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| **Sample unit: Personal Development, Health and Physical Education***Sample for implementation from 2019* |
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| **Unit title** | Second opinion | **Stage** | 5 | **Duration** | 10 weeks  |
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| **Unit overview** |
| Students explore the influence of media on the health, safety, wellbeing and physical activity levels of young people. They critique different sources of health information and how to assess their credibility and relevance. Students evaluate the options available for young people seeking help.This unit includes personalised adjustments for a student with disability. Read the student’s [case study](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/resources/sample-unit-work/sample-unit-work-detail/pdhpe-stage-5-sample-unit-case-study-henry). |
| **Key inquiry questions** |
| * What strategies can I plan and prioritise in my community to empower individuals to lead safe, healthy and active lifestyles for the benefit of my own and other’s wellbeing?
* How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?
* Why are external influences an important aspect of my own and other’s health, safety, wellbeing and participation in physical activity?
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| **Outcomes** |
| A student:* researches and appraises the effectiveness of health information and support services available in the community **PD5-2**
* critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity **PD5-6**
* plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities **PD5-7**
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| **PDHPE skills** |
| The following self-management skills (**S)** are focused on throughout the unit:* Strengthening personal identity
* Self-awareness
* Decision-making and problem-solving
* Help-seeking
 | The following interpersonal skills **(I)** are focused on throughout the unit:* Communication
* Collaboration, inclusion and relationship building
* Empathy building
* Leadership and advocacy
* Social awareness
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| **Assessment for, as and of learning** |
| Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally. Some examples of **assessment FOR learning** in this unit include:* clear learning goals or intentions for the learning activities
* self-assessment and peer-assessment, eg peer assessment of [examination of marketing strategies (PD5-6)](#Assessment2), using rhetorical questioning to encourage thinking and reflection
* [Seeking help for ourselves and others (PD5-2)](#Assessment5)

Some examples of **assessment AS learning** in this unit include:* inquiry-based learning that encourages students to take responsibility for their own learning, eg [gender roles in popular culture (PD5-6)](#Assessment4), [developing and applying criteria to assess health information, products and services (PD5-2, PD5-6)](#Assessment6), [research inquiry (PD5-2)](#Assessment7), [examination of marketing strategies (PD5-6)](#Assessment2), [impact of media messages associated with physical activity and sport (PD5-6).](#Assessment3)
* use of self-reflection and peer feedback to refine understanding and skill, eg personal reflection in [24-hour media diary (PD5-6)](#Assessment1), peer feedback on [strategies for young people to access appropriate services (PD5-7).](#Assessment8)

Some examples of **assessment OF learning** in this unit include assessing achievement of success criteria through:* questioning to assess students’ knowledge and understanding to plan for future learning, eg gallery walk, physical barometer, pinwheel discussion, affinity mapping, concentric circles, conver-stations, fishbowl, snowball discussions, talk moves, think-pair-share, basketball questioning, funnel questioning, leading or reflective questioning, [Quizlet](https://quizlet.com/en-gb) or Human Bingo, see [resources](#Resources)
* observation of students’ knowledge, understanding and skills through their work and participation in activities, eg discussion of the local services that promote the health of young people.
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| **Syllabus content** | **Teaching, learning and assessment (with adjustments)** |
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| Students:* investigate media strategies, marketing and influences associated with health issues affecting young people:
	+ critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people, eg messages regarding body image, nutrition and mental health **S** Critical and creative thinking icon Literacy icon Personal and social capability icon
 | **Understanding and critiquing media*** Provide the context for learning for the following lessons, for example:
* Young people are living in a world revolving around digital technology and have wide access to digital devices. Many people have a heavy reliance on the internet and social media for information and communication.
* Digital media can be very influential. Media offers many positives such as entertainment, news, sport and education, and can also send strong messages to young people about how to look, act and behave. These messages can have either positive or negative health consequences.
* Consequently, it is important for students to investigate how the media often misrepresents what it means to be ‘healthy’ and can influence a young person’s decision-making.
* Place a variety of media messages relating to body image, nutrition and mental health around the room. Ensure the language used in the media messages is suitable for the literacy levels of the students. A variety of messages may be suitable.
* Students move around the room and record their interpretation of each media message. Encourage students to discuss their interpretations with each other as they review each message.

**My 24-hour media diary** *(Assessment opportunity – PD5-6)** Students reflect on the past 24-hours and create a diary/list that includes all the different types of media they have been exposed to, eg television shows and advertisements, radio, magazines, podcasts, billboards, newspapers and social media.
* Students identify and describe all the media messages they have received during this time regarding body image, nutrition and mental health.
* As a class, discuss how these messages may be interpreted differently and impact on young people’s attitude, behaviour and perceptions of health.
* Students assess how these messages/interpretations impact their own levels of health, safety, wellbeing and participation in physical activity. What strategies could they implement to challenge media messages to improve their health, safety, wellbeing and participation in physical activity?

**Personalised adjustments (**see[Appendix](#Appendix2) 1**)*** Provide Henry with a scaffold to record his results for the media watch task with an example of a completed entry.
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| Students:* investigate media strategies, marketing and influences associated with health issues affecting young people:
* examine marketing strategies to determine the influence they have on young people’s attitudes, behaviour and perceptions of health, eg healthy food habits, drug use, sexuality, gambling, sexual health, alcohol consumption **S** Critical and creative thinking icon Literacy icon
 | **Issues in the media: body image, nutrition and mental health*** Think-Pair-Share: individually, students respond to the following questions:
1. What is media vs mass media?
2. What is the purpose of media?
3. How are media messages constructed?
4. What is media literacy?

Students then find a partner and discuss their responses to the questions. As a class, discuss the various responses to each question.* In pairs, brainstorm ‘how media literacy skills influence our decisions’, share responses with the class. Reponses could include:
* Media literacy emphasises critical thinking
* Being media-literate is part of being an educated citizen
* Media literacy promotes active participation in a media-saturated environment
* Media literacy helps us to understand key messages and their intentions.
* Using 2 different advertisements (print/video/radio), eg ‘Uber eats’ and ‘R U OK Day’, students reflect on the following questions:
* Who are these advertisements targeting?
* What are the key messages for each advertisement?
* Why are these message being delivered?
* What techniques are used to attract/engage the audience’s attention?
* How effective are the techniques used to engage the audience and why?
* What values, lifestyles and points of view are represented in, or omitted from, these advertisements?
* How do these advertisements influence your attitudes, behaviours and perceptions about body image, nutrition and mental health?

**Personalised adjustments**Provide Henry with a glossary of the following terms; *media, mass media, media literacy, saturated, citizen, values* with visual examples to consolidate meaning*.* Explicitly teach the meaning of this vocabulary within the context of the questions, eg emphasises critical thinking, being media literate. As the class engage in the discussion, model the use of recording ideas using a graphic organiser such as the online tool [Bubbl.is](https://bubbl.us/). Following the discussion, Henry will identify four reasons why media literacy is so important for young people today.* Students detail their own account of what they believe to be the core issue with the media’s influence on body image, nutrition and mental health.
* Using ICT tools, eg Photoshop, students manipulate an image to enhance its features/advertising appeal. Discuss the impact editing and/or using filters on pictures can have on a young person’s body image, eating habits and mental health. Propose ways to educate young people about the techniques advertisers use to sell their products/lifestyle.
* Students watch the TED Talk by Dr Renee Engeln (15 mins) ['An epidemic of beauty sickness'](https://www.youtube.com/watch?v=63XsokRPV_Y) and write down three major points from her presentation about the influence marketing strategies have on young people’s attitudes, behaviours and perceptions of health. Students discuss responses in small groups.

**Personalised adjustments** (see [Appendix](#Appendix3) 2)Define and discuss key terms of *body image, fad diets, depression, bulimia and anorexia nervosa* with Henry. Prior to viewing, ensure Henry has a note-taking scaffold or mind map for recording key points. Allow Henry extra time for viewing and discussing the clip. If possible, Henry could view the clip before the lesson. Provide Henry with a scaffold to support him when answering this question. Provide Henry with a vocabulary list of connectives and language of **opinion** to support his writing. For example; *such as, so that, therefore, It is my belief that …, I’m of the opinion that …***Examination of marketing strategies** *(Assessment opportunity – PD5-6)** Meet the Panel:In small groups, students plan an informative television news show (up to 5 mins) where the target audience is young people (13-16 years). In small groups, students are allocated one of the following topics by the teacher:
* healthy food habits
* drug use
* sexuality
* gambling
* sexual health
* alcohol consumption.
* Groups discuss the role of each group member based on student strengths. The news show should include the following:
* introduce the topic and give a brief background
* use trends to support why the topic needs to be broadcast to inform, educate and empower young people
* identify and describe the marketing strategies used to influence young people as consumers, eg television commercials for sweets, snacks and fast food as mainstays of advertising which targets children and young people, advertisements during sport broadcasting, alcohol advertising and sponsorship in sport.
* assess how this topic influences young people in a positive and negative way including how these strategies influence young people's attitudes, behaviours and perceptions of health.
* provide a closing argument and advice for young people watching the show.
* Using a teacher-developed scaffold, each group presentation is provided feedback by the class/audience and teacher using the criteria:
* how well the group researched and assessed the media strategies for the topic covered
* how thorough the group were in assessing the influences on attitudes, behaviours and perceptions of health
* how appropriate the advice was for young people in regards to promoting positive attitudes, behaviours and perceptions of health
* collaboration and communication skills **S**
* leadership, advocacy and social awareness. **I**

**Personalised adjustments**Discuss with Henry the requirements of the task and collaboratively select a topic that builds on his strengths and interests. Specify and define the various roles and responsibilities required to complete the task. Scaffold and explain these roles to Henry and his group. Support Henry to access research material with a suitable reading level and provide guided reading questions such as:* How do companies use advertising to persuade young people to make healthy or unhealthy food choices? Describe at least TWO techniques.
* How could these advertising techniques change a young person’s behaviour?
 |
| Students:* investigate media strategies, marketing and influences associated with health issues affecting young people:
	+ explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence the health behaviours and actions of young people **S I** Critical and creative thinking icon Literacy icon
 | **Impact of media messages associated with physical activity and sport in Australia***(Assessment opportunity – PD5-6)**Note: The role of physical activity in promoting health is highlighted in public health campaigns, news and current affairs, reality television and other media. Physical activity campaigns should deliver positive and practical messages.** Students investigate the different types of media messages associated with physical activity, outdoor recreation and sport in Australia, eg social media messages, reality television shows, sporting television shows, active after-school initiatives.
* When exploring the media messages, students are encouraged to consider:
* objective examples from different measures including student/class surveys and physical activity research journals (eg [Active and Healthy Journal](https://www.achper.org.au/publications/active-healthy-journal))
* how the same media messages may influence young people differently in relation to the determinants of health.
* Students discuss the impact (positive and negative) of these media messages in relation to their influence on the health behaviours and actions of young people in Australia. Students propose ways to reduce this impact.

**Personalised adjustments**Provide Henry with two examples of different media messages associated with physical activity, outdoor recreation and sport in Australia. Support Henry to complete a comparison table that identifies the purpose, audience, key message and advantages and disadvantages of both examples. Encourage Henry to use his information to make an evaluation decision about which message is the most effective in promoting healthy lifestyles. |
| Students:* investigate media strategies, marketing and influences associated with health issues affecting young people:
* critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity **S I** Critical and creative thinking icon Literacy icon Difference and diversity icon
 | **Gender messages in popular culture*** Students participate in a metalanguage brainstorm. This can include the teacher defining with class:
* What is a gender stereotype?
* What is pop culture?
* In small groups, students create a list of words associated with the following statements:
* ‘Act like a man’, eg don’t cry, stay strong, be tough.
* ‘Be ladylike’, eg refined, polite, elegant, demure, sophisticated.

**Talking walls – images of gender roles in pop culture*** Print images that represent gender roles in popular culture, eg sport, music, art, film, fashion, books, magazines, social media. Put these images around the classroom.
* Students move around to each image and record what they perceive as the gender-role message from each image.
* Discuss the various images as a class and the different perspectives recorded. Additional questions may include:
* Where do we learn these gender roles?
* Who teaches us these stereotypes? Eg entertainment, sports, media?
* Why may it be perceived ‘different’ or ‘strange’ to see boys playing with barbie dolls and girls playing with monster trucks?
* Students participate in a teacher-facilitated discussion on gender stereotypes. Talking points may include:
* ‘... Women and men behave similarly over 98% of the time, but the differences come out so strong in the media …’ (Vogel et al. 2011)
* Do all advertisements we view on television promote gender stereotypes?
* Why is valuing difference and diversity so important?
* What impact might gender stereotypes have on individuals and communities?

**Personalised adjustments**Explicitly teach key terms such as *gender, stereotype*, and *pop culture* with examples. Henry could match visual examples to the key terms or compose a sentence using the terms and illustrate it with an image. **Inquiry learning – gender roles in popular culture** *(Assessment opportunity – PD5-6)** Students:
* record a gender stereotype that they feel exists in their broader community
* research evidence of this stereotype, eg news articles, advertising, social media posts
* write a structured response critically analysing why the stereotype exists, what impact it has on individuals and the community and what strategies could be put in place to challenge this stereotype
* share their responses.

**Personalised adjustments**Select a gender stereotype that is accessible to Henry, eg rugby league is only played by men. Provide Henry with one article or advertisement that supports this stereotype and ask him to find one or two more visual images or social media posts. Provide a scaffold for Henry to construct a paragraph describing the stereotype, the impact it has on individuals and the community, and strategies to challenge the stereotype. For example:* Introduce the topic.
* Describe how this is presented in the media, eg through sports broadcasts, advertisements, images, social media.
* Explain how this affects both men and women.
* Outline one way we could challenge this stereotype.

If required, provide sentence starters to assist with each of the elements above. |
| Students:* plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
* evaluate the effectiveness of help and crisis services available to young people **S** Critical and creative thinking icon Personal and social capability icon
 | * Review from last lesson how gender stereotypes can impact on individual and community health. What situations may arise as a result of these stereotypes? What other risk taking situations exist for young people? For the various situations identified, what strengths do them and others draw on to minimise any short or long term risks?

**Seeking help for ourselves and others*** In small groups, students complete each step of the Visible Thinking routine, ‘Generate, Sort, Connect, Elaborate’, before moving on to the next step. As a class, discuss a criteria for what might make a service effective.

*(Assessment opportunity – PD5-2)** *Generate* a list of all the different types of services available to young people from the situations identified above.
* *Sort* the list into help and/or crisis services.
* *Connect* the help and crisis services available to the various situations
* *Elaborate*: evaluate the effectiveness between the situation and the help and/or crisis service as identified in the previous step.

Use a Likert scale (1–5) to assist students who are finding this concept difficult. Students can then explain why they selected a particular point on the scale.* Groups present their work to the class.

**Personalised adjustments*** Embed explicit teaching of vocabulary into the lesson for Henry. Define the key terms of *health, safety, wellbeing, risks, short-term* and *long-term*. Create a personalised dictionary that Henry can add subject-specific terms to as he progresses through the unit.
* Provide Henry with a summary of the notes from the first activity so that he can refer to them when completing this task. Encourage Henry to use a writing scaffold or graphic organiser to separate his ideas between the risks and the effectiveness of the help/crisis centres. Provide Henry with sentence scaffolds that use vocabulary of connectives to assist him in his writing, eg *This service provides help because …*
* Students are given case studies showing examples of the types of health issues young people may experience and the ways in which they can be managed. For example, [beyond blue personal stories](https://www.beyondblue.org.au/who-does-it-affect/personal-stories?category=923f2077-bbc1-4ab9-8cfc-49ae839d712e). Students read a personal story and answer the following questions:
1. What was the health issue encountered by the young person?
2. What did they do to try and manage their situation?
3. What were the short-term and/or long-term risks?
4. Assess the effectiveness of each help and crisis service for each young person’s health, safety and wellbeing.

**Personalised adjustments*** Select a personal story that reflects Henry’s current reading and comprehension levels. Collaboratively define the key terms and summarise the main messages from the story with Henry. Use visual images that relate to the main messages to consolidate Henry’s understanding. Read and define the questions before supporting Henry to re-read the story and answer the questions.
* Provide Henry with sentence scaffolds and vocabulary lists that use language of ‘evaluation’ to describe the effectiveness of up to three selected help or crisis services.
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| Students:* critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels:
* develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice **S** Critical and creative thinking icon Ethical understanding icon Literacy icon
 | **Developing and applying criteria to assess health information, products and services** *(Assessment opportunity* *– PD5-2, PD5-6)**Note: remind students about the sensitive nature of sharing and discussing health services and products used. Students should only share what they are comfortable to share.** Students are asked if they have heard or read of claims made promoting health products or services, for example:
* prevents colds and flu
* guaranteed to help you lose weight
* keeps hair shiny and healthy
* renews skin overnight
* builds muscle fast.

Driving question:*How do we know these claims work before we buy and use the product or service?* * Use the following questions to stimulate discussion with students:
* Identify the sources from which they acquired their information about the products discussed in the previous activity.
* How reliable is this information?
* How do we choose between different health practitioners or health and wellness brands?
* Discuss the potential problems faced by young consumers who want to buy a product to meet a health need.
* What actions may assist young people to select credible sources of information and advice?
* Students list the health products and services they use to meet their health, safety, wellbeing and physical activity requirements.
* In small groups, students:
* compare their lists with those in the group to generate a refined list of products/services commonly used
* discuss similarities and differences in health product/service use and their knowledge about particular products/services
* review established criteria for evaluating health information on the internet, eg [Evaluation of health information on the web](https://dal.ca.libguides.com/c.php?g=257155)
* discuss what the criteria says and whether you agree or not.
* develop a set of criteria (up to 5) to assess health information, products and services, and trial it on samples – one brochure or fact sheet, health product and service
* use a suitable platform, eg whiteboards or electronic discussion board to share their criteria with other groups.
* As a class, decide on three to five criteria to assess the validity and reliability of health information, products and services. Students may need an explanation of ‘validity’ and ‘reliability’ in context.
* Students use the criteria to develop advice to assist young people in selecting credible sources of information, products and services. Students share their advice with another person.

**Personalised adjustments**Explicitly teach key vocabulary terms such as *consumer, bias*, *practitioner*, *valid and reliable*, encouraging Henry to add them to his dictionary. Provide Henry with visual images to represent the various health products available on the market as a stimulus for discussion. As Henry compares his list with his peers, encourage him to use language of ‘comparison’ to enable him to evaluate his list with other students in his group, eg *in contrast, similar, likewise, dissimilar.* Support Henry to prepare a response to the class discussion by considering:* Where are health products advertised and sold?
* How do people choose which products to buy?
* What can young people do if they are unsure which products are safe to use?
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| Students:* critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels:
* research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, eg within social networks **S I** Critical and creative thinking icon Literacy icon Personal and social capability icon
 | **Local health and support services** * Before students begin researching local health and support services it would be advantageous to conduct a diagnostic assessment and ask the following questions:
* What types of health-related issues may require advice and support?
* What are the names of local health and support services available to them?
* How can the appropriateness of these health and support services be determined?

**Research inquiry** *(Assessment opportunity – PD5-2)** Students complete the following inquiry activity:
* Use ICT tools to complete a table similar to the one below.
* Gather and evaluate the help and crisis services available to them at their own school and in their local community.

| Name of help or crisis service | Methods of help | Advantages/disadvantages | Overall effectiveness and why |
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* With guidance, students create a visual representation of how they might promote these services, eg mind map of different types of social networks, and prepare a social media post to share the information of these services with young people. This may be used on the school Facebook page to raise awareness.
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| Students:* critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels:
* critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services **S I** Critical and creative thinking icon Ethical understanding icon Literacy icon Personal and social capability icon
 | * In small groups, students:
* outline the ways young people can access the services identified. Analyse/critique how each health and support service provides advice and support for young people and evaluate if the support that is offered and provided is appropriate.Use examples from health and support services researched**.**

**Personalised adjustments*** Provide Henry with a list of local health and support services with visual supports or use the research inquiry table from the previous lesson. Provide Henry with a list of three websites to refer to for this task. Encourage Henry to use a note taking scaffold to record his answers to the following:
* What does the service do?
* How can a young person get help from this service?
* Is this support service helpful for a young person? Give two reasons and explain why you feel this way.
* Provide Henry with sentence scaffolds that use vocabulary of ‘comparison’ so that he can evaluate the effectiveness of the services. For example;
* *compared to*
* *a similarity between*
* *unlike the*
* *instead of having*
* *they are comparable in that*.

**Strategies for young people to access appropriate services** *(Assessment opportunity – PD5-7)** In small groups, students:
1. choose one of the listed local services above
2. design a podcast, website, infographic or any other similar product that can be shared among young people
3. provide detailed information about this health and support service
4. explain the process for how young people can seek advice and support from this local service
5. propose three strategies to encourage young people to access this service
6. articulate how their product can be shared within social networks.
* The final products should include a peer assessment with a prescribed marking rubric, for example:
* depth and clarity of information researched
* level of appraisal of the effectiveness of one health information and support service available in the community.

Optional activity: students present/provide their podcast, website or infographic to the local health service and demonstrate how it can be shared within social networks. **Personalised adjustments (see** [Appendix 3](#Appendix1)**)*** Specify and define the various roles and responsibilities required to complete the task with Henry and his group. Roles could include researching information, collecting or creating images, writing scripts or texts and editing the product. Scaffold and explain these roles to the students.
* Building on his verbal strengths, encourage Henry’s group to create a podcast. Provide Henry with a self-organisational checklist to support his planning and completion of the task.
* Give Henry a scaffold to use when researching this local service. The scaffold should include specific questions that targets the purpose of the podcast such as:
* What is the first step that a person must take to access this service?
* How can a young person be encouraged to access this service?
* Where are you going to share this information on a social network?
* Provide Henry with vocabulary lists that use language of ‘sequencing’ to describe the steps a person must take to access a support service, eg *initially, first of all, then.*
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| **Resources** |
| **Tools for teaching and learning*** Audacity: <http://www.audacityteam.org/home/>
* Canva: <https://www.canva.com/>
* Human Bingo: a fun game where the teacher generates a series of questions on paper. Each question is in a box. Students are handed a copy and they need to move around the room to get the signature of students (in the question box) who are confident they can answer the question. Once a student has signatures in all boxes, they say ‘bingo’. This student stands out the front and reads out the question and asks the student who signed their name in a box to answer the relevant question. Other students are encouraged to put their hands on their head if they can contribute to the response. If no-one puts their hand on their head and the teacher believes the answer is correct, the class should clap the respondent. Repeat this process for each question.
* Quizlet: <https://quizlet.com/en-gb>
* Visible Thinking – Generate, Sort, Connect, Elaborate: <http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html>
* Weebly: <https://www.weebly.com/au>
* Wix: <https://www.wix.com/>

**Videos*** YouTube video - TED talk – An epidemic of beauty sickness: <https://www.youtube.com/watch?v=63XsokRPV_Y>

**Websites*** ACHPER Active and Healthy Journal: <https://www.achper.org.au/publications/active-healthy-journal>
* Australian Government: <https://www.australia.gov.au/information-and-services/health/medicine-and-health-products>
* Health Direct: <https://www.healthdirect.gov.au/teenagers-health>
* Independent News:

<http://www.independent.co.uk/life-style/health-and-families/features/teenage-mental-health-crisis-rates-of-depression-have-soared-in-the-past-25-years-a6894676.html> * Kids Helpline: <https://kidshelpline.com.au/teens>
* Mind Matters – Activity 5 Helping friends and peers:

<https://www.mindmatters.edu.au/docs/default-source/learning-module-documents/mm_module4_5-teacherguide.pdf?sfvrsn=2> * Mind Matters – Looking after your friends: <https://www.mindmatters.edu.au/explore-modules/looking-after-your-friends>
* Mind Matters – Module 4.7 Who can help?

<https://www.mindmatters.edu.au/docs/default-source/learning-module-documents/mm_module4_7-moduleoverview.pdf?sfvrsn=2> * Mirror, mirror – A summary of research findings on body image by SIRC (2017): <http://www.sirc.org/publik/mirror.html>
* NSW Health, Health services for young people: <https://www.health.nsw.gov.au/kidsfamilies/youth/Pages/health-services-yp.aspx>
* NPS Medicinewise: <https://www.nps.org.au/medicines-line-1300-medicine-fb5f6caab8c109b3>
* Physical activity in the mass media: an audience perspective: <https://www.ncbi.nlm.nih.gov/pubmed/25697582>
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| **Unit evaluation**  | **Yes** |
| * The unit adequately addresses syllabus outcomes.
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| * The unit reflects the needs, interests and abilities of students.
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| * The unit provides opportunity for students to demonstrate what they know and can do.
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| * The unit includes a variety of teaching and learning activities, and resources to address the learning needs of all students.
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| Additional comments and suggestions for improvement: |

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| **How have the Propositions been embedded in the unit? How effective were they in assisting students to achieve the outcomes? What could be done to improve / enhance the propositions in this unit for next time?** |
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**APPENDIX 1: PERSONALISED ADJUSTMENT – Henry’s media task scaffold**

Record all examples of media you see, listen to or read in the past 24 hours.

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| Media Type | Purpose | Body Image | Nutrition | Mental health |
| eg, Television advertisement | To sell perfume | Black and white images of young, slim women, suggests that we should all try to look like this.  |  | Ad is trying to suggest that by purchasing the perfume we can all be as happy and successful as the women shown. |
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**APPENDIX 2: PERSONALISED ADJUSTMENT – Henry’s note-taking scaffold**

**Task description:**

What do you think is the most important issue regarding the media’s influence on body image and mental health?

Watch the TED talk [An epidemic of beauty sickness](https://www.youtube.com/watch?v=63XsokRPV_Y).

Write down three key points that you learnt about how messages are received from the media.

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| **What do you think is the most important issue regarding the media’s influence on body image and mental health?** |
| **Key message/idea/point** | **Why is it important?** |
| **POINT 1:** |  |
| **POINT 2:** |  |
| **POINT 3:** |  |

**Key terms:** *media, attitude, behaviour, persuade, effect, perceptions, depression, anorexia, unrealistic*.

**APPENDIX 3: PERSONALISED ADJUSTMENTS – Henry’s checklist for the podcast**

Talk to your group about your role in the show. Decide with your group what local health service you would like to research.

 Go to the websites that have been given to you and find THREE facts about your service.

 Write down TWO steps for HOW people can get advice from this local service.

 Write down TWO ways that encourage young people to use this service.

Find an image that represents this local health service.

 Practise your presentation with the group.