



Personal Health and Wellbeing

TEACHING & LEARNING
SUPPLEMENT

Teaching and Learning Supplement

Personal Health and Wellbeing (PER215118)

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 associated 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 Health and Wellbeing (PER215118)* must be read in conjunction with the *Personal Health and Wellbeing (PER215118)* 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 the development and acquisition of a range of health specific knowledge, understanding and skills.

Through undertaking the study of *Personal Health and Wellbeing*, learners will experience opportunities to increase their awareness and understanding of health and wellbeing issues which directly impact upon them. They will come to understand the importance of taking personal responsibility for maintaining their own health and wellbeing and develop enduring life skills to empower them to take control of their own health and wellbeing for now and into the future.

Personal Health and Wellbeing aims to develop awareness and skills in relation to:

- reviewing personal and group health and wellbeing
- critical factors, connections and impacts for managing a holistic approach to personal health
- developing, monitoring and maintaining personal health levels using positive interventions and actions
- exploring a range of health issues and positive health strategies
- options and access for personal health support
- recognising the relative quality of information sources
- being comfortable communicating personal views on a range of personal health related issues
- teamwork, empathy, collaboration and respect for diversity when working with others.

On successful completion of this course, learners will be able to:

- recognise important issues and factors affecting personal wellbeing
- describe the importance of personal identity and positive relationships
- discuss the significance of personal and group health and wellbeing
- recognise behaviours that impact positively and negatively on personal health and wellbeing
- investigate and apply factors and processes which establish and maintain personal health and wellbeing
- make informed personal life choices
- recognise valid and relevant sources of health information
- communicate personal views on a wide range of health related issues in various contexts
- work collaboratively with others

Additionally learners may:

- discuss alternative, complementary and integrated approaches to health and wellbeing
- identify and utilise strategies for coping with grief and loss
- identify and utilise strategies for self-development and personal improvement
- identify and utilise strategies for improving personal presentation
- identify and utilise strategies for managing stress
- identify and communicate with community support agencies on health and wellbeing issues
- show empathy and respect for diversity.

Personal Health and Wellbeing is a Level 2 course in the Health Group of the Health and Physical Education suite of courses.

SEQUENCE OF CONTENT

Personal Health and Wellbeing comprises 7 units across Sections A and B:

- Section A: Fundamental Topics
- Section B: Elective Topics

Learners are required to complete all five units in Section A and a minimum of two units from Section B. Teachers are also required to deliver all content from all units in Section A before commencing Section B.

- Section A: Personal health and wellbeing fundamental topics (each approx. 20 hours in duration):
 - Personal identity
 - Diet and nutrition
 - Risk taking behaviour
 - Personal fitness
 - Personal care
- Section B: Personal health and wellbeing elective topics (each approx. 25 hours in duration):
 - Alternative, complementary and integrated health practices
 - Grief and loss
 - Personal improvement
 - Personal presentation
 - Stress management
 - Personal and community support

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

TEACHING AND LEARNING

SECTION A: FUNDAMENTAL UNITS

Learners are required to undertake all units in this section and it is expected that each unit will be approximately 20 hours in duration.

UNITS	SUGGESTED TEACHING AND LEARNING
Personal identity	<p>In this Unit learners will participate in 20 hours of study.</p> <p>This Unit reviews a range of factors which shape their personal identity. They consider how personal qualities and traits influence their interactions with others and have opportunities to learn self-management skills to promote effective communication.</p> <p><i>Examples of Learning activities</i></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);• in small groups, identify and list factors which impact upon, and help shape, their identity such as race, gender, nationality, sporting ability, personality type, 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? <ul style="list-style-type: none"> • view the YouTube video, Empathy Museum (understanding empathy enables learners to consider and respect the uniqueness of others)following viewing, learners define empathy and describe examples of and times in their lives where they have experience empathy from another person or when they have been empathetic towards others; • visit ReachOut, a website designed specifically for young people, explores identity through body image, culture, gender, sexuality and spirituality then inIn small groups, review content and discuss ways in which individuals and the community can show respect for diversity; • work individually to review the 24 universal character strengths. Learners may: <ul style="list-style-type: none"> • rank this list from most representative of them to least representative, or • complete the VIA Character Strength Survey for students <p>learners can then identify their top five strengths, these are known as 'signature strengths'. aAsk learners to select one of these signature strengths and then think of ways they can use this strength to meet a new challenge.</p>
Diet and nutrition	<p>In this Unit learners will participate in 20 hours of study.</p> <p>This Unit examines food and nutrition basics such as nutrients in food, food groupings and the recommended daily intake of major food groups to maintain a balanced diet. Learners explore strategies to enable them to analyse and monitor their own diet as well as considering a range of food and nutrition issues which can act as barriers to eating healthily to support personal health and wellbeing.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • maintain a two-week food and nutrition log or use digital recording tool such as MyFitnessPal; • review content from the Australian Government's Eat for Health, Food Essentials section then use this information to create an infographic which targets and challenges young people's views on what they eat; • visit either of the following websites and review information presented about Body Mass Index and the accompanying tips and strategies for maintaining a healthy weight <ul style="list-style-type: none"> • Australian Government, Department of Health, Healthy Weight • Center for Disease Control and Prevention, BMI index • read the <i>HuffPost Australia</i> piece comparing the pros and cons of 7 Fad Diets then insmall groups, share individual views on this piece, complete a PMI and then share their observations with the class; • individually read The health risks of energy drinks, using this information, learners find additional research on this topic and then write a 600-800 persuasive piece on the topic, 'Should energy drinks be banned?' • research and review the nutritional information of processed foods they frequently eat (uUnderstanding food labels, whilst potentially complex, is a

	<p>useful strategy for understanding what goes into the processed food we eat and can be used to help make healthier food choices), then using the information provided, How to understand food labels, learners create a brochure or flyer to help simplify label reading.</p> <ul style="list-style-type: none"> • 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; • read the following short information pieces examining ways research in the field of Food and Nutrition is constantly presenting new findings and information about how certain foods and practices impact on our health and wellbeing. Learners choose one article and find at least two other pieces of research/information linked to the chosen topic and then write a brief 800-word essay. <ul style="list-style-type: none"> • 8 benefits of cutting back sugar • Is gut health important? A review
Risk taking behaviour	<p>In this Unit learners will participate in 20 hours of study.</p> <p>This Unit explores the concept of risk in the context of adolescent development. They will investigate a range of risk taking scenarios relevant to young people and consider strategies to promote safer choices and behaviours for self and others.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • research factors which positively and negatively affect relationships and then write a 600-word essay using the title: <i>Managing risks in relationships</i>; • watch the YouTube video from the MindMatters resources, Adolescent Development: The Art of Growing Up. Neuroscience has progressed our understanding of the teenage brain and how development of the brain during this life stage impacts on our choices and decision making. Learners research the topic of adolescent brain development and then write an essay on the topic, 'The teenage brain is still under construction and why this explains young people's predisposition for risk taking'. • explore and provide feedback on the Department of Education's Respectful Relationships Teaching and Learning resource (pp.215-239) which provides excellent teaching and learning activities/strategies/resources for the following topics: <ul style="list-style-type: none"> • Respectful relationships • Protective behaviours • Help-seeking skills • work on personal safety using The Line, an online presence for young people, which provides information about safety in relationships. Watch the YouTube video, 'You can't undo violence. Know where to draw the line', then, with a partner, Think, Pair, Share your thoughts and feelings about what you have watched and consider its effectiveness as a strategy to prevent violence against women;

	<ul style="list-style-type: none"> review the Tasmanian pages on Lawstuff Australia and, with a partner, complete a Connect, Extend, Challenge routine then return to the class group and share one new or interesting fact.
Personal fitness	<p>In this Unit learners will participate in 20 hours of study.</p> <p>This Unit examines basic fitness concepts such as fitness components, the benefits of exercise and different training methods to meet specific needs. They will explore access to local sporting and recreational facilities and will use all this information to improve and/or maintain their fitness..</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> use the SMART goals approach 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; individually, design an exercise and personal fitness program recording sheet then share with a partner; 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; work in small groups to research the pros and cons of a range of fitness training methods and then, using scenarios, make training suggestions and/or recommendations based on their research; 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. Learners prepare a report of the positives and negatives and identify areas for improvement; hold a discussion 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.
Personal care	<p>In this Unit learners will participate in 20 hours of study.</p> <p>This Unit explores ways people develop key knowledge and skills required to identify, manage and maintain a range of critical personal, physical, social and emotional issues which may impact on their health and wellbeing..</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> use an online survey tool such as Survey Monkey, create a survey which aims to identify the characteristics which young people believe are the most important qualities for a friend - complete the survey and prepare a 800-word report on findings;

	<ul style="list-style-type: none"> critically evaluate The Department of Education's Respectful Relationships Teaching and Learning resource (pp.215-239) which provides teaching and learning activities/strategies/resources for the following topics: <ul style="list-style-type: none"> Respectful relationships Protective behaviours Help-seeking skills examine sources such as Health Direct, Women's Health and Men's Health which provide gender specific health information. Individually review content and then create a table which summarises key facts and information; research and record the long-term benefits of the following health regimes: <ul style="list-style-type: none"> Regular dental checks Posture assessment Foot care Skin care and being sun smart.
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SECTION B: ELECTIVE UNITS

Learners are required to undertake a minimum of **two** units in this section and it is expected that each unit will be approximately 25 hours in duration.

UNITS	SUGGESTED TEACHING AND LEARNING
<p>Alternative, complementary and integrated health practices</p> <p>In this unit, learners will learn of</p>	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit explores alternative and complementary health practices and their contribution to supporting health and wellbeing. Learners will investigate and examine the evidence and effectiveness of a range of alternative, complementary and integrated health practices.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> select and research an alternative/complementary/integrated health practice; learners are required to gather information from several sources and then prepare a report outlining the value, key positives and issues associated with this health practice; conduct an inquiry for the following question, 'What makes something a complementary medicine?' then report on their findings; individually read, Understanding complementary and integrative medicines and then work with a partner to discuss and share their personal views; work in small groups to create a table which summarises the purpose, history and effectiveness of at least five alternative medicine practices from the following list: <ul style="list-style-type: none"> Acupuncture Alexander technique Aromatherapy Homeopathy Iridology

	<ul style="list-style-type: none"> • Kinesiology • Naturopathy • Reflexology • Remedial massage • Shiatsu.
Loss and grief	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit covers concepts of loss and grief and their impact on our lives. Learners will explore the stages of grieving to help with their overall understanding of grief. Learners will also explore a range of situations and scenarios where people experience loss. The unit also examines how loss and grief emotions apply to a variety of life circumstances including the breakdown of a relationship, divorce, moving to a new house, changing schools, changing financial circumstances, loss through natural disasters.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • research Elisabeth Kubler-Ross's five stages of grieving and using this information, consider how these stages are reflected in real life scenarios; <p>Examples may include:</p> <ul style="list-style-type: none"> • Erica is a talented tennis player who aspired to turning professional. However, she recently suffered a devastating injury because of a car crash which resulted in her lower leg being amputated. • John's grandfather recently passed away after a long illness. They were very close, and John relied on his grandfather for guidance and advice. • Emma and Tom have been boyfriend and girlfriend since Year 7. They are now in their early twenties and Emma has decided to end the relationship. <p>For each scenario, learners write a brief description of how the five stages of grieving might apply;</p> <ul style="list-style-type: none"> • work in small groups, to identify categories of loss and differentiate grief reactions (note: this activity is adapted from the original <i>MindMatters</i> kit which should still be available in all college libraries) <ul style="list-style-type: none"> • The four categories of loss: <ol style="list-style-type: none"> a. loss of a significant person b. loss of a part of the self c. loss of an external object d. a developmental loss • discuss and list changes that occur, or we may experience in life as we age and organise into the four categories of loss (see above) • identify and list the feelings people may experience for each life event and then have learners delete the positive feelings (these tend not to cause us a problem). What remains are the 'grief reactions' • complete the Holmes-Rahe Stress Scale and analyse results, stress results are only an indication of stress and people react differently to events (Note: it is suggested teachers scaffold this activity appropriately to ensure learner comfort and safety) • learners go back to original list and accompanying grief reactions and discuss how the managed and coped with their feelings • use ReachOut, a website designed specifically for young people, that provides a series of links to useful information and tools to assist with their understanding of grief and reactions to loss, for example: <ul style="list-style-type: none"> • Common reactions to death • Working through grief • Seeking professional help

	This information could be used to structure a range of learning g activities including class or small group discussions.
<p>Personal improvement</p> <p>In this unit, learners will consider</p>	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit examines factors which can contribute to improving our general outlook on life, including the maintenance of a balanced lifestyle. Learners explore how exercise, relaxation, adequate amounts of sleep, knowledge of basic physiology and being able to set and achieve goals can contribute to our general sense of wellbeing. Learners will also investigate community services and agencies they can access for support.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • select and investigate <u>one</u> topic from the following list and prepare a brief report on how this issue can impact on our health and wellbeing: <ul style="list-style-type: none"> • sleep deprivation • poor study/work/life balance • using SMART goals to achieve success • living with poor air quality • individually, research sleep deprivation and the long-term impact that being sleep deprived has on our health and wellbeing; • individually, research good sleep habits. Read the sleep recommendations for young people and write an opinion piece on the effectiveness of this advice; • watch the YouTube video, The benefits of a good night's sleep. Identify three new facts and share with a partner; • research techniques young people could use to help them relax; consider the barriers which may get in the way of young people taking up these activities and then assess the accessibility of these activities in the local community.

<p>Personal presentation</p>	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit examines approaches to help differentiate between the personal expectations of personal presentation in various settings and strategies to create a good first impression. This unit will also provide learners with knowledge and a range of skills they can access to maintain high standards of personal grooming and hygiene.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • research and create a digital presentation on a negotiated topic associated with self-improvement strategies, including in the summary how this strategy impacts on personal wellbeing. • respond to the statement 'Creating a good first impression counts.' What does this mean to you? by conducting research and creating a short verbal report, forum post or written opinion piece on this topic; • complete the self-efficacy exercise provided on the ReachOut site Afterwrad's discuss how and where explicit teaching of self-efficacy can enhance learners' ability to believe in themselves as well as promoting resilience and self-confidence.
<p>Stress management</p> <p>Learners will learn that stress can be both positive and negative. They will learn of</p>	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit learners examine the positive and negative aspects of stress. . They explore the impact of stress on our lives and will investigate a range of strategies they can employ to help manage their own stress. Learners will investigate how stress can lead to conflict and consider a range of strategies that promote effective decision-making and conflict resolution.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> • research and compile a list of links to good stress management resources. They are required to logically organise their information using appropriate headings and sub-headings, then email completed work to the teacher. • work collaboratively with a small group to research stress management techniques and provide strategies for dealing with stress for examples of typical situations where students may experience elevated stress levels such as exam pressure, peer pressure to conform, driving test, and relationships; • read ReachOut's review on 5 apps for beating exam stress and then comment on the effectiveness of these apps and the likelihood that young adults would use them; • Visit and explore Smiling Mind - a not-for-profit organisation aimed at making mindfulness accessible to all. their site contains programs for young adults which individuals can access by signing up (tThere is also a Smiling Mind App) Groups could review the website, trial the tools and resources offered, and report their views; • access a description of the Thomas-Kilmann Conflict Mode Instrument then mine the information, determine where they best fit on the instrument and

	<p>then write a reflective piece commenting on the usefulness of this knowledge;</p> <ul style="list-style-type: none"> contribute to a group discussion on the following statements: Conflict is inevitable. Understanding conflict management strategies is important to resolve conflict.
Personal and community support	<p>In this Unit learners will participate in 25 hours of study.</p> <p>This Unit learners explore the range of support services and agencies within the community which provide support for a range of health and wellbeing needs. Service provider roles and access arrangements are central to this unit.</p> <p><i>Examples of Learning activities</i></p> <p>Learners:</p> <ul style="list-style-type: none"> work with a partner to research and report on the services offered by a local community support agency - in the report, include an outline of the service's purpose, funding source, services offered and accessibility conduct a review of the range of health and wellbeing services offered in your community: <ul style="list-style-type: none"> List the organisations and contact details 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 engage in a class discussion around the difference between government, non-government and not-for-profit organisations providing health and wellbeing services and support in your community. Brainstorm some examples and identify what type of organisation it is and consider how this may impact on their ability to provide support for community members; investigate what is meant by 'primary prevention' and describe how community support services and agencies use primary prevention strategies to support the health and wellbeing of community members.

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 could be applied to enhance personal health and wellbeing.

The plan must contain the following information:

- a summary of key topics covered from Sections A and B with an explanation of, and alignment to their personal context
- a plan of action with accompanying SMART goals (both short and long term)
- a record of progress including identification of personal strengths, signs of improvement, regular review of goal attainment and goal revision
- a list of support options including local agencies and organisations and online sources of information such as websites, podcasts and apps.

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. [Brainpickings](#) 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 Health and Wellbeing* offers learners opportunities to develop awareness of health issues for different life stages and builds the capacity of learners 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 health promoting behaviours.

Teachers should consider adopting a strengths-based approach towards developing health literacy. The nature of the class group may require some adjustment or tailoring to meet the needs of individuals or subgroups – 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 times 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. 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

Section A units are fundamental, and learners are required to complete all five units from Section A before commencing Section B.

Section B is comprised of six elective units. Learners are required to complete study in only two of these units.

Learners must develop a *Personal Wellbeing Plan* (refer Course Document) that collectively embraces and integrates the Units and topics they study. Learners must also complete **at least one assignment for each Unit**.

Assignments may be presented in a range of formats, and the following table of examples provides some suggestions that might be considered for each topic.

Minimum Work Requirements – PERSONAL HEALTH AND WELLBEING (1 per Unit studied)			
Section A – Unit	Task	Example Product	Criteria
1 - Personal identity:	Journal (150-200 words per week)	Keep a reflection journal, diary or folio which is regularly added to (at least weekly). Make note each time of what is going well, what needs work, and the action plan or focus for the next week.	1, 6, 7
2 - Diet and nutrition	Nutrition Log (2 week log)	2 week diet and nutrition written log or use of digital diet recording tool (e.g. Phone app. - MyFitnessPal.)	1, 3, 4
3 - Risk taking behaviour	Short Essay: Managing risks in Relationships (4-600 words)	Research the factors that affect relationships and write an essay titled: <i>Managing risks in relationships</i>	2, 4, 5
4 - Personal fitness	Report (400 words)	Design a 3-4 week lifestyle and fitness improvement program. Include some goals and actions for nutrition, sleep, exercise and social areas of your life.	1, 2, 3

5 - Personal care	Survey and Report (600-800 words)	Design a friendship survey to identify the areas people consider to be most important in a positive and supportive friend relationship. Compile a report on your findings. (NB - Ethics consent needs consideration with this example)	4, 5, 6
Section B – Unit (2 of):	Task	Example Product	Criteria
6 – Alternative, Complementary & Integrated health practices	Report: Health Options (400-600 words)	Investigate an alternative/complementary/integrated approach to health practice. Use several sources of information to form a report on options outside mainstream health practice.	2, 4, 6
7 - Grief and loss	Scenarios Summary (400-600 words)	Research the five stages of grief and use 3 different scenarios to describe how they would apply to some typical life examples	1, 4, 6
8 - Personal improvement	Research – Short Investigation (400-600 words)	Research investigation on negotiated topic- (e.g. sleep apnoea, anosmia, tinea) Compile a summary of your findings on your chosen topic and its impact on personal health.	1, 2, 4
9 - Personal presentation	Digital Presentation: (3 minutes)	Research and create a digital presentation on negotiated topic from this Unit (e.g. the impact and popularity of cosmetic surgery) Include a summary of your findings on your chosen topic and its impact on personal health.	1, 2, 4
10 - Stress management	Digital Resource Bank (minimum 2 resources per sub-topic for at least 5 topics – so 10 resources minimum)	Compile a list of links to good stress management resources (websites, clips, links, contacts, etc.). Organise the information logically under suitable subheadings and email your resource bank to your teacher. OR Research stress management techniques and provide examples of typical situations and strategies for dealing with stress faced by students (e.g. exams, driving test, meet new people.)	3, 4
11 - Personal and community support	Report (400-600 words)	Research and report on the services offered by a local community support agency. Make sure you at include an outline of the organisation's purpose, services, and access.	1, 4, 6

RESOURCES

Suggested resources

- Australian Government, Eat for Health, www.eatforhealth.gov.au/
- Australian Government, Eat for Health, Food Essentials, www.eatforhealth.gov.au/food-essentials
- Australian Government, Eat for Health, BMI calculator, <http://healthyweight.health.gov.au/wps/portal/Home/helping-hand/bmi>
- Australian Government, Eat for Health, How to understand food labels, www.eatforhealth.gov.au/eating-well/how-understand-food-labels
- Australian Science, The health risks of energy drinks, www.australianscience.com.au/health/the-health-risks-of-energy-drinks/
- Better Health, Victoria, Teenagers and sleep, www.betterhealth.vic.gov.au/health/healthyliving/teenagers-and-sleep
- 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/
- Centers for Disease Control and Prevention, BMI index, www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/index.html
- 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>
- Health Direct, Women's Health, www.healthdirect.gov.au/womens-health
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- ReachOut, Common reactions to death, <https://au.reachout.com/articles/common-reactions-to-death>
- ReachOut, Working through grief, <https://au.reachout.com/articles/working-through-grief>
- ReachOut, How to call a helpline, <https://au.reachout.com/articles/how-to-call-a-helpline>
- ReachOut, Self-efficacy, <https://schools.au.reachout.com/articles/self-efficacy>
- Sources of Insight, Thomas-Kilmann Conflict Mode Instrument, <http://sourcesofinsight.com/conflict-management-styles-at-a-glance/>
- Smiling Mind, <http://origin-www.smilingmind.com.au/home/> Survey Monkey, www.surveymonkey.com/
- The Line, www.theline.org.au/
- University of Western Sydney, National Institute of Complementary Medicine, Understanding Complementary and Integrative Medicine, http://nicm.edu.au/health_information/information_for_consumers/understanding_cm
- 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
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- YouTube, Empathy Museum, www.youtube.com/watch?v=60em6n_j8lo
- YouTube, How drastically food portions have changed in the past 20 years, www.youtube.com/watch?v=PMRIQmWavDg
- YouTube, The benefits of a good night's sleep, www.youtube.com/watch?v=gedoSfZvBgE
- YouTube, You can't undo violence. Know where to draw the line, www.theline.org.au/respect

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/>
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- Youth Beyond Blue, www.youthbeyondblue.com/

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