

1 Health and the Whole Person

Aim: To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (Social, Physical, Emotional, Cognitive and Spiritual (SPECES)).

Understanding Health and Wholeness

Activity 1
The Whole Person

Future Life Planning for Health and Wholeness

Activity 2
Keeping Healthy



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Aim: To explore the concept of health, well-being, wholeness and the constituent parts that make up a healthy person (Social, Physical, Emotional, Cognitive and Spiritual [SPECS]).

Understanding Health and Wholeness

Activity 1: The Whole Person

Learning Intentions

Pupils are learning:

- to review the aspects of health - Social, Physical, Emotional, Cognitive and Spiritual (SPECS);
- to understand the concept of a healthy person;
- to be aware of personal strengths, limitations and interests.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Self Management: Be aware of personal strengths, limitations and interests.
- Communication

Learning Experiences

- Relevant and enjoyable
- Offers choice
- Challenging and engaging
- Ongoing reflection

Attitudes and Dispositions

- Personal responsibility
- Pragmatism
- Curiosity
- Openness to new ideas



Resources

- 'Aspects of Health - Information Sheet' from Year 9 InSync Section 1, Resource 1b, Activity 1
- 'How Am I?' (Resource 1)

Methodologies

- Class discussion/
Group discussion
- Worksheet
- Quiz
- Self-reflection

Understanding Health and Wholeness

Activity 1: The Whole Person

In this activity, pupils review what might prevent someone from being healthy. This enables them to analyse how different behaviours and attitudes can affect the various aspects of health.

In the second part of the activity, pupils have an opportunity to consider types of healthy thinking. They are given a list of statements that a healthy person would be able to say and they decide on how true each statement would be for them. Note that many of these statements overlap different aspects of our health, emphasising the need for a holistic approach to our healthcare. Encourage pupils to be honest yet positive in their responses, rather than negative and self-critical. Throughout Personal Development, it is essential to encourage pupils to see the good in themselves.

They then score themselves for each area of their health in their personal journals. It would be beneficial for pupils to discuss why they gave themselves certain scores, but it might also be uncomfortable for them. Use discretion to decide whether to encourage pupils to share their scores, or to reflect on their reasoning individually.

1.1

Review the five aspects of health as covered in previous years: social, physical, emotional, cognitive and spiritual (SPECs). The information sheet from the Year 9 In-Sync course could be used as a reference (Year 9, Section 1, Resource 1b (Activity 1)).

Facilitate a whole class/small group discussion to reflect on what can stop someone being healthy in all five areas. For example, consider social health by asking the pupils for examples of famous people who are socially healthy and why. Then ask for examples of people who are not socially healthy and why. This could be repeated for the other areas of health.



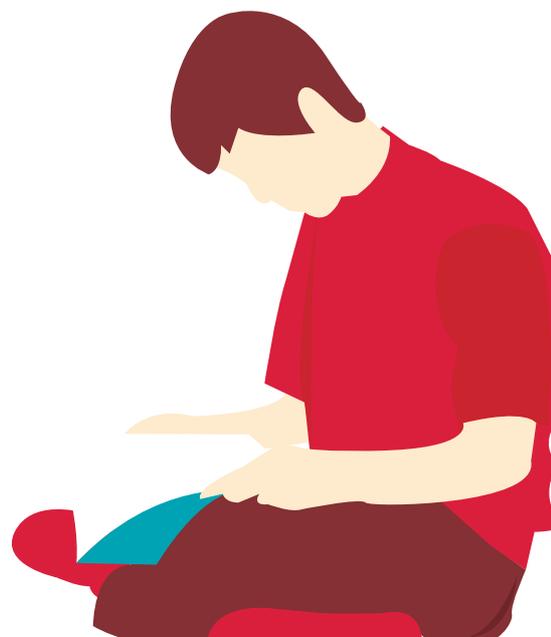
Opportunity for AfL Effective questioning

1.2

Pupils individually complete Resource 1, 'How am I?' Ask pupils to reflect in their personal journals on what the outcomes of the quiz tell them about their five areas of health.



Opportunity for AfL
Self-evaluation and self-reflection



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Future Life Planning for Health and Wholeness

Activity 2: Keeping Healthy

Learning Intentions

Pupils are learning:

- to understand the need for balance between the elements of health;
- to project themselves into the future and create a picture of themselves as a healthy person;
- to respect the views and opinions of others, reaching agreements using negotiation and compromise;
- to challenge the routine method;
- to value the unexpected or surprising.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Working with Others: Respect the views and opinions of others, reaching agreements using negotiation and compromise.
- Being Creative: Challenge the routine method and value the unexpected or surprising.
- Communication
- Using ICT

Learning Experiences

- Linked to other curriculum areas
- Skills integrated
- Active and hands-on
- Varied to suit learning style

Attitudes and Dispositions

- Openness to new ideas
- Flexibility
- Curiosity

Resources

- 'Top 10 For Keeping Healthy' (Resource 2)
- Large sheets of paper
- Thick pens
- Old magazines
- Glue
- Paper
- Art materials
- Wire coat hangers
- Thread
- Scissors
- Straws
- Hole punch
- CD player & soothing music

Methodologies

- Group work and feedback
- Work sheet
- Class discussion
- Artistic construction
- Visualisation
- Self-reflection

Future Life Planning for Health and Wholeness

Activity 2: Keeping Healthy

Pupils start this activity by imagining how they will be in five years time. This may be difficult for some and could require some prompting. It is advisable to allocate the more difficult aspects of health, such as spiritual health and cognitive health, to pupils who you think will be able to consider these appropriately.

The last part of the activity starts with a visualisation exercise. Explain to the pupils that this is a way of setting our minds free to daydream and imagine what might be possible. It is about allowing our imaginations to run wild and discovering those things that we truly want to do rather than what we think we ought to do.

2.1

Split the class into five groups, and allocate one aspect of health to each group.

Ask the groups to visualise themselves five years older. Ask them to list what the potential changes could be in their particular area of health on a large sheet of paper. Some possible prompt questions for the various aspects of health are:

- Will you look different?
- How will your body have changed?
- Will you have different relationships?
- Will you feel differently about yourself and others?
- Will you be more tolerant of different attitudes and ideas?
- Will you have a different relationship with God?
- Will you think differently?

Each group reports their ideas back to the rest of the class and displays their sheets on the wall.

- What could we do NOW to help build a healthier future (attitudes, habits etc)?

Distribute Resource 2, 'Top 10 for Keeping Healthy', and read this together as a class. Consider how the points described compare to the list made earlier by the class.

2.2

Using magazines, art materials and computers, groups of pupils design and make a mobile or collage with images to represent the five areas of health. The mobile or collage demonstrates the need for balance in life. The challenge of getting a physical balance in the artwork can be used as an analogy for achieving balance in life. If possible, display the mobiles or collages in a place where others can have access to this information.



Opportunity for AfL Peer-assessment

Lead a discussion on the previous exercise using the following prompt questions as a guide:

- What are the main anticipated changes?
- Are they positive?
- What may get in the way of the positive changes (health, finances, educational achievement, relationships, accidents, etc)?



Future Life Planning for Health and Wholeness

Activity 2: Keeping Healthy

2.3

Explain to the pupils that you will now do a guided visualisation, to explore their hopes and dreams for their future. It might be useful to play some soothing music quietly in the background for this exercise. Ask the pupils to get into a comfortable position, and read the visualisation script below. Remember to take your time, and leave silences when appropriate so the pupils can imagine what you have suggested. When they have finished, ask the pupils to draw or write about their experience in their personal journal.



Opportunity for AfL Pupil reflection

Visualisation Script

Close your eyes.
Breathe in slowly.
Let your breath out slowly.
Be aware of your breath entering and leaving your body.
Notice any movement in your body as your breath flows in...and then out.
Focus on your legs and feet.
Notice any tensions... and as you breathe out, let them go.
Now focus on your seat and back.
Notice any tensions... and as you breathe out, let them go.
Now focus on your arms and hands.
Notice any tensions... and as you breathe out, let them go.
Now focus on your neck and shoulders.
Notice any tensions... and as you breathe out, let them go.
Now focus on your face.
Notice any tensions... and as you breathe out, let them go.
Imagine that your stresses, your anxieties, your deadlines are simply floating away from you.
Imagine that they are dissolving into the air, leaving you in a calm and peaceful place.

Keep your eyes closed.
Feel your breath passing in... and out...of your still, relaxed body.
Imagine that you are 20 years old.
You are able to watch yourself going about your life.
How do you look?
What expression do you have on your face?
What are you wearing?
What do you like to do?
How do you feel?
Who is important in your life?
Make them up if you want to.
What do you like to do together?
How do they treat you?
Imagine that you are working, or studying...
Where are you?... Imagine what the room is like, the colours, the smells, who else is around you...
How do you feel?
You are now going to leave that place.
Notice any noises around you, or outside the room.
Wiggle your fingers and toes.
Slowly stretch ... and gently open your eyes when you are ready.