



Personal Care

TEACHING & LEARNING SUPPLEMENT

Teaching and Learning Supplement

Personal Care (PER110118)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for learners to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

It is suggested, tasks should be varied and provide opportunities to support different knowledge and skills as well as different learning styles. Tasks do not have to be lengthy but should be sufficient to allow students to demonstrate understanding and achievement of a given outcome.

The suite of Health Group courses contains content which may trigger responses from individual learners which may require teacher follow-up. In some instances, topics within these courses are intended to provoke, challenge and encourage self-reflection. However, in some circumstances, course content may generate passionate or unexpected responses from some learners. Teachers are required to plan for this possibility and be prepared to manage a wide range of potential classroom scenarios and individual learner responses.

In addition, teachers need to be familiar with:

- the wide range of learner backgrounds and personal experiences of learners within the room
- potential volatility and/or discomfort for some learners regarding content
- professional responsibilities associate with disclosure and referral processes
- learner protection strategies such as sharing information in the 'third' person
- personal and professional ethics and their impact on:
 - individual rights
 - privacy
 - expected and acceptable behaviour for teachers, learners and health professionals.

Teachers of *Personal Health and Wellbeing* should be familiar with the full suite of courses across Health and Physical Education (see below), particularly connections and pathways to aligned courses.

HEALTH AND PHYSICAL EDUCATION SUITE				
Level	Sport Group	Recreation Group	Health Group	Outdoor Group
3	Sport Science 15		Health Studies 15	Outdoor Leadership 15
2	Sport Science-Foundation 15 Athlete Development 15 Community Sport and Recreation 15		Personal Health and Wellbeing 15	Outdoor Education 15
1	Fitness Experiences 5 Sport and Recreation Experiences 10		Personal Care 10	Outdoor Experiences 5
Pre	Sport and Recreation for Life 10			

COURSE SPECIFIC ADVICE

This Teaching and Learning Supplement for *Personal Care* Level I must be read in conjunction with the *Personal Care* Level I course document. This Teaching and Learning Supplement is designed to support teachers new to, or returning to, teaching this course and contains advice to assist with delivering course content.

Health is a dynamic and multidimensional state, dependent on the complex interplay and interrelationship between the dimensions of our physical, social, mental, emotional and spiritual health. Within this context, being able to manage and maintain our personal health and wellbeing is dependent upon awareness of, and the development and acquisition of, a range of health specific knowledge, understanding and skills.

Through undertaking the study of *Personal Care*, learners will experience opportunities to increase their awareness of health and wellbeing issues that affect them. They will develop lifelong skills to help manage their wellbeing for now and future. Learners will reflect on and clarify personal values and beliefs which align to the maintenance of their health and wellbeing.

Personal Care aims to develop awareness and skills in relation to:

- recognising and dealing with issues, communication and choices related to personal health and wellbeing
- developing resilience through building risk awareness, coping strategies and protective behaviours
- protective personal health and hygiene behaviours
- awareness and access to information, support agencies, and community health support.

On successful completion of this course, learners should be equipped with the knowledge, skills and understanding to enable them to:

- identify issues affecting their personal wellbeing
- make informed personal choices
- develop protective strategies to achieve and maintain personal health and wellbeing
- recognise behaviours that impact positively and negatively on personal wellbeing
- describe basic health and hygiene issues
- identify community agencies and access support for health and wellbeing issues
- appropriately communicate emotions and feelings in varying contexts
- access and use information related to personal care.

Personal Care is a Level I course in the Health Group of the Health and Physical Education suite of courses.

SEQUENCE OF CONTENT

Personal Care comprises five (5) units and learners are required to complete all five units. The order of study is not prescribed.

Each unit comprises between 15-25 hours of study.

In addition, across the year of study, learners are required to develop a personal wellbeing plan which integrates elements from the units studied.

TEACHING AND LEARNING

Learners are required to undertake all units and it is expected each unit will be approximately 15-25 hours in duration.

UNITS	SUGGESTED TEACHING AND LEARNING
Self-awareness	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit explores a range factors with the aim of building learner's awareness of the many variables impacting personality, emotions, communication and relationships and their impact on the health and wellbeing of individuals and communities.</p> <p>Examples of Learning activities</p> <p>Learners:</p> <ul style="list-style-type: none"> maintain a regular reflection journal, diary or folio where learners record their thoughts and feelings on what is going well, what needs work and areas/actions to work on for the following week (see tips for reflective writing) identify and list factors which impact upon, and help shape, their identity such as race, gender, nationality, sporting ability, personality type and position in family. Based on this discussion, learners consider the following questions: <ul style="list-style-type: none"> How do people stereotype you? In what ways is this fair/unfair? What expectations do people have of you? In what ways are they being fair/unfair? What are my strengths? How can I use my strengths to shape who I am? work in small groups to review content of the ReachOut website and then discuss ways in which individuals and the community can show respect for diversity. work individually to review the 24 universal character strengths identified in the VIA Character Strength Survey for students. Prior to taking the test learners provide a self-assessment ranking the items on the list from most representative of them to least representative. After taking test learners identify their top five strengths, (referred to as 'signature strengths') Learners are asked to select one of these signature strengths and then think of ways they can use this strength to meet a new challenge access a description of the Thomas-Kilmann Conflict Mode Instrument. Learners read information, determine where they best fit on the instrument and then create a reflective response summarising their opinions on the usefulness of this knowledge read the information Assertiveness for teens (particularly note the 'How do you do it' section) and then with a partner, practise using 'I' statements in response to suggested scenarios read ReachOut's review on 5 apps for beating exam stress and then comment on the effectiveness of these apps and whether they or their peers would use them
Personal wellbeing	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit reviews a range of wellbeing issues in the context of the circumstances typically faced by young adults.</p> <p>Examples of Learning activities</p> <p>Learners:</p>

	<ul style="list-style-type: none"> • watch the video; Six degrees of information and in small groups discuss their thoughts and feelings about the role social media plays in their lives. Learners then write a 400-word reflective piece • review content on <i>Health Direct</i>, provide gender specific health information Women's Health and Men's Health. Individually and then create a table which summarises key facts and information. • work with a partner to create a brochure or digital presentation on one of the following topics: <ul style="list-style-type: none"> - personal grooming and hygiene tips for young Women/ Men - partying safely - dealing with harassment and bullying • present a dot point checklist of the steps they would take if they needed to access help and support for anyone (self, friend, family member) who had experienced abuse (physical, sexual, and/or psychological) • work in small groups to share examples of strategies that they deliberately use whe they feel the need to relax. Follow-up with a whole class discussion on ways to monitor, manage and maintain a healthy balance of stress and relaxation.
Diet and nutrition	<p>In this Unit learners will participate in 20 hours of study.</p> <p>This Unit examines a range of trends and issues related to healthy and unhealthy diet practices, fundamentals of healthy eating, and current trends and issues in diet and nutrition .</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • calculate their personal energy needs using the Eat for Health, Daily Energy Needs Calculator. Once calculated learners create a daily eating plan to match. Challenge learners to maintain this regime for a week and then have them reflect on their progress • in small groups, have learners read this 7 Fad Diets., complete a PMI and then share their observations with the class. • use the information provided, How to understand food labels, and review the nutritional information of processed foods they frequently eat. • watch the YouTube video, How drastically food portions have changed in 20 years as a stimulus to a class discussion on the impact these changes have had on world obesity rates • locate at least two articles about junk food consumption among adolescents. As a class, share information, discuss long-term effects on health and wellbeing, including the risk of developing a range of chronic lifestyle conditions • use the Interactive Obesity Atlas to compare Australian obesity data for boys and girls against data from other countries.
Personal and community support	<p>In this Unit learners will participate in 15 hours of study.</p> <p>This Unit investigates a range of support options available within the local and broader community with the intent on building awareness of availability, access and actions that individuals can take to seek help for themselves and others.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p>

	<ul style="list-style-type: none"> • research and report on the services offered by a local community support agency. In your report include an outline of the service's purpose, funding source, services offered and accessibility • review the range of health and wellbeing services offered in your community. Investigate how well each age group and/or population group is catered for. Select one group where support services seem to be lacking and make recommendations on how local government and/or state government could improve this situation • read and reflect on the Berkely Greater Good website : How Do I cultivate it?. Learners then select or are allocated to a group to review one of the suggested and present a summary report verbally to the class. • discuss the important role of friends and ways people might support each other when experiencing difficulties with mental health. Afterwards break into small groups to review and comment on the Looking after your friends student handout from the .MindMatters resource
Personal fitness	<p>In this Unit learners will participate in 15 hours of study.</p> <p>This Unit takes a focus on exploring the basics for developing and maintaining personal fitness as part of a balanced healthy lifestyle.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • use SMART goals, to design a 3-4 week lifestyle and fitness program which aims to improve and/or maintain fitness and other health and wellbeing elements such as food and nutrition, sleep, exercise, study, social life • use pedometers or an App for smartphones, to undertake a 10,000-step challenge for a set period. At the end of the challenge, learners reflect on the experience and then suggest ways of promoting walking as a fitness activity for all age groups • use the Australian Government's Physical activity and sedentary behaviour guidelines for 13-17 year olds, to reflect on and compare current patterns of physical activity and sedentary behaviour to the recommendations provided in the guidelines. Learners could also undertake a comparison of guidelines for other age groups • work individually, research the importance of how a lifelong commitment to maintaining muscular strength, flexibility and cardiovascular endurance can benefit us as we age • undertake a review of local community facilities, services and activities accessible to all age groups. Prepare a report of the positives and negatives and identify areas for improvement • work in small groups to identify barriers people may experience when trying to improve their fitness. Consider why these barriers occur, then, select one issue and provide a set of recommendations for overcoming this barrier.

THE PERSONAL WELLBEING PLAN: A SUGGESTED APPROACH

General requirements

The purpose of the Personal Wellbeing Plan is to provide learners with an opportunity to demonstrate their understanding of course content covered by connecting concepts, and considering, identifying and recording opportunities, plans, actions and evidence of ways they have been applied to enhance personal wellbeing.

The plan must contain the following information:

- a summary of key topics covered in Units 1-5 aligned to the learners personal context
- a list of support options including local contacts and websites
- personal reflection on the unit area in relation to identifying personal strengths, and improving their current life situation by working on identified personal focus areas
- a list of unit related goals (short and long term) or with corresponding action plans
- a record of regular review of goal attainment

The plan can be presented either as a hard copy or electronically. Regardless of presentation style, the plan must demonstrate logical structure and organisation.

Learners should acknowledge sources of information used to complete their plan.

Introducing the Personal Wellbeing Plan to learners

Depending on previous knowledge and experience, learners may require support and scaffolding to deliver on the desired outcomes of this aspect of the course.

Ideas to consider:

Gather and share examples of plans from a range of sources for learners to review. This will help shape their understanding of what a plan looks like. Include examples from the previous year. Learners could participate in small group discussion/brainstorm session to identify the pros and cons of each plan

Ensure learners are clear on the how their plan must align to key content from the course units. This could be achieved by providing learners with a course overview of units and topics to be covered.

Engage learners in the explicit teaching and learning of how to set short and long term SMART goals. Some tips for writing goals:

- start all goal statements with 'I', it is your goal and you need to own it
- write all goal statements in the present tense
- goal statements need to be very specific and often have a number value
- goal statements should be highly motivating to you
- provide opportunities for learners to:
 - review examples of SMART goals
 - practise, using examples, identifying whether a goal is SMART or not
 - practise writing goals

Some learners may find maintaining regular engagement with their plan difficult, particularly if this is something they have not done before. It could be useful to discuss and share information on the concept of 'habit formation'.

Creating and sticking to a plan can be challenging. Engagement with the plan needs to become a 'habit'; something we do often and regularly, often without knowing we are doing it. Research cited on the Brainpickings website concluded that on average, it took between 21-66 days until a habit was formed. Clearly simple tasks took less time to become habitual than more challenging tasks such as engaging with the plan. Changing a habit requires commitment, motivation and persistence (personal character strengths) and a specific plan of action (the plan). It is also easier to change habits that are driven by internal motivation than habits based on external influences such as aiming to please someone else. The key message is to be prepared for setbacks and making a commitment to work through them.

SUPPORTING STUDENT RESPONSES AND ELABORATIONS

The study of *Personal Care* offers learners opportunities to develop awareness of health issues for different life stages and to build their capacity to manage their own health and wellbeing.

Through studying this course, learners will be encouraged to develop healthy lifestyles and to be active participants in shaping the influences which determine their health and wellbeing. Further, learners will develop a range of personal and interpersonal skills which support healthy promoting behaviours.

Teachers should consider adopting a strengths based approach towards developing health literacy. The nature of the cohort may require some adjustment or tailoring to meet the needs of individuals or groups – the design of the course allows for a degree of personalisation and this is encouraged. Where viable use of verbal, visual, and digital communication alternatives and options may be effective in supporting written work.

For some learners the sensitive and personal nature of the course may at time be confronting and warrant some additional work around respect, inclusion and accepting alternative views, suspending judgement and using information to shape opinions. It may also be valuable to discuss a culture that celebrates effort, consistent application and progress over competition. These boundaries and expectations may be better discussed early in the program to enable periodic revisits or reminders as appropriate during the course.

WORK REQUIREMENTS

Learners must develop a *Personal Wellbeing Plan* that is consistent with the five (5) Units of learning.

RESOURCES

Suggested resources

- Australian Government, Eat for Health, www.eatforhealth.gov.au/
- Australian Government, Eat for Health, Daily Energy Requirements Calculator, www.eatforhealth.gov.au/page/eat-health-calculators/calculated/1519506939
- Australian Government, Eat for Health, How to understand food labels, www.eatforhealth.gov.au/eating-well/how-understand-food-labels
- Australian Government, Physical activity and sedentary behaviour guidelines for 13-17 year olds, [www.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/\\$File/ brochure%20PA%20Guidelines_A5_13-17yrs.pdf](http://www.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/$File/ brochure%20PA%20Guidelines_A5_13-17yrs.pdf)
- Brainpickings, How long it takes to form a new habit, www.brainpickings.org/2014/01/02/how-long-it-takes-to-form-a-new-habit/
- Deakin University, Academic Skills, www.deakin.edu.au/students/studying/study-support/academic-skills/reflective-writing
- Department of Education, Tasmania, Respectful Relationships Education, <https://documentcentre.education.tas.gov.au/Documents/Respectful-Relationships-Teaching-Learning-Package.pdf>
- Edutopia, Gratitude: A powerful tool for your classroom, www.edutopia.org/blog/gratitude-powerful-tool-for-classroom-owen-griffith
- Health Direct, Women's Health, www.healthdirect.gov.au/womens-health
- Health Direct, Men's Health, www.healthdirect.gov.au/mens-health
- Health Direct, SMART goals, www.healthdirect.gov.au/smart-goals
- HuffPost Australia, 7 Fad Diets, www.huffingtonpost.com.au/2016/06/06/health-experts-bust-7-popular-fad-diets_a_21390665/
- MindMatters, Looking after your friends – a module for use with students, www.mindmatters.edu.au/explore-modules/looking-after-your-friends
- Mind Tools, The Holmes-Rahe Stress Scale, www.mindtools.com/pages/article/newTCS_82.htm
- NetSmartz, Six Degrees of Information, www.netsmartz.org/RealLifeStories/6DegreesOfInformation (video)
- ReachOut, <https://au.reachout.com>

- ReachOut, Identity and gender, <https://au.reachout.com/identity-and-gender>
- ReachOut, How to call a helpline, <https://au.reachout.com/articles/how-to-call-a-helpline>
- Respectful Relationships Education Tasmanian <https://respectfulrelationships.education.tas.gov.au/>
- Sources of Insight, Thomas-Kilmann Conflict Mode Instrument, <http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>
- Teen Health – Health Topics, Assertiveness, www.cyh.com.au/HealthTopics/HealthTopicDetails.aspx?p=243&np=291&id=2174
- UCBerkeley, Greater Good Magazine, How do I cultivate it?, <https://greatergood.berkeley.edu/topic/gratitude/definition#how-cultivate>
- VIA Character, www.viacharacter.org/www/portals/0/graphic2014.pdf
- VIA Character Strength Survey, www.viacharacter.org/survey/Account/Register
- Virtual Library, Plus-Minus-Interesting, www.virtuallibrary.info/pmi-plus-minus-interesting-strategy.html
- Visible Thinking, Think-Pair-Share, www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html
- World Obesity, Interactive Obesity Atlas, www.worldobesity.org/data/
- YouTube, How drastically food portions have changed in the past 20 years, www.youtube.com/watch?v=PMRlQmWavDg

Additional resources

- Australian Government, Department of Education, Student Wellbeing Hub, www.studentwellbeinghub.edu.au/
- Australian Government, Office for the e-Safety Commissioner, www.esafety.gov.au/
- BiteBack, www.biteback.org.au/
- Black Dog Institute, Headstrong 2.0, www.blackdoginstitute.org.au/education-training/community-and-schools/free-school-resources/headstrong-2.0
- Collaborative of Academic, Social and Emotional Learning (CASEL), <https://casel.org/>
- headspace, Young people, <https://headspace.org.au/young-people/>
- Youth Beyond Blue, www.youthbeyondblue.com/

all web links accessed, February 2018



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State of Tasmania (Department of Education) 2016