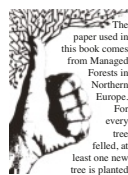


Health *and* Wellbeing SPHE 2

Anne Potts
Nodlaig O'Grady



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Introduction

Welcome to *Health and Wellbeing: SPHE 2*. We hope you enjoyed everything you learned and the skills you developed through following this programme last year and are ready to start on year two. This three-year programme is designed to help you to become (or remain!) a confident, happy, healthy and connected young person.

The aims of the health and wellbeing Social Personal and Health Education (SPHE) classes are to give you the space to:

- Learn about yourself
- Care for yourself and others
- Make informed decisions about your health and wellbeing.

Health and Wellbeing: SPHE 2 is designed to involve you in your own learning, by using theory and activities which make you think about the topics, discuss these issues and apply what you have learned to your own life. You will also find follow-up references listed: websites, videos and help agencies. This textbook is full of interesting information and activities which make learning stimulating, such as drama, collage, quizzes, animations, debates, film making, newspaper articles, cartoons, and PowerPoint and oral presentations.

To ensure that you get the most out of SPHE, at the beginning of each unit you will find the **Learning Outcomes** for that unit, which you can tick off as you achieve them. There is also a list of **Key Words** which are explained in clear, simple terms throughout the text, **Did You Know?** boxes with interesting facts, and research findings and background information on each topic.

To help you to keep track of your learning there are **Learning Logs**, **Assessment – Check your Learning** activities and **Unit Reviews**. Work you have completed can be stored in an SPHE folder or electronically in an e-folder. Your oral literacy is developed using debates, class presentations and small group and class discussions, while your digital literacy is helped by producing videos, making slide presentations and taking online quizzes and tests. The use of charts, graphs, surveys, percentages and ratios helps to improve your numeracy skills.

We hope that you continue to enjoy and benefit from your time in post-primary school and that *Health and Wellbeing: SPHE 2* helps you to achieve this!

Anne & Nodlaig



Digital Resources

The *Health and Wellbeing: SPHE 2* digital resources will enhance classroom learning by encouraging student participation and engagement. To aid lesson planning, PowerPoints and animations are **referenced in the textbook** using the following icons:



PowerPoints – cover a range of key topics, including goals and motivation, study skills and mental health



Animations – pose scenarios for students to discuss in class.

Visit www.edcolearning.ie to access the *Health and Wellbeing: SPHE 2* e-book and digital resources, which also include **worksheets** to accompany the animations and **weblinks** for each unit. Plus, **exclusive additional resources and information** are available at ie.reachout.com/edco, in partnership with **Reachout.com**.

UNIT
1Self-Management 1 –
Making a New Start

Learning Outcomes:

This unit helps you to:

- 1 Review your first year in post-primary school ☐
- 2 Offer some advice to new first years, on how they can make the best of the year ahead ☐
- 3 Make a good start to second year ☐
- 4 Draw up a set of ground rules for working together in SPHE class. ☐

(Tick off as you complete them.)

KEY WORDS

Advice

Resolution

Class ground rules

Looking Back, Looking Forward!

Welcome back! As you start your second year in post-primary school, you should be familiar with your school, the various people on the staff and have learned how to be an active member of your school community. What you learned in SPHE last year will have helped you through first year in your new school and throughout the summer holidays.

The year ahead will present you with new challenges and opportunities as you grow and mature and become more independent. This will happen not just in school but in life generally. *Health and Wellbeing: SPHE 2* will help you to deal with all these challenges.

Another year?

Another year?

Another year!





The beginning of a new school year is a good time to think about how things went for you in first year and to look forward to second year and figure out how you might make the most of the year ahead.



Everybody's experience of first year is different and unique to them, so don't worry about what anyone else says or does.

Activity

1

First-year review

Look at the statements below and rate yourself on a scale from 1 to 5, based on how you got on in first year – 1 is 'not so good' and 5 is 'really well'.



	1	2	3	4	5
1 Making new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 My end of year report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Participating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Doing school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Getting involved in activities outside school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Taking more responsibility for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Managing new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Learning from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Asking for help when I needed it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If I was starting first year again I would change _____

New Year's resolutions

Starting your second year in school is an opportunity for new beginnings. In Activity 1 you identified some things that you might like to have done differently if you were starting off in first year again. Now in Activity 2 you can use your experience to offer advice to new first-year students. This advice will also help you to make some 'New Year's' resolutions for your second year in post-primary school.

KEY WORDS

Resolution

A serious promise or decision that you will do or not do something.

KEY WORDS

Advice

Suggestions about what is good for you to do.



Activity

2

Hello first years!

Write a letter or email to new first-year students giving them the advice that you would have found useful when you were starting first year. Tell them what you liked and enjoyed about first year, the opportunities it offered and some of the new experiences you had. Write about what you would do differently if you were starting off in first year again, the regrets you have and the opportunities you think you missed. Then write your three main pieces of advice in the space on the right and keep it either in your SPHE folder or in your e-folder.



My advice for first years is

- 1 _____
- 2 _____
- 3 _____

Activity


3

Making the best of your time


Use what came up in Activity 2 to help your class compile a list of the different pieces of advice offered. Discuss the good and bad points of each and then, in the spaces below, write down what your class considers to be the six most helpful pieces of advice for first years and why you think this is so. Then complete the learning log on the opposite page.



Create a PowerPoint presentation, illustrating your key pieces of advice for first years and how following the advice will help them. Talk to the first-year SPHE teachers and ask them if you may make a presentation to an SPHE class (your class will have to decide who gives the presentation). Keep your PowerPoint presentation in your e-folder.



Advice for first years



1

2

3

4

5

6

Starting off in second year I will

Something I learned about myself in doing these activities was

Ground Rules for Working Together in SPHE



You will remember from SPHE in primary school and from your SPHE classes last year that sometimes you worked alone in class or in pairs or in small groups, very often discussing topics which were quite personal. Doing this requires that you stick to your SPHE 'Class Ground Rules', as they ensure that your class is a safe environment for everyone.

Let's look at what rules you need to guide your work in second year.

Activity

4

Ground rules: Diamond nine

There are ten possible ground rules shown scattered around a diamond nine on page 6 which would make your SPHE class safe and enjoyable for all. In groups of three, discuss each one and why you think it is important. Decide which rule your group thinks is the most important and which is the least important. You can delete the least important one.

Then write the rules into the diamond nine shape:

- ➊ Your number 1 is the rule your group considers to be the most important
- ➋ The next two rules are of equal importance and go in the boxes labelled 2
- ➌ The next three rules are of equal importance and go in the boxes labelled 3
- ➍ The next two rules are of equal importance and go in the boxes labelled 4
- ➎ Your number 5 is the rule your group considers to be the least important.

Compare your group's choices with other groups and *decide on the five most important rules* for your SPHE class. Write them down on the *Class Ground Rules* contract on page 7 and sign them to show that you agree to keep them.

KEY WORDS

Class ground rules

Statements which make it clear how people should behave and what people can say and do in your class.

Some rules you might like to include

1

2

3

4

5

1

2

3

4

5

Listen when other people are speaking.

Don't laugh at or slag off your classmates.

Be prepared to contribute.

Know that you can 'pass' if you feel uncomfortable (but not opt out completely).

Be prepared to contribute.

Trust others and be honest with your views.

Take responsibility for what you say by using 'I' statements.

Be on time for class (punctuality).

Take responsibility for what you say by using 'I' statements.

Don't interrupt people.

Don't talk about what other people say when you leave the classroom (confidentiality).

Respect other people's opinions, even when they are different from your own.

Be prepared to contribute.

Class Ground Rules

The five ground rules that our class decided are most important in SPHE are:

1

2

3

4

5

While doing Activity 4 one thing I learned about how I work with others is

The rule I will find hardest to keep is

so I promise that I will

Something that will help me keep this rule is

LEARNING LOG



Useful Website

www.kidshealth.org – great website, offering a range of information, hints and tips for teenagers about looking after yourself, in all aspects of your life.

Assessment – Check your learning



Now that you have looked back over your time in first year, make a 'New Year's' resolution to yourself. In your copybook, write down four things you promise yourself you will do to get the most out of second year. For example, now that the novelty of first year has worn off, the challenges of third-year exams are in the distance, so one of your resolutions could be to focus on them.



Review of Unit 1: *Self-Management 1 – Making a New Start*

- 1 In this unit I learned about _____

- 2 I think that this will help me when _____

- 3 In this unit I liked _____

- 4 In this unit I did not like _____

- 5 I would like to find out more about _____

- 6 This unit links with (name another unit in SPHE or another subject) _____

