 My body is a wonderland – Teacher resource booklet

This teacher resource booklet has been created by PDHPE staff at Woonona HS to support the My body is a wonderland unit of work. Teachers should review all materials in full before using in their own school context. Resources developed by external organisations are not endorsed by the NSW Department of Education.

Content

* Examine factors that influence health and wellbeing
  + describe health and its dynamic nature
  + explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing

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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Lesson 1

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 idea of the passport to the body

(Worksheet available)

Explain to students:

* Our body is complex – the systems working together to grow and 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 it may change our perception of external appearance.

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:

Controllable: The power to influence or direct his or her 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.

* Question – what is health?

Have students write their own definition of health in their workbooks. Think, Pair, Share.

* Analyse other definitions of health (for example: WHO). Draw a conclusion about health. Establish a class definition (Problematic knowledge)
* Mind map

Create a mind map of all the things that go into being ‘health’.

* + 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 different components of health. Share and add the classes ideas to your mind map.
* Health continuum

Introduce the concept of the health continuum (Metalanguage) and have 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 Wheelchair, Principal, case studies) (Deep understanding)

Discuss

Discuss the interrelationship between components of health and how health is a constantly changing state. (Deep knowledge)

‘Who is responsible for health?’ Students discuss health professionals, government and community members and the responsibility of each. (Background knowledge)

* Think Tank: Teacher discusses the concept of wellbeing (wellness) in relation to health. This definition of health focuses on the whole person (physical, social, mental and spiritual), not just the old view of health, which referred to health as the opposite of disease or illness. Health is always changing. Health is more than just being well and not sick.
* Get students into small groups of three. Write the following questions on to butcher’s paper, give each butchers paper to each of the small groups- depending on class size, you may need to duplicate the questions.
* Allow time to answer their question. Then move the butcher’s paper on to the next group. They then respond to the question. This continues until each small group has answered all the questions. Compare responses if there are duplicates.

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/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).
* Who is responsible for health? (Deep understanding)

Extension – debate

Students debate the topic ‘Good health is more than just looking and feeling good’. (Engagement, substantive communication, social support)

Lesson – hormones and the brain

* Examine the impact of physical, social and emotional changes during adolescence, for example, friendship groups, sexuality.
* Identify feelings and emotions associated with transition and change.

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?

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. Today they can receive their first stamp. The stamp relating to hormones.

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, for example, how do hormones impact physical activity and how does physical activity impact hormones? The focus of the remainder of the unit will be on the controllable factors.

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. 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. (this will act as a pre-test for formative assessment)

Watch clips

Introduce the hormones by watching the two videos from [Hormone.org](https://www.youtube.com/watch?v=If3odM881cc#action=share) and [bright side](https://www.youtube.com/watch?v=EY5uIyklIAQ).

Brief discussion

* What are some of the responses in the body that hormones are responsible for?
* Do hormones influence just one part of the body?
* Were you able to pick up a few more names of hormones based on the clips?

Impact of hormones on the body

Create a classroom body map:

* Students adopt the role of a hormone. Use the [hormone outlines](https://schoolsnsw-my.sharepoint.com/personal/michiko_ishiguro_det_nsw_edu_au/Documents/Desktop/•%09%20https:/www.hormone.org/-/media/hormone/files/what-do-hormones-do/hhn-guide--5-x-5-grid-25x25-mech_screen.pdf?la=en) from hormone.org 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?

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 students believe their hormone influenced that part of the body, then 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?

Teacher note

Notice which hormones are moving to more than one body part. What are the effects of this? Are they moving from the brain to the other body parts? How might this effect an individual in an emotional sense or a social sense?

Pictures for around the room – see resources

Source credits:

[The brain](https://www.medicalnewstoday.com/articles/313295.php)

[The heart](http://www.sciencekids.co.nz/images/pictures/humanbody/heartdiagram.jpg)

[The stomach – medical art studio 2009](https://clipartxtras.com/categories/view/116650a5bae3282de8696476e1fd4fa2f969ab1c/stomach-drawing-simple.html)

[The female reproductive](https://www.everydayhealth.com/sexual-health/female-reproductive-organs.aspx)

[The male reproductive system](https://gdhr.wa.gov.au/resources/illustrations/-/asset_publisher/qF52kYMPz49s/content/male-reproductive-system-suitable-for-older-student-1)

[The body](https://i.pinimg.com/originals/8b/a1/fe/8ba1febe49dacc65dc66b032075e2ca7.png)

Educative purpose of the following activity

Hormones may affect one part of the body, but may also affect other parts of the body. By 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 between our hormones and a combination of functions then our plan for supporting one part of the body, might actually help us to support another part of the body, i.e. mental health and physical activity or mental health and nutrition.

As a class, discuss how each hormone influences the rest of the body. Encourage students to see how the hormones and their influence interlink?

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

Go back to the ‘What is health’ brainstorm where students colour coded their ideas about what is health into the components of health – physical, mental, social and spiritual.

Ask student to identify the hormones that they know and which dimensions of health the hormones they have learnt about impact on.

Get students to write onto their brainstorm and collect this in as an exit ticket. 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

Impacts 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?

Student 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/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 activities are based on the concept of a reality show, for example, Love Island/Bachelor in Paradise/ Survivor/ Masterchef/ Goggle Box show. Teachers can identify the reality show or students can choose their own, alternatively, teachers may show a clip from a current movie.

Screening process to select members

Take on the role of the producers of the show and put the characters through a range of activities/ tests to check out their suitability for the show.

Mental health check

Candidates will work in small group.

* What challenges may candidates face on the show?
* Identify feelings and emotions associated with these challenges? Hand out emotions worksheet.
* What would you look for in a candidate? Why?
* What mental strengths would characters need to demonstrate? (These might be resilience, persistence, communication, self-regulation, self-control, humour, self-belief and so on).
* How could you test or identify these strengths?

Scenario

Students use their understanding of the TV show to develop a scenario outlining a challenge which 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.
* identify feelings and emotions associated with transition and change.

Hormones and nutrition – what happens when we eat?

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 where it promotes appetite, how food is turned 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?

Activity 1 – class discussion

* 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.

Activity 2 – sole activity

Self-organised learning environment (SOLE)

The logistics of a S.O.L.E. 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. (see below)
* 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](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?

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
* 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
* 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

The body’s response to physical activity

Educative purpose – What is the body’s response to physical activity? When we exercise or participate in physical activity, whether planned or incidental, what is the body’s response? These lessons we are aiming to recognise that there are more than just physical responses to exercise. We are aiming to create links between physical activity and mental health. The knowledge of hormone knowledge will be supported by actual physical activity.

Physical activity clinics – what is our body’s response to exercise?

Complete lesson with a recreational focus. Prior to the lesson, set up a series of activities – they should last for about 10 minutes each. This lesson could/ but doesn’t have to, go across a theory lesson and a practical lesson. The Unit is target games, and therefore all the target games that are recreational like bocce could be included in the evaluation.

* Students are to participate in a range of physical activity- Include the outdoors and student choice of activities to all for student assessment of what fits in their lifestyle. These may include yoga, tai chi, mindfulness, walking, jogging, circuit training, dancing, skipping, bocce and other games.
* Hand out Complete the Mood survey prior to the lesson.
* Participate in the activity.
* 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.
  + 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)

Classroom discussion

* As a class, discuss the holistic benefits of different physical activities. (Cultural knowledge, Engagement, Inclusivity)
* Refer back to their original mind maps of health. Point out which aspects of health can benefit from physical activity. (Background knowledge, knowledge integration, deep understanding)
* 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?
* 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?

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 is the message of the 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 for children and adolescents](http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines.) (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 and or 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?

Complete worksheet – controlled and uncontrollable aspects of participation in physical activity.

* Which aspects of participating in physical activity are uncontrollable and which aspects of participating in physical activity are uncontrollable. This can be used as formative assessment for this part of the unit.

Transition and changes on the physical body

Investigating 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.
* identify feelings and emotions associated with transition and change.

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.

[TED ed blog](https://blog.ed.ted.com/2016/03/14/what-teens-really-want-to-know-about-sex/) that shows the questions that students really wanted answered and their answers when students could ask anonymous questions.

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.

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 (worksheet 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

[Episode 1: 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](https://teachingsexualhealth.ca/teachers/resource/grade-7-diagrams/).

[Further information and teaching and learning activities](https://teachingsexualhealth.ca/teachers/wp-content/uploads/sites/4/Grade-7-LP2-Reproduction-Oct30.pdf) relating to reproduction and the function of different body parts.

As 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 (i.e. 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 (Formative assessment)

* This can be completed in workbooks or as a PowerPoint presentation or a word document uploaded onto a Google drive.
* If students can recognise what young people need as a puberty survival kit and can justify why they need it. This will show that they have understood the changes, why they are changing and also how to manage it.

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.
* 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.

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 video

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.

Footprints (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/herself.

Personal identity and image comparison

* As a class, revise the term 'personal identity', this was the basis for last terms 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.

What if each person had the same body? How would this impact on employment, on sport or hobbies? Body type can create and 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

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
  + Uncontrollable

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.

For example:

* 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
* Uncontrollable: The hormones that dictate hunger and feelings of fullness
* Controllable: The types of food you eat and when to stop eating
* Uncontrollable: The hormonal response to stress
* Controllable: The activities you do to support those feelings to alleviate stress.
* 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.

Handout the personal plan template

Students are going to create a plan for all the controllable responses of their body to create an overall feeling of health and wellbeing. And 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?