



THE UNIVERSITY OF
SYDNEY

—
Matilda Centre



Health4Life

Physical and mental wellbeing in adolescence and beyond

Links to Western Australian Curriculum: Health and Physical Education

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



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Curtin University

YEAR 7 HEALTH AND PHYSICAL EDUCATION – UNIT OF WORK

UNIT TITLE HEALTH4LIFE

YEAR 7

DURATION 6 WEEKS

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. An accompanying SmartPhone app will provide assistance to students in goal-setting and self-monitoring the “Big 6”. The unit provides students with self-management and interpersonal skills to enhance their physical and mental wellbeing during adolescence and beyond.

WA HEALTH EDUCATION SYLLABUS CONTENT ADDRESSED BY HEALTH4LIFE UNIT

- Management of emotional and social changes associated with puberty through the use of coping skills; communication skills; and problem-solving skills and strategies (ACPPS071)
- Strategies to make informed choices to promote health, safety and wellbeing, such as: researching nutritious meals that offer value for money; proposing alternatives to medicine; and examining accessible physical activity options in the community (ACPPS073)
- Preventive health practices for young people to avoid and manage risk (ACPPS077)
- Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (ACPPS078)

FOCUS AREAS

Primary focus areas addressed by the Health4Life unit:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)

Secondary focus areas addressed by the Health4Life unit:

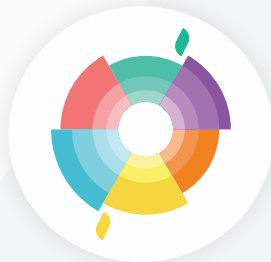
- relationships and sexuality (RS)
- safety (S)

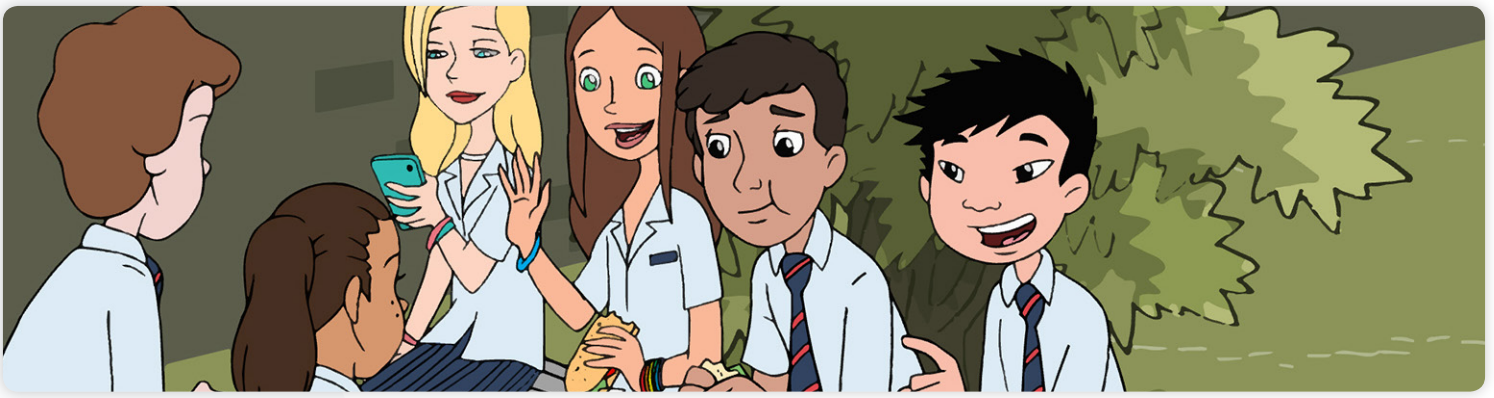
WA HEALTH EDUCATION SYLLABUS CONTENT

CARTOONCONTENT

ACTIVITIES

	M1	M2	M3	M4	M5	M6	M1	M2	M3	M4	M5	M6
<ul style="list-style-type: none"> Management of emotional and social changes associated with puberty through the use of coping skills; communication skills; and problem-solving skills and strategies (ACPPS071) 	●	●	●	●					●	●	●	●
<ul style="list-style-type: none"> Strategies to make informed choices to promote health, safety and wellbeing, such as: researching nutritious meals that offer value for money; proposing alternatives to medicine; and examining accessible physical activity options in the community (ACPPS073) 	●	●	●	●	●		●	●	●	●	●	●
<ul style="list-style-type: none"> Preventive health practices for young people to avoid and manage risk (ACPPS077) 	●	●		●	●	●	●	●	●	●	●	●
<ul style="list-style-type: none"> Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (ACPPS078) 	●	●		●	●	●	●	●	●	●	●	●





CONTENT DESCRIPTOR

Management of emotional and social changes associated with puberty through the use of:

- Coping skills
- Communication skills
- Problem-solving skills and strategies

(ACPPS071)

HOW IS THIS ADDRESSED THROUGH THE HEALTH4LIFE UNIT?

CARTOON CONTENT

Through the **Module 1 cartoon**, the characters' storylines explore:

- Changing peer relationships, including strategies for maintaining friendships with people they're missing from primary school and making new friendships at high school.
- The new responsibilities they've taken on with the move to high school and the skills and strategies they've developed for managing these responsibilities, including: 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.
- Health information, resources and services they have accessed, eg. Anna shares information from her soccer coach who is a trained nutritionist.

The **"Stop & Think"** interactive activity embedded in **Module 1** encourages students to take on the responsibility of preparing their own healthy lunch (rather than relying on their parents). Students list healthy options that they can buy from the canteen or prepare for themselves.

The **Module 2,3 & 4 cartoons**:

- 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.
- 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 (through Xavier's storyline in Module 2 when his parents are not supervising his birthday party then Izzy's storyline in Module 3 when her parents confiscate her phone).

The **“Stop & Think”** interactive activities embedded in **Module 2** and **Module 4** engage students to list some strategies they could use to resist peer pressure.

In the **Module 4 cartoon**:

- Sofia’s mum asks her to help out by starting to prepare her own healthy snacks and Sofia demonstrates some strategies for managing this increased responsibility (such as looking up recipes online and asking her friends to show her how to make simple recipes).
- Izzy is unhappy that her parents have taken away her phone (she says this is “ruining her life”) so her older sister Jo explains strategies that Izzy can use to demonstrate to her parents that she is responsible.
- The different storylines in Module 4 demonstrate different methods of accessing credible health information - Max and Xavier speak to his soccer coach who shares information on the health impacts of alcohol and the Australian Alcohol Guidelines; then Sofia and her mum discuss the health information handouts from a GP and visit the Australian Department of Health’s website that explains the Dietary and Physical Activity Guidelines.
- Coach Jarrad explains the concept of assertive communication and refusal skills as strategies for young people to say no to alcohol or drugs.

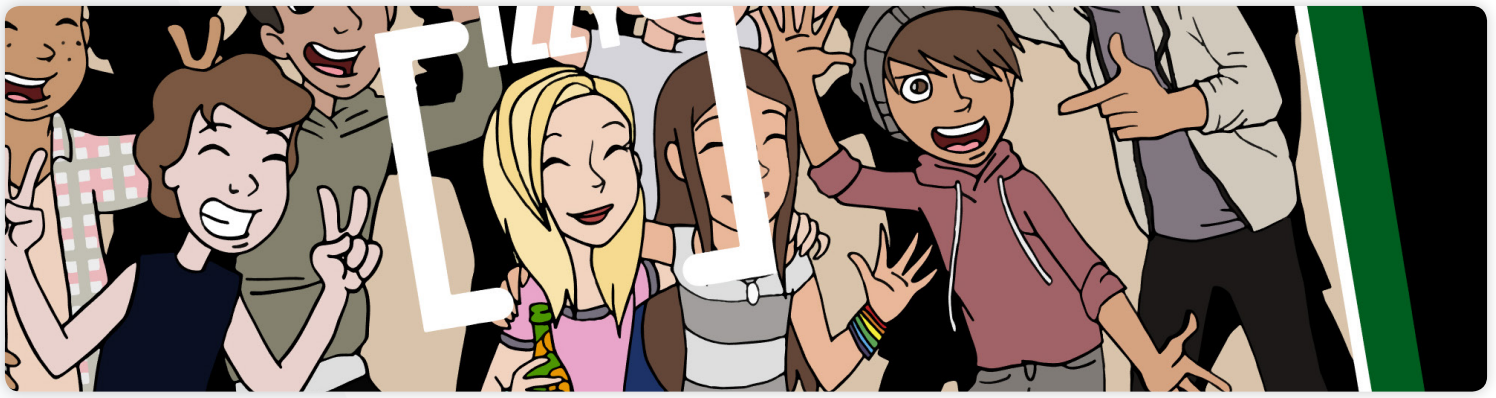
In the **self-guided quiz** at the end of **Module 4**, students are tested on their memory of assertive communication strategies that can be used to resist peer pressure.

+ SUGGESTED ADD-ON ACTIVITIES

To encourage students to delve deeper into these content areas, teachers can facilitate the below add-on activities:

- **Module 3 - “Using social media responsibly”** helps students navigate challenges that they might face with screen-time, specifically social media use. The activity is in the form of worksheet that requires them to explore the risks of excess screen-time and some strategies that can be used to stay safe online.
- **Module 4 - “Physical Activity Researcher”** is a homework task where students search online for information about 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.
- **Module 5 - “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.
- **Module 6 - “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 are tasked with devising people/ places that they could seek help if they (or a friend) encountered a similar situation.





CONTENT DESCRIPTOR

Strategies to make informed choices to promote health, safety and wellbeing, such as:

- researching nutritious meals that offer value for money
- proposing alternatives to medicine
- examining accessible physical activity options in the community

(ACPPS073)

HOW IS THIS ADDRESSED THROUGH THE HEALTH4LIFE UNIT?

CARTOON CONTENT

The **Module 1&2** cartoons examine:

- Students learn the Australian dietary guidelines, including the five food groups, through Seb, Tristan and Anna's storylines.
- The characters discuss the influences on the food they eat (eg. unhealthy takeaway/ canteen meals because their parents don't have enough time to prepare food) and explore ways to combat these issues in order to eat more healthily.

The **"Stop & Think"** interactive activities embedded in **Module 1** are a chance for students to put their learning into practice when they're tasked with explaining the importance of healthy eating and then are challenged to list healthy food options that they can buy from the canteen or pack for themselves for lunch.

The **"Stop & Think"** interactive activity embedded in the **Module 2** cartoon challenges students to come up with their own list of potential consequences of choosing to drink alcohol at a party and to provide examples of what the characters could say to refuse the offer of a drink.

In the **self-guided quiz** at the end of **Module 2**, students are tested on essential facts about alcohol, arming them with the knowledge needed to make informed choices.

In the **Module 3 cartoon**:

- When Max (Xavier's older brother who is in Year 10) wakes up, he experiences the consequences of his choice to drink alcohol the night before: he feels hungover and he has an important footy game and he's embarrassed to remember his behaviour the night before, including smoking a cigarette when he hates smoking. By contrast, Xavier feels good and talks about the reasons why he chose not to drink.

In one of the **“Stop & Think”** interactive activities embedded in **Module 3** students consider how Max’s behaviour impacted on him and list some possible consequences for Max’s footy game as a consequence of his drinking and smoking. This exercise engages students to consider reasons to choose not to avoid alcohol and cigarettes.

In the **self-guided quiz** at the end of **Module 3**, students are tested on facts about alcohol and smoking (short-term and long-term effects, potential harm to others and statistics on prevalence of use). This arms them with the essential knowledge needed to make an informed choice about drinking or smoking.

In the **Module 4 cartoon**:

- Sofia and her mum review the Australian Dietary Guidelines and information on the five food groups from a GP. Together they workshop ways that they can incorporate healthy food into their diets

In one of the **“Stop & Think”** interactive activities embedded in **Module 4** students are challenged to list healthy food options from the five food groups that Sofia and her mum could incorporate into their diets.

In the self-guided quiz at the end of **Module 4**, students test themselves on recall of the five food groups in the Australian Dietary Guidelines and on assertive communication strategies.

In the **Module 5 cartoon**:

- Anna explains to Sofia how to interpret food labels and serving sizes
- Anna’s soccer coach who is a trained nutritionist shares tips on accessing healthy recipes that are easy to make

The **“Stop & Think”** interactive activity embedded in **Module 5** tests students’ knowledge on how to assess nutrition labels on sugary drinks by asking them to list what to look for on the label.

The **self-guided quizzes** at the end of **Modules 2,3,4 and 6** dispel some myths that students often believe to be true through the use of “true and false” questions, including the below and more:

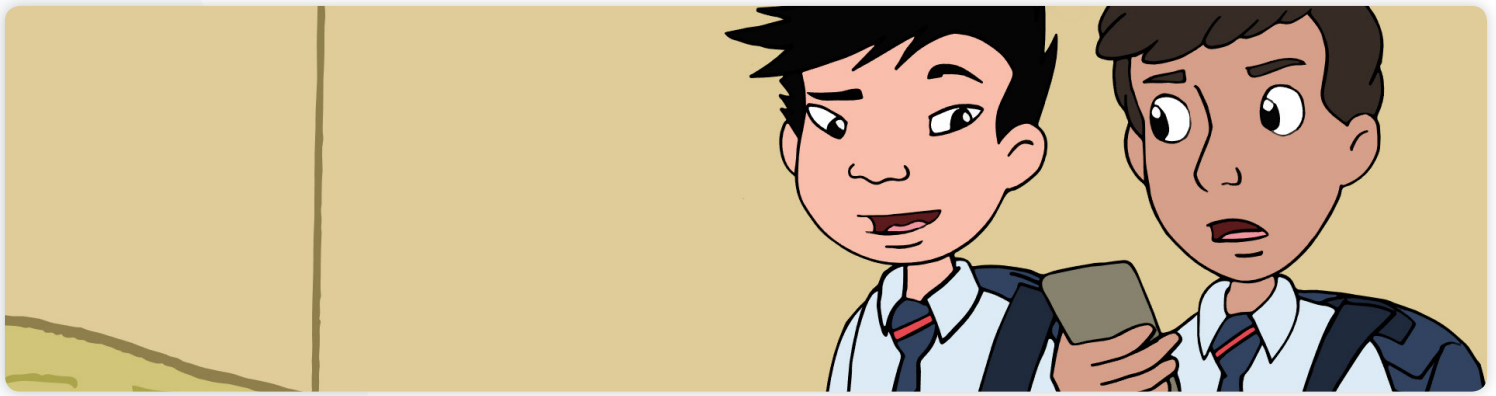
- Module 2: “True or False. Teenagers should have no more than 4 standard drinks on a single occasion to reduce the risk of alcohol-related injury?” - The answer is false but many young people believe the answer is true.
- Module 3: “True or False. The majority of young people do not smoke cigarettes?” - The answer is true but many young people believe the answer is false.
- Module 4: “True or False. Fruits, vegetables, lean meat, whole grains, and sweets are the five main food groups according to Australian Dietary Guidelines?” - The answer is false as sweets are not one of the five main food groups, however some young people believe that they are.
- Module 6: “True or False. Unhealthy habits you have as a teenager will not affect your health as an adult” - The answer is false, however many teenagers believe the opposite.

+ SUGGESTED ADD-ON ACTIVITIES

To encourage students to delve deeper into these content areas, teachers can facilitate the below add-on activities:

- **Module 1 - “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 curate their own healthy meal with items from a virtual fridge.
- **Module 1 - “Stop & Think: Healthy Food Choices”** engages students in a class discussion about the barriers and facilitators to healthy eating, including nutritional value, value for money, sustainability and other contextual factors.
- **Module 2 - “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.
- **Module 2 – “Alcohol and Smoking quiz”** tests students on facts about alcohol and tobacco, including standard drink classifications and the short and long-term harms of drinking and smoking.
- **Module 2 - “Alcohol, Smoking and Young people”** engages the class in a discussion around reasons young people do/do not choose to drink alcohol or smoke tobacco.
- **Module 3 – “Interactive quiz on teen drinking and smoking”** and **“Myths and facts about Alcohol and Tobacco”** arm students with the knowledge they need about the risks and harms of drinking to help them make informed choices.
- **Module 4 - “Activity all around you”** encourages students to think critically about opportunities for PA in their local community area.
- **Module 4 - “Sugary Drinks Quiz”** reinforces information learnt during the cartoon Module through quizzing students on facts about sugar sweetened beverages and the reasons to avoid them by swapping to water.
- **Module 5 - “What’s in my food”** increases students’ self-efficacy in interpreting nutrition labels and choosing healthy food options.
- **Module 6 - “Exercise your mood”** demonstrates the interaction between mental health and physical health through tasking students with creating their own easy home workout that requires no equipment and can be performed anywhere.





CONTENT DESCRIPTIONS

Preventive health practices for young people to avoid and manage risk (ACPPS077)

Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (ACPPS078)

HOW IS THIS ADDRESSED THROUGH THE HEALTH4LIFE UNIT?

CARTOON CONTENT

Throughout **all six cartoon modules**, students identify the “Big 6” preventative health behaviours relevant for young people: healthy eating, being physically active, limiting screen time, healthy sleep, and avoiding alcohol and cigarettes.

Through the **Module 1&2 cartoons**

- The characters discuss how eating well, sleeping well and doing physical activity improves their mental and physical health, giving them more energy and helping with concentration.
- Students learn the Australian Physical Activity (PA) and Sedentary Behaviour Guidelines, including the definition of Moderate to Vigorous Physical Activity and Resistance Training.
- Anna shares the dietary guidelines (from the Australian Guide to Healthy Eating) learnt from her soccer coach who is a qualified nutritionist and Tristan and Seb talk to Hamish about fruit and vegetables.

The **“Stop & Think”** interactive activities embedded in **Module 1** are a chance for students to put their learning into practice when they’re tasked with explaining the importance of healthy eating and then are challenged to list healthy food options that they can buy from the canteen or pack for themselves for lunch.

In the **self-guided quiz** at the end of **Module 1**, students test themselves on recall of the fruit and vegetable requirements for people their age under the Australian Dietary Guidelines and how limiting screen-time and getting healthy sleep relate to mental health and wellbeing.

The **“Stop & Think”** interactive activities embedded in **Module 2** students brainstorm the different kinds of physical activity besides group sport that Sofia (one of the characters) could engage in and students are challenged to list the benefits to their wellbeing that physical activity can deliver.

In the **self-guided quiz** at the end of **Module 2**, students’ learning on the various kinds of of PA is reinforced through questions that test their knowledge on the benefits of PA and different types of PA that they can incorporate into their lives.

Through the **Module 4 cartoon**, Sofia and her mum's storyline:

- Discusses the Australian physical activity and nutrition guidelines for both adults and teenagers and explores strategies for increasing activity to meet these guidelines.
- Sofia's mum shares information from her doctor about the mental health benefits of eating well and keeping active for mental health.
- All the characters demonstrate the interpersonal benefits that they have experienced as a result of engaging in social physical activity (eg. Xavier enjoying basketball with Tristan and Seb, Sofia enjoying dance class with Izzy, Seb and Anna playing soccer as a date).

The **Module 5 cartoon**:

- Focuses on the importance of healthy sleep to promote positive mental health and wellbeing - shares sleep guidelines and healthy habits that the characters can adopt.
- Discuss the characters' night-time routine strategies that can assist in getting a good night's sleep (including listening to relaxing music, dimming lights, avoiding screens and reading a book).

The **"Stop & Think"** interactive activity embedded in **Module 5** challenges students to list the information that they should look for on a label when selecting a drink (such as sugar). Students then describe the impact on a person's health and wellbeing that can result from consuming drinks that are high in sugar or skipping meals.

The **self-guided quiz** at the end of **Module 5** tests students' learning on the preventative health behaviours around sleep, including the concept of social jetlag as well as some strategies to sleep better and reduce screen time.

The **Module 6 cartoon**:

- Reinforces the dynamic and interrelated nature of preventative health behaviours, including the positive impacts of eating well and staying active on cognitive, emotional and social health.
- The characters discuss how negative risk taking in one of the Big 6 areas (such as drinking alcohol) can lead to negative outcomes (such as poor judgement or poor decision-making), but also how the opposite is true for positive behaviours.

The **"Stop & Think"** interactive activities embedded in **Module 6** challenge students to think about how the preventative health behaviours of physical activity, nutrition, sleep, screen-time, avoiding alcohol and avoiding cigarettes are all interrelated. They are then asked to consider an example of where this has been demonstrated in their own life.

In the **self-guided quiz** at the end of **Module 6**, students are tested on their knowledge of the clustering of health behaviours.

+ SUGGESTED ADD-ON ACTIVITIES

To encourage students to delve deeper into these content areas, teachers can facilitate the below add-on activities:

- **Module 1 - "Question time, screen time"** is a think-pair-share activity where students interview a partner and complete a worksheet about recreational screen time. It challenges them to think critically about screen time and to plan alternate non-sedentary recreational activities.
- **Module 1 - "Sleep and Me"** engages students in a class discussion about the benefits of sleep to wellbeing and tasks students with identifying how sleep can impact different aspects of young people's health and every day functioning.

- **Module 1 – “The Health4Life App”** gets students started on tracking and practicing their health behaviours, at the same time as reinforcing learning about the guidelines for PA, Diet, Sleep, Screen-time, Alcohol and Smoking.
- **Module 2 – “Step Counter”** encourages students to consider incidental activity through using ICT tools (smartphone apps &/or wearable devices) to track their daily step count and consider ways that they can increase their number of steps.
- **Module 3 - “Homework: My health journey so far”** encourages students to view all their health behaviours that they have logged in the app and consider the trends and patterns of their data, especially any correlations between improvements in multiple health behaviours (eg less screen-time and more physical activity > healthier sleep > healthier diet?).
- **Module 4 - “SMART goals”** assists students in identifying and planning their own SMART goals for preventative health behaviours.
- **Module 5 - “Healthy, Happy zzzs”** is an interactive, online activity that encourages students to think about the benefits of healthy sleep and allows them to test their knowledge on “sleep hazards” that they should avoid in order to get a better night’s sleep.
- **Module 5 - “Sleep plan”** To identify and plan healthy sleep behaviours, students use ICT to create a health promotional poster or presentation to depict a healthy before-bed routine they can follow.
- **Module 5 - “Keeping track”** encourages students to reflect and take responsibility for their health behaviours by discussing the Big 6 with their parents and identifying what they do well and what they could improve.
- **Module 6 - “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 modules. Eg. screen-time, physical activity and sleep or sleep and diet or smoking and physical activity.
- **Module 6 - “A healthy 24 hours”** through analysing cartoon characters Hamish and Anna’s daily planners, students identify how the Big 6 behaviours are implemented in 24-hours of their lives. Students then create their own 24-hour planner, incorporating in as many healthy behaviours as they can.

THE HEALTH4LIFE APP

With the **Health4Life app**, students use ICT tools to:

- Plan and log their preventative health behaviours (healthy diet, physical activity, healthy sleep, limited screen-time and abstaining from alcohol and tobacco).
- Investigate different approaches to help them meet guidelines. The app guides them in goal-setting, empowering them to track improvements in their physical and mental health.

