task requires students to identify and research online the types and benefits of physical activity. It develops students’ health literacy and critical inquiry skills, empowering them to independently find credible information to address their health and wellbeing






TAKE HOME ACTIVITIES:

Teacher reviews and explains how screen time, healthy eating, alcohol and tobacco use affects health and wellbeing, as presented in Module Four. Students are provided with the **Module Four Student Summary**.



SYLLABUS CONTENT

STUDENTS:

- develop health literacy skills and promote health information that is aimed at assisting young people to address health issues
 - assess health products, information and advertising to expose myths and fallacies, eg understanding food labels, contraceptive products **S**   
- 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, eg mindfulness, relaxation, healthy eating **S**  

TEACHING, LEARNING AND ASSESSMENT

MODULE FIVE

Learning intention: Module Five explicitly addresses the following health behaviours from the 'Big 6' risk and protective factors associated with chronic disease: healthy eating and healthy sleep. Students are provided with a variety of opportunities to examine the following concepts in relation to these health behaviours:

- understanding food labels
- improving sleep hygiene
- avoiding too much sleep on weekends ('social jet lag')

CARTOON CONTENT

Students examine content provided in the Module Five Cartoon to develop knowledge and understanding about healthy eating and healthy sleep. For example,

Understanding food labels:

- characters explain how to interpret food labels and serving sizes.
- characters provide tips on accessing healthy recipes that are easy to make.
- characters address body image concerns that cause some young people to restrict their food intake or engage in disordered eating. This is countered with information on how eating healthy foods, rather than restricting intake, is more beneficial to wellbeing.

Improving sleep hygiene:

- characters focus on the importance of healthy sleep to promote positive mental health and wellbeing. They share sleep guidelines and healthy habits students could adopt.

Avoiding too much sleep on weekends ('social jet lag'):

- characters discuss the benefits of sleeping well and prioritising sleep when needed.

Stop and think:

- Students complete the interactive activities embedded in the online module to describe the key concepts of healthy eating and healthy sleep.
- students reflect on how to assess nutrition labels on sugary drinks by listing what to look for on a food label.

- students describe the impact on a person's health and wellbeing that can result from consuming drinks that are high in sugar or skipping meals.
- students investigate the characters night-time routine strategies that can assist in getting a good night's sleep for positive wellbeing.

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts.

- students assess their understanding of food labels.

+ SUGGESTED ADD-ON ACTIVITIES

Teacher provides students with additional opportunities to investigate the key health behaviours of Module Five. Teachers have the flexibility to address the add-on activities in consideration of their own school context and the needs of their students. Activities include:







- **“Healthy, Happy zzzs”** is an interactive, online activity that encourages students to take ownership of getting a good night's sleep. The activity reinforces the benefits of healthy sleep and tests students' knowledge on “sleep hazards” that they should avoid in order to sleep better.
- **“Sleep plan”** requires students investigate and plan healthy sleep behaviours. They use ICT tools to create a poster or presentation to depict a healthy before-bed routine they can follow.
- **“What's in my food”** increases students' self-efficacy in interpreting nutrition labels and choosing healthy food options.
- **“Keeping track”** is a homework task that encourages students to reflect and take responsibility for their health behaviours by discussing the Big 6 with their parents. Together, they identify what they do well and goals that they could set to help them improve where needed.

TAKE HOME ACTIVITIES:

Teacher reviews and explains how healthy eating and healthy sleep affects overall wellbeing, as presented in Module Five. Students are provided with the **Module Five Student Summary.**

SYLLABUS CONTENT

STUDENTS:

- explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community
 - evaluate the interrelationship between nutrition, mental health and physical activity and explain how this has an impact on the health and wellbeing of the community **S I**   
 - appreciate the contribution that participation in physical activity makes to the development of self-management, interpersonal and movement skills and explore the impact this has on health and wellbeing **S IM**   

TEACHING, LEARNING AND ASSESSMENT

MODULE SIX

Learning intention: Module Six explores the interrelation of the 'Big 6' factors and how they influence overall mental and physical health. Students are provided with a variety of opportunities to explore the following concepts in relation to the 'Big 6':

- associations and interrelations between health habits.
- relationships between the Big 6 and mental health.
- physical, social and emotional benefits of health and wellbeing.
- the 'Big 6' and long-term health.

CARTOON CONTENT

Students explore content provided in the Module Six Cartoon to develop knowledge and understanding about the interrelation of the 'Big 6' health behaviours. For example, Associations and interrelations between health habits:

- characters offer peer education to examine how contextual factors (such as family expectations, self-esteem, wealth etc) influence attitudes and behaviours towards health and wellbeing.
- characters reinforce the dynamic, interrelated nature of health by exploring how healthy or unhealthy behaviours "cluster" together in the characters' lives, for example, how eating well can help with providing energy to stay active and how staying active and limiting screen-time can help with sleep.
- characters discuss the positive impacts of eating well and staying active on cognitive, emotional and social health to explain the interrelationship of the 'Big 6' health behaviours.

Relationships between the Big 6 and mental health:

- characters explore how positive changes to one of the Big 6 areas (such as an increase in physical activity) can lead to positive outcomes in other areas (such as better sleep, better mood, better concentration).

Physical, social and emotional benefits of health and wellbeing:

- characters explore the benefits that participating in physical activity has for a wide range of other health and wellbeing domains.

The 'Big 6' and long-term health:

- characters discuss the importance of adopting healthy habits now to avoid health issues in the future.

Stop and think:

Students complete the interactive activities embedded in the online module to evaluate the interrelated nature of the 'Big 6' factors and their impact on health:

- students are challenged to assess how healthy behaviours are interrelated and to provide examples of how different dimensions of health combine to contribute to their own personal wellbeing
- students reflect on how physical activity, nutrition, sleep, screen-time, avoiding alcohol and avoiding cigarettes are interrelated. They consider an example of where this has been demonstrated in their own life.

Self-guided quiz:

Students complete the following self-guided quiz to assess their knowledge and understanding of the key module concepts:

- True or False Quiz - Unhealthy habits you have as a teenager will not affect your health as an adult.

+ SUGGESTED ADD-ON ACTIVITIES

Teacher provides students with additional opportunities to evaluate the interrelated nature of the 'Big 6' health behaviours. Teachers have the flexibility to address the add-on activities in consideration of their own school context and the needs of their students. Activities include:

- **"The Big Link"** is an online, interactive activity where students identify connections between two or more of the "Big 6" behaviours, through scenarios related to the cartoon lessons.
- **"A healthy 24 hours"** students identify how the Big 6 behaviours are implemented in 24-hours of their lives. Students then create their own 24-hour planner, incorporating as many healthy behaviours as they can.
- **"Help seeker"** uses the cartoon characters' storylines to present some challenging scenarios that young people might encounter as they transition to the teenage years. Students examine the role

help-seeking plays in supporting young people. They are tasked with devising people/ places that they could seek help if they (or a friend) encountered a similar situation.

- **“Exercise your mood”** demonstrates the interaction between mental health and physical health through tasking students to create their own easy home workout that requires no equipment and can be performed in the community or any environment.

TAKE HOME ACTIVITIES:

Teacher reviews and explains how the ‘Big 6’ health behaviours can be interrelated, as presented in Module Six. Students are provided with the **Module Six Student Summary**.



UNIT EVALUATION
PLEASE SELECT

UNSATISFACTORY

SATISFACTORY

GOOD EXCELLENT

NOT
APPLICABLE

COMMENTS/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.

ADDITIONAL COMMENTS

Unit start date:

Unit finish date:

Teacher name:

Signature:

Date: