Unit Title:	7.6 Body Wise	**Stage/Year:**	Stage 4/Year 7
Strand(s):	Strand 1 Self and Relationships, Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity	**Unit length:**	20 lessons

Unit Description:	This unit will review the nature of health and analyse how health issues may impact on young people. Students will construct personal meanings of health and develop health and skill related components of fitness through participation in a range of physical activities. Students will explore lifestyle behaviours that influence health in relation to physical activity, healthy food habits, the physical, social and emotional changes that occur during adolescence and the impact of socio-cultural factors.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.6 – describes the nature of health and analyses how health issues may impact on young people. • 4.9 – describes the benefits of a balanced lifestyle and participation in physical activity. • 4.15 – devises, applies and monitors plans to achieve short-term and long-term goals. • 4.8 – describes how to access and assess health information, products and services.	• constructs a personal meaning of health by exploring a range of definitions.(4.6, 4.9) • produces mind maps that identify healthy and unhealthy behaviours and the benefits of physical activity.(4.6, 4.9) • plans and sets goals to modify diet and improve levels of physical activity. (4.6, 4.15) • completes a physical activity and nutrition diary.(4.6, 4.9, 4.10) • analyses the physical activity and nutrition guidelines and compares them to their own physical activity and nutrition habits.(4.6, 4.9, 4.10) • demonstrates cooperation, teamwork and support of others in group work.(4.13) • provides verbal responses in class discussion that demonstrates an understanding of the benefits of a balanced lifestyle and participation in physical activity.(4.6, 4.9, 4.10) • designs practical activities that develop the health and skill related components of fitness.(4.6, 4.9, 4.10, 4.15, 4.13) • completes a report on nutrition and physical activity health information, products and services.(4.8, 4.9) • demonstrates an understanding of physical changes that occur during puberty through the *Body Whys* ICT activity, the jigsaw activity and scenario analysis of body changes.(4.1, 4.6, 4.8, 4.13)
Contributing outcomes • 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts. • 4.1 – describes and analyses the influences on a sense of self. • 4.10 – explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	**Strand 1 -** Self and Relationships: This strand explores the interdependence between a

Work & Employment		Communicating Ideas	✓	sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships. **Strand 3 - Individual and Community Health:** This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness. **Strand 4 - Lifelong Physical Activity:** This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship		Working with others		
Difference & Diversity		Work mathematically	✓	
Environment		Solving problems		
Gender	✓	Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	**Students learn to:**
• **adolescence and change** – the physical, social and emotional changes during adolescence – understanding difference and diversity – the relationship between physical and emotional maturity – managing the changes associated with puberty, including reproductive health	• explain the physical, social and emotional changes that occur during adolescence • identify behaviours that indicate the positive management of changes associated with puberty for males and females
• **the nature of health** – the interaction of cognitive, physical, social, emotional and spiritual components – differences in perceptions of health, eg emphasis on the physical aspects – health as a constantly changing state – the benefits of a healthy lifestyle	• construct a personal meaning of health by exploring a range of community and accepted definitions • examine the relationship between the cognitive, physical, social, emotional and spiritual components of health
• **factors that affect health** – the influence of genetics on health – how the environment influences health – lifestyle and lifestyle diseases	• appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence

– communicable diseases – medical conditions	• identify signs, symptoms and risk factors for health conditions common in young people
• **healthy food habits** – defining healthy food habits – nutritional requirements – the relationship of food habits to health – cultural and social meanings of food – relationship between diet, physical activity and health	• review the dietary habits of young people in relation to recommended dietary guidelines for children and adolescents
• **accessing health information, products and services** – sources of health information, eg family, peers, school, internet, media, GP – range of products, services and personnel available	• identify health information, products and services designed to address the health needs of young people, eg mental health, youth health services
• **components of a balanced lifestyle** – rest – sleep – school/work – physical activity – leisure/recreation	• value the contribution of regular physical activity to health • analyse their lifestyle over a typical week to plan and implement increased opportunities for physical activity
• **personal benefits of participation in physical activity** – physical – social – emotional – mental – spiritual	• participate in a range of lifelong physical activities to identify and appreciate potential benefits • communicate key messages about being active and suggest simple strategies to assist others to recognise these benefits, eg multimedia presentations, pamphlets
• **physical activity levels** – incidental physical activity – accumulated physical activity – physical activity for health and/or fitness – activity patterns throughout the life span – influences on participation	• analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness • participate in a range of physical activities that are traditionally associated with specific groups
• **health-related components of fitness**	• describe life changes that may affect participation in a range of physical

– cardio-respiratory endurance – muscular strength – muscular endurance – flexibility – body composition	activities • participate in physical activities to develop selected health-related components of fitness, eg flexibility during gymnastic activities
• **skill-related components of fitness** – power – agility – coordination – balance – reaction time – speed	• participate in physical activities to develop selected skill-related components of fitness, eg agility and speed during invasion games. • identify components of fitness required for enjoyment and success in the physical activities they participate in.
• **lifelong physical activities** – competitive/non-competitive – individual/group/team – recreational activities – health and fitness – initiative/challenge activities – physical activities with cultural significance	• participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests. • participate in initiative/challenge activities designed to develop teamwork, cooperation and problem-solving.

Teaching, learning and assessment activities	**Resources**
THEORY: This unit deals with the sensitive issue of sexual health. It is recommended to inform parents in writing of the content matter before starting the unit. **What is health?** • **Case Study:** Teacher reads the *Who is Healthy?* case studies below. Students move to a point along a continuum displayed in the classroom (poor, good, excellent). Students are asked to justify their position along the continuum. • **Mind map:** in pairs list the healthy and unhealthy behaviours/habits. Discuss and identify the components of a balanced lifestyle eg rest, sleep, school/work, physical activity, leisure/recreation.	

Case Studies Sam is 17 years old and has smoked since he was 13. He works in a shop with older people and plays touch football once a week. He looks fit and is not overweight. Tony lives with his dad who works long hours. Tony likes to go to parties and drink alcohol on week ends and hangs out with his mates at the Internet Café and plays games. James is 12-years-old. He lives with his mum and dad and has three older brothers. Sometimes it is stressful being the youngest as they tease him. He is a little over weight and loves eating out at McDonalds. James plays soccer and swims once a week. He has lots of friends and he tells great jokes. James likes playing Playstation, computer games and sometimes goes to the park to ride his bike. He has asked his mum to help him to lose weight. Elyse is a 42-year-old teacher with three children. She works at school full time, but sometimes does not get enough sleep because she has asthma. Elyse tries to cook healthy meals for her family and does not drink alcohol or smoke. She plays netball on weekends in winter and walks three times a week for 45 minutes with friends. She spends a lot of time in the car driving her children to sport and other activities and goes to Mass each week. Caitlin is a very fit 25-year-old fitness instructor. She spends an hour each day doing her own exercises at the gym. Caitlin teaches fitness classes to adults and children for four hours each day. She tries to eat healthy food which is low in fat. Sometimes Caitlin does not go out with her friends because she would rather go to the gym than stay out late at a party and drink alcohol. She lives alone, does not have many friends and visits her family every month. Liam is 50 years old and has heart disease. Six months ago Liam was told by his doctor to start eating foods low in fat and to walk for 30 minutes each day. He feels healthy and has lost weight since going on the new diet and exercising program. Liam has a wife, two children and four grandchildren. He is happy and has lots of friends and sometimes goes to church. • **Word Wheel:** What components make up health? (physical, social, mental/emotional, spiritual). Each student will construct personal meanings of health and write down a definition of health in their own words. • **Acrostic poem:** Students make up an acrostic poem for the term *health*, to enhance their understanding of their personal meanings of health. **What does it mean to be unhealthy?** • **Brainstorm:** What are lifestyle diseases? What are communicable diseases? What are medical conditions? • **(A) Jigsaw activity:** in small groups each is given one lifestyle/communicable/medical disease and related information. They become the experts on this disease then report back and share to their home group where each student is now an expert in one disease/condition eg Type 2 diabetes, obesity, cardiovascular disease, various diet-related cancers. Students in the home group then decide what action they will take as a result of learning this new information eg prepare a summary table/poster of the signs, symptoms and risk factors and prevention strategies for each.	Blank Posters

FEEDBACK: Teacher provides verbal feedback to students' responses to questions and the summary table. • **Think Tank:** Teacher discusses the concept of well-being (wellness) in relation to health. This definition of health focuses on the whole person (physical, social, mental and spiritual), not just the old view of health which referred to health as the opposite of disease or illness. Health is always changing. Health is more than just being well and not sick. In groups, discuss: – When is a person healthy? (eg 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, sickness etc) – How can I influence my health? (eg our lifestyle choices, attitudes/values and behaviour, nutrition, physical activity, drug use and relationships influence our health). – What other factors influence my health? (eg genetics; physical environment - air, land, water and human impact; social relationships; economic – money, job and political – government). – What is the value and contribution of regular physical activity to health? • **Debate:** students debate the topic 'Homer Simpson is healthy' **Why get active?** • **What's the difference?** Student's form pairs and discuss the difference between the following terms: physical fitness, physical activity, incidental physical activity, accumulated physical activity, physical activity for health and/or fitness. Students share with another pair and then discuss as a class. • **The price is right:** students predict how much physical activity they need to do each day and week. Students write their guess to the following question *What is the minimum amount of time adolescents should be active each day?* Students hold up their guess and the teacher gives a range for the answer (e.g. between 10 mins and 50 mins), those who are outside the time sit down. Teacher continues to refine the range and eventually one or a number of students win with the correct time (30 minutes). The students review the *NSW Health (1996) Guidelines for Physical Activity* which encourages at least 30 minutes of accumulated physical activity, three or more times per week. for Students will analyse some statistics on physical activity patterns throughout the lifespan. Students discuss the changing activity patterns throughout the lifespan and what factors may influence participation levels. • **Mind map:** students mind map the health benefits of physical activity for adolescents. (eg. Improved aerobic endurance, improved muscular strength, reduced body fat, positive self esteem, less obese people etc).	*Jump into PDHPE* Book 1 (2nd edition) Chapter 2 *NSW Health (1996) Guidelines for Physical Activity* Current statistics on physical activity patterns throughout the lifespan.

• **(A) Personal diary:** students keep a physical activity diary and analyse their lifestyle over a typical week to plan and implement increased opportunities for physical activity. Students also analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness. *FEEDBACK - teacher provides written feedback on the students ability to:* - *analyse their current levels of incidental and planned physical activity* - *discuss their adequacy for health and fitness* - *plan and implement increased opportunities for physical activity.*	*Jump into PDHPE* Book 1 (2nd edition) Chapter 2 p 29
• **Goal setting:** Students identify the improvements they could make to their current physical activity levels and devise short term/long term goals that will help modify and improve physical activity levels.	
• **(A) Components of fitness:** students are placed into small groups. Each group is given a card showing information about one health and skill related component and designs an activity which develops their given component. Each group then teachers their activity to the whole class. (A practical lesson with equipment may be needed). *FEEDBACK: verbal response from teacher on effectiveness of the activity to develop health and skill related components.*	Cards of health and skill related components of fitness Variety of practical equipment (incorporated into a practical lesson)
• **Matching quiz:** The teacher prepares a set of cards with the names of the health and skill related component on one set and the definition of each on another. Students then play mix and match and match the skill with the correct definition. Students then identify some examples in a sport of where that component is applied.	
How can we eat smart?	
• **Brainstorm:** What are healthy food habits? What are the social and cultural meanings/influences of food? Students find magazine pictures which highlight the social and cultural meanings/influences of food and write down the responses from the brainstorm activity around the pictures.	NSW health guidelines for physical activity recommendations for young Australians.
• **Compare and contrast:** students write down what they ate and drank yesterday. Students then compare and contrast the differences and similarities of their eating habits with the recommended *Dietary Guidelines for Children and Adolescents in Australia (2003)*. Teachers may use a Venn diagram for students' responses then examine the nutrition Australia website to evaluate their own eating patterns Students make recommendations for how their dietary habits could be improved and indicate how they compare to the guidelines and prepare a brief report.	The nutrition Australia website http://www.nutritionaustralia.org/ *Dietary Guidelines for Children and Adolescents in Australia (2003).*
• **Childhood obesity:** in pairs read the article in *Jump into PDHPE* book 1 or collect newspaper articles on this topic and answer the following: What are the solutions to childhood obesity? Explain the link between good nutrition,	*Jump into PDHPE* Book 1 (2nd edition) p 28-29

physical activity and weight control. Why is there so much concern about childhood obesity? • **School canteen advocacy group:** survey the type of canteen foods and beverages offered and prepare a report on the strengths and areas for review for the Principal. Teachers can refer to the *NSW Healthy School Canteen Strategy* -. *Fresh tastes @ School* • **Goal setting:** Students identify the improvements they could make to their current diet and write short term/long term goals that will help modify and improve their weight management. • **Debate:** students debate the topic You are what you eat! • **Dear diary:** students write a response to; *Your close friend often refuses to participate in physical activity and purchases junk food from the school canteen on a daily basis?* What advice, help or assistance would you give them?	*Fresh tastes @ School* NSW Healthy School Canteen Strategy www.health.nsw.gov.au
Where can I find information, products and services? • **Rank in order:** in pairs students write down where they get their health information from? Eg family, peers, school, internet, GP, media. Students rank in order what they believe is the most reliable source of information and explain why.	
• **Group Research:** students investigate support information, products and services available for nutrition and physical activity. Use of the yellow pages, internet web quest or visits to local community health centres. The main focus of this research is on adolescent health in their local community. Students research the factors that may limit an individuals access to health information, products and services eg culture and location.	Internet availability, yellow pages
• **Tell the truth:** students videotape a variety of advertisements from TV and/or collect articles from magazines that provide health information for diet, nutrition and fitness eg weight loss programs, low fat ads, fitness equipment. Students complete an advertisement review: – target audience – reliable and accurate information – does the product have a positive or negative effect on personal health – ad effective in selling the product?	Magazines/TV ads
How do I grow and change during adolescence? **Teacher Note:** The physical, social and emotional changes that occur during adolescence can be a sensitive issue. Teachers should read the introduction section of this resource to review class room rules and strategies for dealing with	

sensitive issues. **Teacher Note: (cont).** – Adolescence and sexual health education is a sensitive issue and needs to be dealt with according to the school's policy and within the values and beliefs of the school community. Teachers in Catholic schools should refer to and reflect on the Catholic Dimensions Statement and the CEC Towards Wholeness document in the resources section of the CD Rom. – Videos' should be carefully selected by staff which best meets the needs, values and beliefs of the school community. – Resources need to be approved by the Principal. – Parents should be provided with opportunities to view/discuss the scope of the program – Remind students about using the correct terminology and to use respectful language. – Student questions need to be addressed in a sensitive, caring and supportive manner.	
• **Story time:** the teacher reads the story *Hair in Funny Places.* Using the information from the book, students prepare a list of changes that occur to boys and girls. Students classify these changes as physical, social and emotional changes and identify how they might feel about these changes by listing words. Talk about puberty as a time of change and growth. Note the role of hormones in bringing about changes during puberty and the fact that the onset of puberty varies between individuals.	Book *Hair in Funny Places.* London: Red Fox.
• **Jigsaw:** In small groups, use a jigsaw strategy to review male and female body changes. Divide the class into 10 groups. Provide each group with an information card from the *Johnson and Johnson Personal Development Kit*. Students also identify strategies to manage the changes associated with puberty, including reproductive health. Students can view the products in the kit. For part of the lesson separate boys and girls so they are free to ask more personal questions related to changes and management.	*Johnson and Johnson Personal Development Kit* – books and information cards
• **ICT activity:** use the *Body Whys* CD Rom from the *Johnson & Johnson* kit or the web- based resource *www.hormonefactory.com* to explore the physical changes that occur during puberty.	*Johnson and Johnson Personal Development Kit - Body Whys* CD Rom www.hormonefactory.com
• **Play the movie:** as a class, students watch parts of the BBC *The Human Body* video. Students review the following: the physical, social and emotional changes during adolescence, understanding difference and diversity, the relationship between physical and emotional maturity.	BBC *The Human Body* video
• **Question box:** students prepare questions individually or in pairs that they would like answered. Question box rules are; use correct language, not all maybe answered it will depend on level of appropriateness, the teacher nominates when they will be answered to give the teacher time to plan responses.	Question box
• **Advice line:** students read the scenario's below and provide advice on how to respond to each. Students can write	Scenario Handout

their own scenario and swap with another group for them to develop a response. Share responses with the class. **Scenario 1:** Eamonn has developed a number of pimples on his face. He feels embarrassed and covers them with his hand when he talks to others. What could he do to maintain healthy skin? **Scenario 2:** Jacquie has begun to develop breasts earlier than her friends. She wears a loose jumper to cover up and avoids contact with others whenever possible. How can she overcome her self-conscious feelings? **Scenario 3:** Tuan has started her first period. The school swimming carnival is on tomorrow and Tuan is an excellent swimmer. She is anxious about participating. What could she do? **Scenario 4:** James noticed that he was perspiring more during exercise and that his perspiration was beginning to mark his clothes and create body odour. He enjoys sport but is embarrassed about the way his body is changing. What should he do? **Scenario 5:** Ahmed woke up to realise that he had a wet dream. He showers and puts his pyjamas in the wash but he is embarrassed by what is happening to his body while he is asleep. Should he be embarrassed? How should he react? What should he do? **Scenario 6:** Anna is 12. She has noticed pubic hair beginning to grow. The bathroom does not have a lock on the door and her brother, sisters and mother sometimes use the bathroom while she is bathing. Anna would like privacy while she uses the bathroom. What could Anna do?	
PRACTICAL:	
Teacher Note: This unit should focus on maximising participation in a range of fun, enjoyable physical activities for a minimum of 10 out of the 20 lessons. Teachers can select from the following physical activities or design your own. Development and assessment of the following FMS will continue using the student copy of the FMS assessment booklet.	ACHPER *Fundamental Motor Skills* Resource Kit: the leap p 66, the dodge p76
• **(A) FMS Learning and Assessment Group Activity:** Using their individual student copy of the FMS Assessment booklet, students are to work in small groups to develop and refine their FMS. Self, peer and teacher assessment will be provided as students practice and develop the following FMS skills; the hop, the side gallop, the skip, the leap and the dodge. Throughout the unit each student must record their performance for each of the skill components for the above skills. *FEEDBACK – feedback from teacher, peer and or self in relation to the development and refinement of skills.*	DET NSW Get skilled: Get active Resource: the hop p 26-27, the side gallop p 28-29, the skip p 30-31.
• **Initiative/invasion games and activities:** students participate in a range of initiative games that promote team work, problem solving, and effective interpersonal communication between group members. Students participate in physical activities with cultural significance eg Indigenous and ethnic games. • **Physical fitness:** Use student developed activities from theory lesson *(Why get active?)*. These activities may	*Active Australia Game Sense* – Australian Sports Commission

include lessons based on beep test, middle distance athletic events (1500m, 800m), cross-country, any team sports on a large field requiring constant running (football, soccer, hockey, sofcrosse).	Beep Test CD/tape. Stopwatches.
• **Tabloids:** choose a variety of activities that maximise intense physical activity for small groups. The groups rotate around the activities keeping score at each station.	Variety of equipment
• **Circuits:** incorporate a variety of equipment, skills and activities. Alternate between upper body and lower body activities. The use of music is a great motivator.	Tape/CD player and modern music
• **Obstacle courses:** complete an obstacle course as quick as possible. Include skill stations coupled with agility, and initiative stations. Students can devise their own courses/stations.	Variety of equipment.
• **Relays:** complete a range of relays including equipment such as soccer balls, basketballs, bat and ball, egg and spoon.	Variety of equipment.
• **Orienteering:** students can follow a designated course or design their own around the school either using compass equipment or the use of clues/riddles.	Compasses, clue/riddle sheets.