 Stage 4 – Your body is a wonderland

Unit description

This unit allows students to focus on how the body functions. This includes the impact of hormones on the body, the brain and the body’s response to hormones in relation to mental health, food and nutrition and physical activity. The unit aims to empower students to recognise that hormones impact a person’s thoughts, feelings and actions. Students will challenge messages about identity, physical appearance and body image and recognise the positive outcomes when their body functions at its full potential.

The question box will be used throughout this topic for students to ask questions (student direction) related to adolescence and change in an anonymous manner. When questions are answered social support is necessary to make all students feel comfortable about discussion of topic. This activity will encourage engagement and student’ self regulation to allow all students to be independent in their learning in this area. Questions can be answered at the beginning of each lesson.

Duration

10 weeks

Syllabus strands

* Health, Wellbeing and Relationship
* Movement, Skill and Performance
* Healthy, Safe and Active Lifestyle

Key inquiry questions

* How do change, transition and environment shape my identity?
* What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?
* How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity?
* Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

Outcomes

* PD4-1 examines and evaluates strategies to manage current and future challenges
* PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
* **PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity

All outcomes referred to in this unit come from the [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018)  
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Skill domains

Self-management skills (S)

* Strengthening personal identity
  + self confidence
  + self esteem
  + self evaluation
* Self awareness
  + reflective practice

Interpersonal skills (I)

* Social awareness
  + perspective forming
  + respecting differences and diversity
* Communication
  + expressing feelings

Movement skills (M)

* Health and fitness enhancing movements
  + planning and monitoring physical activity levels
  + measuring health and fitness

Assessment overview evidence of learning

Formative assessment strategies

* Body passport
* Hormone exit ticket

Learning goals

All students will be able to:

* Explain how the body functions in relation to hormone production.
* Describe what it means to function well.
* Recognise the influence of hormones on the body’s functions, e.g. response to physical activity, food choices and nutrition, puberty and changes and mental and emotional health.
* Identify the impact of health behaviours on the body and which behaviours and influences are controllable and which are not controllable by the individual.
* Analyse how individuals can modify their own health behaviours and adapt their environments to improve body functioning and achieve positive outcomes, for example, access to food, physical activity levels, coping strategies.
* Recognise the interaction between identity, sense of self and the body.

Most students should:

* Recognise that wellness means they are more than just their body and physical appearance.
* Identify health behaviours they can modify and change to improve how their body functions.
* Explain how hormones affect our choices in relation to food and physical activity.
* Identify coping strategies to manage changes and improve the way we function and view our body.
* Plan for changes to their own lifestyle to improve their body functions and achieve positive outcomes.

Some students could:

* Identify the influence of hormones on a controllable health behaviour and plan for changes to their behaviours and environment to improve health outcomes.
* Explain how personal identity is influenced by our perceptions of the body.
* Challenge social views on bodies and explain what it means to be well, as opposed to being healthy.

Quality teaching and learning elements used in this program

Intellectual quality

* Deep Knowledge (DK)
* Deep Understanding (DU)
* Higher-order Thinking (HOT)
* Metalanguage (M)
* Problematic Knowledge (PK)

Quality Learning Criteria (EQC)

* Explicit Quality Criteria (EQC)
* Engagement (E)
* Student Direction (SD)
* Students’ Self-regulation (SSR)
* Social Support (SS)

Significance

* Background Knowledge (BK)
* Knowledge Integration (KI)
* Connectedness (C)

Other mandatory perspectives used in this program

* ICT/Technology (ICT)
* Literacy (LIT)
* Numeracy (NUM)

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| How do change, transition and environment shape my identity? | Students:   * investigate the impact of transition and change on identity (ACPPS070)   + investigate the changing nature of personal identity and how it can differ in various contexts, for example, home, school, sport, online identity S   + examine the impact of physical, social and emotional changes during adolescence, for example, friendship groups, sexuality S   + identify feelings and emotions associated with transition and change S |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * examine factors that influence health and wellbeing   + describe health and its dynamic nature I   + explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing I   + examine how contextual factors influence attitudes and behaviours towards health and wellbeing I * investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)   + research how stereotypes and prejudice are challenged in local, national and global contexts I   + discuss how challenging and resisting stereotypes can help young people to be themselves 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   + discuss the physical, social, emotional and spiritual benefits of being active in outdoor and natural environments to community health and wellbeing S I |
| How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity? | Students:   * propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)   + explore the impact of stress and coping on mental health * plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)   + investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, for example, mindfulness, relaxation, healthy eating S * create and monitor fitness plans and participate in physical activities that develop health-related and skill-related fitness components (ACPMP083)   + evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body’s reaction to a range of physical activities M   + propose realistic strategies for maintaining and monitoring fitness, health and wellbeing M |
| Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community? | * 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   + examine the impact that body image and personal identity have on young people’s health, for example, mental health, drug use, disordered eating and participation in physical activity 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 I M * examine influences on peoples’ behaviours, decisions and actions (ACPPS074)   + discuss the influence of contextual factors on individual decisions and actions, for example, response to emerging world issues, sexual relationships, drug use, preventive sexual health practices I   + evaluate the influence of nutritional value, value for money and sustainability on personal food choices and behaviours, for example, home-cooked meals versus takeaway meals S |

Learning experiences

| Syllabus content | Teaching learning and assessment | Differentiation | Registration date |
| --- | --- | --- | --- |
| * examine factors that influence health and wellbeing   + describe health and its dynamic nature I   + explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing I | Introduction  Develop a supportive environment within your classroom.  As a class, brainstorm some clear expectations which will be in place during the unit. For example, always support each other, respect others’ cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion.  Introduce the unit and idea of the passport to the body  Explain to students:   * Our body is complex – the systems work together to grow, change and transition from the beginning of the lifespan to the end. * Our unit will focus on the follow key questions:   + How does our body work?   + What starts our body changing and why doesn’t it just happen overnight?   + What happens when I feel an emotion and why do I feel that emotion?   + What happens when I eat, what do I need to eat to feel good or what happens when I exercise?   + Is my brain responsible for my mental health? Or is the environment around me responsible for stress and anxiety?   + Why do I feel good when I do certain things, or emotional when I do other things?   + During this time of uncertainty and transition, if we remove the mystery of why and how our body does things, and how it may impact on us emotionally, individual responses may be different.   + If we change the context of how we see the body will it change our perception of external appearance?   Watch the [Module 2.1 Adolescent development vide from the Mind Matters website](https://youtu.be/gcMCtOJCkCE)  Throughout the unit, students will be learning about responses and changes to their bodies that are controllable and uncontrollable. This is important to understand these terms, so students can respond appropriately.  Introduce the terms controllable and uncontrollable: (Metalanguage)   * Controllable – The power to influence or direct their own behaviour or the course of events * •Uncontrollable – A series of events or responses that are going to happen (can be both positive and negative) that are incapable of being controlled.   Meaning of health  Construct a personal meaning of health by exploring a range of community and accepted definitions.   * Have students write their own definition of health. Think, Pair, Share. Develop a word concept map for health. ‘What is health’ worksheet. Give students WHO definition of health. (Background Knowledge) * • Analyse other definitions of health (for example: WHO). Draw a conclusion about health. Establish a class definition (Problematic Knowledge). * Mind map all the things that go into being ‘healthy’. * Refer back to their definition ‘Components of health’ and discuss interrelationship (Metalanguage – use of specific terms for components of health) * Using 4 colours, highlight or colour your ideas of health to represent the 4 components of health.   The nature of health   * Use a health continuum to introduce the concept of health and its dynamic nature. (metalanguage) * Students place themselves on the continuum. * Give students examples of other people and have them place these people on the continuum with a cross. * Share ideas with class and have students justify their decision (social support). (for example: Homer Simpson, Prime Minister, Olympian, person in a wheelchair, Principal, case studies) (Deep Understanding).   Discuss the interrelationship between components of health (physical, mental, emotional, social, and spiritual) and how health is a constantly changing state. (Deep Knowledge)  Who is responsible for health?   * Brainstorm who is responsible for the health of individuals across the world. * In groups, students adopt one of the brainstormed groups or organisations, for example, health professionals, government and community members. Discuss and record the responsibility of each for an individual’s health. (Background Knowledge) * Share as a class. * Discuss the concept of controllable and not controllable factors or health behaviours. Make connections between aspects of health, which are controllable for individuals, and aspects, which are not.   Health versus wellness  Think tank – Teacher discusses the concept of well-being (wellness) in relation to health. This definition of health focuses on the whole person (physical, social, mental and spiritual), not just the old view of health which referred to health as the opposite of disease or illness. Health is always changing. Health is more than just being well and not sick. In groups, discuss the following questions:   * When is a person healthy? (For example – when all 4 areas of health are balanced). * Why is your health a balancing act? (visualise a tight rope walker at a circus or a gymnast on a beam; your health changes with age; certain events in your life, illness) * How can I influence my health? (For example – our lifestyle choices, attitudes or values and behaviour, nutrition, physical activity, drug use and relationships influence our health). * What other factors influence my health? (For example – genetics; physical environment – air, land, water and human impact; social relationships; economic – money, job and political – government). * What is the value and contribution of regular physical activity to health? (Deep understanding)   Debate – students debate the topic ‘Good health is more than just looking and feeling good’. (Engagement, substantive communication, social support) |  |  |
| Hormones and the brain   * examine the impact of physical, social and emotional changes during adolescence, for example, friendship groups, sexuality S * identify feelings and emotions associated with transition and change S | Revisit the passport to the body concept.  Brainstorm  In order to achieve the overall feelings of health and wellbeing the body needs to function properly.   * What is the role of the body? * What are its functions? * What is responsible for the systems of the body to work together?   Hand out the passport. Explain to students that throughout the unit, they will be responsible for collecting stamps. The stamps will identify learning in each area. This can also be used as formative assessment. In order to receive a stamp for that zone of the body students will need to show their learning.  Introducing the hormones  Teacher note – Hormones impact the body in a range of ways. Some of these are controllable and others are non controllable. This section will explore the various hormones and how they impact the body. This section will link to other sections when the relationship between the hormone and the factors or components of health and wellbeing are explored, e.g. how do hormones impact physical activity and how does physical activity impact hormones?  Background knowledge  The endocrine system influences every function within your body. The foundations of the endocrine system are hormones and glands. A gland is a group of cells that produces and secretes hormones. These are found across the body, in the brain, heart, stomach, kidney, reproductive organs. Hormones are the body's chemical messengers. They send and relay messages between different systems. Many different hormones move through the bloodstream. Most hormones are designed to influence only certain cells. This means that particular hormones influence particular organs, systems or a number of organs or systems. The pancreas is one example; it is part of the endocrine and digestive system. Some of the major glands of the endocrine system are the hypothalamus, pituitary gland, and pancreas. (students don’t need to know particular names or glands or hormones, just that they may be links to a number of aspects of the body).  The endocrine system is instrumental in regulating mood, growth and development, tissue function, metabolism, and reproduction. In general, the endocrine system is in charge of body processes that happen slowly, such as cell growth.  Ask students to name any hormone they can.  Note – Students may have heard of the main three hormones – testosterone, oestrogen and progesterone. There are many fallacies surrounding hormones. We will aim to understand the responses in our body that are occurring due to hormones.  Watch clips  Introduce the hormones by watching the two videos:   * [Hormone.org clip](https://www.youtube.com/watch?v=If3odM881cc%23action=share) * [Bright side clip](https://www.youtube.com/watch?v=EY5uIyklIAQ)   Brief discussion   * Were you able to pick up a few more names of hormones based on the clips? * What are some of the responses in the body that hormones are responsible for? * Do hormones influence just one part of the body?   Impact of hormones on the body  Educative purpose of the following activity – Hormones may affect one part of the body, but may also affect other parts of the body. Doing this activity, we are trying to create links between hormones and body functions. This will support us when we are trying to develop personal plans in the last lesson of the unit. If we can see links then our plan for supporting one part of the body, might actually help us to support another part of the body, for example, mental health and physical activity or mental health and nutrition.  Create a class room body map  Students adopt the role of a hormone.   * Use the [hormone outlines from hormone.org](https://www.hormone.org/-/media/hormone/files/what-do-hormones-do/hhn-guide--5-x-5-grid-25x25-mech_screen.pdf?la=en) to guide students. * Place pictures of the body parts from the passport around the room. These include brain, heart, stomach, sexual organs and muscles and bones. * Each student is given a hormone. For their hormone, ask students to find out (they may need a device) and write down in their workbook:   + What is the hormone?   + Where is it produced in the body?   + What parts of the body the hormone effects? (Tip – it may influence more than one part of the body. If the hormone card say ‘Feels’, this is impacting upon the mental health of the individual)   Class exploration of each hormone   * The teacher should call out a body part one at a time, for example: the brain, the stomach, the heart, sexual organs and bones and muscles. * If the student’s hormone influenced that part of the body they move within the room to the passport picture for that part of the body. * If their hormone influences more than one part of the body they will move multiple times.   The educative purpose of this movement is to see that a single hormone can influence multiple parts of the body. This is important because when students conclude the unit by developing their own health and wellbeing plans, one action, for example increasing physical activity or eating certain types of food can have multiple effects across the body due to the influence of hormones.  Discussion   * What did you notice about some of the hormones? * Which hormones influenced more than one part of the body? * Which parts of the body did it influence? * Do you think that the response of hormones on the body is controllable or uncontrollable? * What does that mean for us as we respond to these hormonal changes?   Literacy activity  Write a letter from the hormone assigned to them in the previous activity to the other parts of the body, explaining how it influences them. (See resources for an example)  Formative assessment – Complete exit ticket (see resources) and to go back to the ‘What is health?’ brainstorm where students colour coded the components of health- physical, mental, social and spiritual.  Ask student to identify:   * the hormones that they know * which dimensions of health the hormone they learnt about have impacted on.   Students are to write the hormone onto their brainstorm next to the aspect of health and collect this in along with the exit ticket.  For example:   * Adequate sleep – Melatonin * Ability to connect with people – Oxytocin * Choosing nutritious foods – Oxytocin * Free from stress – Oxytocin * Open communication – Oxytocin   If students were absent in the previous lesson, take a printed copy of another student’s brainstorm. |  |  |
| The brain and mental health   * Propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)   + Explore the impact of stress and coping on mental health   + Identify feelings and emotions associated with transition and change S | Impact of hormones on mental health and perceptions  As a class:   * Define mental health * Identify factors that influence a person’s mental health * Which hormones impact on a person’s mental health? How can they have a positive impact? How might they have a negative impact? * Identify factors that support mental health * Where do we get our ideas of mental health?   Students work in small groups with a piece of butcher’s paper and one of four terms on it: physical health, mental health, physical illness and mental illness.   * Brainstorm all the words that come to mind and display the sheets * Discuss the different language/words used on each * Discuss reasons for the use of different language and words * Identify changing perspectives on mental health. Why is mental health viewed differently to physical health in some parts of our community? * How can we change the perceptions of the community to view mental health in the same way as physical health? * Propose strategies to address misunderstandings about mental health and promote positive attitudes.   Reality bites  The following lessons (episodes) are based on the concept of a reality show, for example, Love Island, Bachelor in Paradise, Survivor, MasterChef and Goggle Box show.  Teachers may choose to use a different setting as a basis for this unit, for example, a current movie  Screening process to select members  The producers of the show put possible candidates through a range of activities and tests to check out their suitability for the show.  Mental health check – candidates will work in small groups   * What challenges may candidates face on the show? * Identify feelings and emotions associated with these challenges? (hand out emotions worksheet to support this) * Students can refer to the emotions worksheet that lists a wide variety of emotions. * What would you look for in a candidate? Why? * What mental strengths would characters need to demonstrate? * How could you test or identify these strengths?   Scenario – Students use their understanding of the TV show to develop a scenario outlining a challenge individuals on the show might experience.   * Identify the feelings and emotions associated with this challenge for the individual and anyone else impacted by the scenario. * Explain how hormones impact on their response to this situation, including the flight or fight response. * Which strengths would be important in this situation? Explain why. * Explain the impact of stress and coping in this situation on the mental health of the individual and others on the show. Would this be short term or long term? Consider the impact of social media in the situation. |  |  |
| Nutrition and the body   * examine influences on peoples’ behaviours, decisions and actions (ACPPS074)   + evaluate the influence of nutritional value, value for money and sustainability on personal food choices and behaviours S   + discuss the influence of contextual factors on individual decisions and actions, for example, response to emerging world issues, sexual relationships, drug use, preventive sexual health practices I   + identify feelings and emotions associated with transition and change S | Hormones and nutrition  Background information – Hormones work to ensure that we consume the right amount of food we need to fuel our bodies each day. They are responsible for signalling to the brain when it’s time to start eating and also when to stop eating. When these signals don’t function properly, this can promote obesity.  [Ghrelin](http://www.yourhormones.info/hormones/ghrelin/) is termed the ‘hunger hormone’ and tells our brain that we’re hungry. It is produced by the stomach and its role is to promote appetite, increase food intake and turns food into energy and storage of fat.  [Leptin](http://www.yourhormones.info/hormones/leptin/) is produced by fat cells when we eat and signals to the brain that we’re full. But Hyper-palatable food (foods that taste so good) cause our body to ignore leptin signals because of the release of ‘feel good’ hormones like dopamine and serotonin in insane amount. This not only leads to addiction but we also go against our body’s balancing mechanism.  These are factors that we cannot control. What are the factors we can control?  As a class, discuss:   * Which hormones relate to eating and food consumption? * What was their role? * General question- why is it important to know this?   Key message – Some foods link to emotions and can cause comfort eating or negative energy. If students understand this, they can make responsible food choices, manage their weight and best support their wellbeing.  Sole activity  Set up the Self-Organised Learning Environment (SOLE)  The logistics of a SOLE session are very simple.   * The classroom is set up with one laptop for every four students in the classroom, a whiteboard or butchers’ paper and markers * At the start of the session students are asked to respond to a single question or provocation. * Students are then free to organize their own groups and decide how they will record their responses. * At the end of a research session all students report back their findings. Teachers have very little involvement during the research phase of a SOLE session.   For more information about SOLE – [SOLE Australia](https://www.soleaustralia.com)  The question  How can I choose the right foods to put into my body and how might the environment around me influence this?  Ask students to wear their PE uniform for the next health lesson. |  |  |
| Physical activity and the body   * 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   + 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 I M * create and monitor fitness plans and participate in physical activities that develop health-related and skill-related fitness components (ACPMP083)   + evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body’s reaction to a range of physical activities M   + propose realistic strategies for maintaining and monitoring fitness, health and wellbeing 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   + discuss the physical, social, emotional and spiritual benefits of being active in outdoor and natural environments to community health and wellbeing S I | The body’s response to physical activity  Educative purpose – Students will focus on the body’s response to physical activity and create links back to their understandings of health and wellbeing.  Mood survey  Complete the mood survey prior to the lesson.  Practical learning  Participate in a lesson with a recreational focus. Include the outdoors and student choice of activities for student assessment of what fits in their lifestyle. These may include yoga, tai chi, mindfulness, walking, jogging, circuit training, dancing and games.   * Students evaluate their individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body’s reaction to a range of physical activities.   + Students use a table format to evaluate each activity based on level of enjoyment, intensity, body’s response (physical), mental and emotional response, suitability to their lifestyle and suitability of each activity to various groups, for example, gender, age, specific benefits (physical, social, mental, spiritual). (Social support, Engagement, High expectations, connectedness)   + What happens to the body and the mind at the start (pre), during and after (post). What are the benefits for the body and mind? (Deep understanding, Student self-regulation, Engagement)   Extension  Focus on numeracy skills by providing a range of heart rate activities such as calculating and performing in their target hart rate zone.  Discuss the body’s physical, mental and emotional response to this training.  Influence of the outdoors  Discuss the influence of the outdoor environment.   * Did being outdoors impact on enjoyment? * What was the body’s response to being outdoors – physically, mentally, emotionally and socially? * As a class, discuss the holistic benefits of different physical activities. (Cultural knowledge, engagement, inclusivity) * What are the physical, social, mental and emotional health benefits? * Draw into a table or mind map breaking into categories of health. (Background knowledge, knowledge integration, deep understanding) * How could physical activity assist to manage the changes during puberty or challenges experiences by young people? * Which hormones may be controlled or influenced by participation in physical activity?   Carousel  Form 2 circles, one on the inside and one on the outside. Pose a question such as: Do we need to be physically active to be healthy? The inside circle gives reasons why we need to be physically active, while the outside circle challenges the notion using the other components as measures of health. (Substantive communication, problematic knowledge)  Planning for physical activity  Brainstorm an A-Z of physical activity. Students categorise each activity as planned or incidental physical activity.(Background knowledge)  Watch the Ted talk – [‘The brain changing benefits of exercise’](https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise?language=en)  Discuss – what are the messages in this clip?  Teacher note – ‘Exercise! Says neuroscientist Wendy Suzuki. Get inspired to go to the gym as Suzuki discusses the science of how working out boosts your mood and memory and protects your brain against neurodegenerative diseases like Alzheimer's.’  How much physical activity is enough?  ICT Research – Students access and analyse the [National Physical Activity and Sedentary Behaviour Guidelines](http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines) for children and adolescents.  (Deep knowledge, engagement)   * How much physical activity is required for young people? * How does it differ across the age groups? * What do you notice about the required amount and intensity? What is the difference between moderate intensity and vigorous? (Relate back to heart rate activities) * What is the difference between physical activity for health and physical activity for fitness? (relate to heart rate, target heart rate and breathing rate, perceived rate of exertion) * Which of the physical activities you participated in through our practical lessons would be considered physical activity for health and which ones would be physical activity for fitness? * Which activities could be considered physical activity for mental and social health? * Estimate what percentage of children and young people are meeting the physical activity and sedentary behaviour guidelines?   Are we getting enough physical activity?  Analyse current levels of incidental and planned physical activity for a variety of age groups and cultural groups. Use documents such as Australia’s health to analyse adult involvement in physical activity. The [NSW Schools Physical Activity and Nutrition Survey](https://www.health.nsw.gov.au/heal/Pages/spans-2015-full-report.aspx) (SPANS) report can be used to analyse activity levels of children. (Deep knowledge) Draw graphs and analyse graphs to determine levels of activity. (Deep understanding) Draw conclusions in relation to the adequacy for health and fitness. (Higher order thinking)  Journal – Students analyse their lifestyle over a typical week to investigate the balance between rest, sleep, school, work, device, use, physical activity and recreation. (Higher order thinking, engagement).  Students:   * create a spreadsheet in which to record their physical activity levels. * analyse the weekly amount of physical activity, comparing the low, moderate and vigorous levels pf physical activity they achieved. * record the duration, level of intensity, and whether it was planned or incidental for each episode of physical activity. * use the National Physical Activity and Sedentary Behaviour Guidelines for children and adolescents to make comparisons. How do their levels compare to what is recommended? * analyse their levels of physical activity and propose strategies to help them meet or enhance their physical participation. (Student self regulation, connectedness, social support, problematic knowledge) * outline what they need to do to improve or maintain their current physical activity levels.   Extension activities  Present ideas to the class in whatever form is most suited to the group and extension activity selected.   1. Survey community by brainstorming facilities in community. 2. Design facilities for particular groups e.g. aged, youth that would meet specific needs. 3. Create an infographic to share promote the benefits of being active in the outdoors. |  |  |
| Transition and changes on the physical body   * investigate the impact of transition and change on identity (ACPPS070)   + examine the impact of physical, social and emotional changes during adolescence, for example, friendship groups, sexuality S   + identify feelings and emotions associated with transition and change S | Teacher notes  The topic of puberty may be an exciting and interesting topic for some. Be mindful that some students may feel embarrassed, uncomfortable or worried learning how their bodies are going to be changing. Increase the comfort of students through introducing this topic with excitement and fun.  Students may have questions that they feel uncomfortable to ask. Providing a question box for students to place their questions in anonymously will ensure their questions can be answered in a safe environment.  Below is the link to a TED ed blog that shows the questions that students really wanted answered and their answers when students could ask anonymous questions. [Ted ed blog](https://blog.ed.ted.com/2016/03/14/what-teens-really-want-to-know-about-sex/)  Educative purpose of the following activity  The following activity is an icebreaker. Students will share experiences and expose prior knowledge which will allow teachers to gauge where the class is at. Similar dot points of puberty appear in the stage three syllabus as dash points. Some primary schools may not teach them explicitly as it is not compulsory to teach each dash point at a stage1-3 level.  Introducing puberty  In small groups discuss the question ‘why can’t we like other animal species become adult overnight, or build a cocoon and emerge as an adult?’  Alphabet game or scategories   * Divide the class into 4 groups to play the Alphabet Game or scategories. * Students list words (or phrases) associated with puberty. * Each group needs to develop a list of words associated with puberty corresponding to each letter of the alphabet, for example, A = anxious, B = breasts, .... Z = zits. (see worksheet) or a list of words associated with a letter of the alphabet. See resources for example. Alternatively, this could be done on butchers paper and placed around the room.   As a class, discuss the questions (work sheet available)  Why do we need to go through puberty?   * Write student responses on the board and as a class discuss the meaning of the word. Here are some definitions that can be used in the class discussion:   + Puberty is when your body begins to change from the body of a child to that of an adult.   + Puberty refers to the physical changes when the body becomes sexually mature and ready to reproduce (have babies).   + Puberty occurs because new chemicals produced by the body – called sex hormones – are developing in the body, creating changes in the body, changes in emotions and sexual feelings.   + Puberty does not happen all at once. It happens in stages and starts according to each person’s own body clock.   Exploring and categorising the changes   * Create a two-circle Venn diagram on the floor. You could use two hula-hoops or skipping ropes to create the two intersecting circles. * Place the labels ‘Mainly Girls’ and ‘Mainly Boys’ in the circles, and ‘Every-body’ in the intersection. * Distribute the Puberty Cards, at least one to each student. * Working in pairs or alone, ask students to place their card(s) in the appropriate place. * Ask students to sit in a circle around the Venn diagram, and review the results to see if you need to change the card placements. Ask:   + Do you agree with the placement of the cards?   + Are there any cards that you would like to move?   + What is your reason for suggesting a card should be moved?   + Are there any cards you would like explained?   + Are there more similarities or differences in the changes experienced?   Point out that there are many changes that everyone experiences. Explain any puberty changes that students have questions about.   * Using the same Venn diagram, place the labels ‘controllable’ and ‘not controllable’ in the circles, and ‘unsure’ in the intersection. * Invite students to move cards to sections of the Venn diagram. * As a class, discuss which aspects of puberty are controllable and which aspects of it are beyond our control?   Individually, ask students to record the changes onto their sheet. Use three colours to highlight the words that are physical changes (one colour), emotional responses (one colour), and social changes (one colour).  Alternatively, place three headings around the room – Physical, Emotional and Social. Invite student to select a card and move the cards or themselves to sections of the room to identify whether it is physical, emotional or social.  A focus on physical changes  Watch the video – [‘Get to know your vulva and vagina anatomy’](https://youtu.be/SiOE7DsCJlM.)  Mystery bag – create a mystery bag for each group. The mystery bag could contain:   * large piece of cardboard * two ping pong or golf balls * string * coloured wool * clay or playdoh * two paper or plastic cups * handful of pipe cleaners * a piece of aluminium foil * two uninflated balloons * glue * pair of scissors * adhesive tape * coloured markers * any other materials you think will work.  1. Students work in groups of four or five with a mystery bag. Each group is allocated either the female or male reproductive system. 2. Each group creates a collage using the contents of the mystery bag. 3. In their groups, students plan the collage to determine which materials will best suit the various parts of the reproductive system. 4. A diagram of the relevant reproductive system could be provided to groups to guide their planning. 5. Students label the various parts (see lists below).   Female reproductive system – fallopian tube, ovary, uterus, cervix, vagina, vaginal opening, urethral opening, clitoris, labia, pubic hair, anus, bowel, bladder, urethra  Male reproductive system – penis, urethra, urethral opening, bladder, prostate gland, seminal vesicle, vas deferens, epididymis, testicle, scrotum, bowel, anus, pubic hair, glans.  For diagrams and explanations of the parts of the male and female reproductive system see the downloadable slides.  [Grade 7 Diagrams](https://teachingsexualhealth.ca/teachers/resource/grade-7-diagrams/)  Further information and teaching and learning activities relating to reproduction and the function of different body parts can be found at the following website.  [Teaching sexual health](https://teachingsexualhealth.ca/teachers/wp-content/uploads/sites/4/Grade-7-LP2-Reproduction-Oct30.pdf)  As a class:   * Describe the function of different body parts * Hypothesise about why the body parts are shaped the way they are? For example why are the fallopian tubes long and skinny? Why is the penis filled with sponge like tissue and no bone? Why are there fallopian tubes at all, why don’t the ovaries just sit on the edge of the uterus? * What is the role of hormones in the reproductive system   Managing puberty  Complete the worksheet on Controllable and uncontrollable factors relating to puberty- these will help students to establish where they have choice in relation to the management of puberty.  Road test – Show students a range of hygiene or body related products (for example – deodorant, shaver, body spray, tampons and so on).   * In pairs, using the teaching strategy think-pair-share, students describe the purpose of these hygiene products. * How are these items intended to be used? * Why are they used? * How do you feel about the possibility of using some or all of these products in the near future? * Which items would you describe as essential and which items are a luxury? * Who can you talk to about getting some of the items that you decided were essential if you don’t have them already? * How can you obtain accurate and unbiased information about a product? * Should you buy an item without getting your questions answered? * Should you buy a product just because your friends buy it?   What hygiene measures are particularly related to menstruation? (for example – changing pads and tampons every three or four hours, not flushing down the toilet, not wearing pads in a swimming pool, changing tampons after swimming)  Creating a puberty survival kit  Students develop a list of essential items that need to go into a puberty survival kit (for example – deodorant, hot water bottle, menstrual pads, soap, shampoo, toothbrush and toothpaste, floss, clean underwear). |  |  |
| Body and identity   * investigate the impact of transition and change on identity (ACPPS070)   + investigate the changing nature of personal identity and how it can differ in various contexts, for example, home, school, sport, online identity S * 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   + – examine the impact that body image and personal identity have on young people’s health, for example, mental health, drug use, disordered eating and participation in physical activity S I | Educative purpose of the following activity  The purpose of the lesson is for students to change their perception of the how they view the external body. The body is a package that holds all of these amazing functions that they have learned about, from the heart pumping oxygen from the air, to the stomach breaking down foods, from developing from a child to an adult.  Watch the [Body image conceptual video](https://youtu.be/WW_irTHgTWM)  Create a discussion based on the following questions:   * What is in each of the presents? * The purpose is we don’t know just by looking, same as we don’t know the personality or the body functions of a person just by looking. * Which present would you choose? (Was it based on anticipating what was inside, was it what you expected?) * Why did each of you choose a different one? * What if every present was the same? How would you all feel?   Use this activity to celebrate and normalize the diversity that exists within each classroom.  Foot prints (15-20 minutes)  This activity provides students with an opportunity to visualize that each person is an individual, and begin to accept that differences between individuals are normal.   * Allow students to choose a piece of coloured paper. * Ask students to remove their shoes and trace an outline of their foot on the piece of paper. This step can be completed independently or with a partner. * Have students cut out their footprint. * Have students boldly write the words ‘This is me!’ on their footprint. * Encourage students to write words that describe themselves in small text on the rest of the space on the footprint. * Provide a place in the classroom for each student to display the finished footprint.   Class discussion   * What makes each footprint unique? * What makes each person unique? * Why do people sometimes choose to compare themselves to other people? * Is comparing oneself to other people healthy or unhealthy? Why?   Sometimes comparing oneself to others can be cause for inspiration, but other times it can cause a person to feel negatively toward him or herself.  Personal identity and image comparison   * As a class, revise the term 'personal identity', this was the basis for last term’s unit. * Explore how an individual’s personal identity can impact on health and wellbeing. Discuss in pairs how personal identity influences their physical health, mental health, social health and spiritual health. * Students choose one clip or image from a print or online source. Explain to a partner how this clip would impact on a young person’s view of their personal identity. * Invite a few students to share their images and their discussion. * As a class explore the various images or clips. This could be done online, by creating a word doc and placed in the Google drive, students can view each person’s image.   Explore the questions:   * What if each person had the same body? * How would this impact on employment, on sport or hobbies? * How can body type create an advantage in these areas? |  |  |
| Developing personal plans and understanding contextual factors   * plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)   + investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, for example, mindfulness, relaxation, healthy eating S | Educative purpose of the following lesson  This session ties the whole unit together. Throughout the term students have learnt about their body, how their body responds to hormones, how it responds to putting food in to it, how it responds to physical activity, how it responds to the hormones that are released to begin the changes from a child to an adult and how all of these aspects of their body influence their social and emotional responses? Students should have learnt throughout the unit that some of these responses are controllable and some are uncontrollable. This session is about creating a personal plan for the responses we can control and minimising the impact of the responses that are uncontrollable.  From the students understanding of the unit, ask them to complete the definitions.   * Controllable – The power to influence or direct their own behaviour or the course of events * Uncontrollable – A series of events or responses that are going to happen (can be both positive and negative) that are incapable of being controlled.   Brainstorm – on the board all the responses of the unit that students could control and those that are uncontrollable.  Example 1   * Uncontrollable – Hormones being released to commence menstruation, or growth in breast tissue. * Controllable – Which type of sanitary product you use, or which type of bra you might wear   Example 2   * Uncontrollable – The hormones that dictate hunger and feelings of fullness * Controllable – The types of food you eat and when to stop eating   Example 3   * Uncontrollable – The hormonal response to stress * Controllable – The activities you do to support those feelings to alleviate stress.   Example 4   * Uncontrollable – The body’s response to physical activity * Controllable – The type of physical activity you choose to do, where you choose to do it, with whom you choose to be active with.   Personal plan template  Students create a plan for all the controllable responses of their body to create an overall feeling of health and wellbeing. They begin to create steps to minimise some of the impacts that the uncontrollable changes they may experience.  Some of the questions students may face when developing their personal plans.   * What might get in the way of implementing my plan? For example, cost, location, access, time, skills, confidence, culture, interest, health level, disability (Background knowledge, knowledge integration) * What can you do to remove these barriers? * If you can’t remove them you might want to adjust your strategies. * Think honestly about whether any of your strategies are negative and how you can adjust your plan to avoid or minimise their impact.   Why are plans different for each individual?   * Students should share their plans with another person they feel comfortable with, within the class. * Why is it important to recognise that the plans are different? (It’s important to recognise that each person will need a different plan because each person is unique in the changes they are experiencing and each will respond differently and have different needs when accessing support or implementing management strategies. * How can I learn from someone else’s plan? |  |  |

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

| Propositions | Comment and suggest opportunities for improvement |
| --- | --- |
| This unit has the following propositions embedded in teaching, learning and assessment:   * Educative purpose * Strengths-based approach * Value movement * Health literacy * Critical inquiry approach |  |