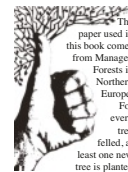


# Health *and* Wellbeing SPHE 3

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# Introduction

Welcome to *Health and Wellbeing: SPHE 3*. We hope you enjoyed everything you learned and the skills you developed through following this programme over the past two years and are now ready to start on year three. 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 3* is designed to involve you in your own learning, by using theory and activities which make you think about the topics, discuss the 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.

Finally, *Health and Wellbeing: SPHE 3* includes an extra section providing guidelines to assist you in organising a themed week on the topic of wellbeing.

We hope that you continue to enjoy and benefit from your time in post-primary school and that *Health and Wellbeing: SPHE 3* helps you to achieve this!

Anne & Nodlaig



## Digital Resources

The *Health and Wellbeing: SPHE 3* 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 planning for effective study and exams; healthy and unhealthy relationships; and sex, sexuality and sexual health.
- ▶ **Animations** – pose scenarios for students to discuss in class.

Visit [www.edcolearning.ie](http://www.edcolearning.ie) to access the *Health and Wellbeing: SPHE 3* e-book and digital resources, which also include **worksheets** to accompany the animations and **weblinks** for each unit. **Exclusive additional resources and information** are available at [ie.reachout.com/edco](http://ie.reachout.com/edco), in partnership with **Reachout.com**.

UNIT  
1Self-Management 1 –  
Setting Goals and Targets

## Learning Outcomes:

This unit helps you to:

- 1 Think about where you are at the start of third year and where you'd like to be at the end of the year
- 2 Draw up some class ground rules to guide your work in SPHE
- 3 Set goals and SMART targets for your third year in post-primary school.

(Tick off as you complete them.)



## KEY WORDS

Goals

Goal-setting

Learning  
environment

## Welcome Back!

Hopefully after your summer holidays you are feeling energised and optimistic about the year ahead. You are a year older and able to take more responsibility for yourself, your work in school, and your own health and wellbeing.

This year you have the challenge of preparing for examinations and tasks associated with your Junior Cycle Profile of Achievement. In this unit, you will learn how to take responsibility for your work, how to meet deadlines and how to reach targets.

A good start is essential to success. The first thing you need to do is to set goals. Having goals to work towards will encourage you to keep going, even when times are tough and you don't feel like studying any more.



## KEY WORDS

Goal

Something you are trying to do or achieve.

Goal-setting

Making a plan to achieve your goal.

## Goal-setting for third year

Think about where you are in relation to the year ahead. Are you prepared and ready to go, or do you need a little help? Maybe you are not sure where to start. In first year you explored the importance of having balance in your life – remember Pat (see *Health and Wellbeing: SPHE 1*, page 27). Look at Activity 1, which will help you to think about your life in general, not just in relation to your school work.

### Activity

# 1

## Where am I now?

Think about two areas in your life:

- Your social life and your friends
- Your academic life and your school work.

Look at the picture of the tree and circle the figure(s) that best represent(s) where you are now. Maybe you feel healthy and self-confident on one level, but on another level feel that you need a lot of help with preparing for the Junior Cycle Profile of Achievement.

- 1 Why did you select this figure or figures?

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- 2 Would you like to be somewhere else on the tree? If so, where would you like to be?

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- 3 Would you like to be in different places for different aspects of your life? If so, why?

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4 What steps can you take to reach where you want to be at the end of this year?

---



---

5 Who, and what, could help you?

---



---

Activity

2

## Ground rules

In your SPHE classes in first and second year you will have drawn up some ground rules to help you work together in a safe and respectful way. In groups of four, come up with as many rules as you can remember and write them in the space below.

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As a class discuss all your rules and come to an agreement on the five most important rules. For each rule, say why it is important and how it will help your work in SPHE.

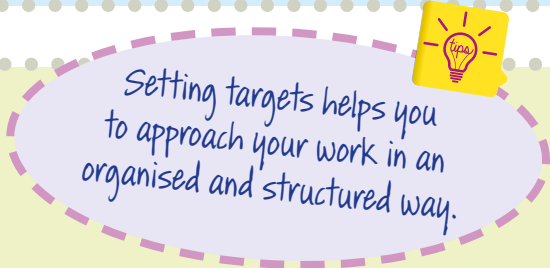
	Class ground rule	Reason
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2	<hr/> <hr/>	<hr/> <hr/>
3	<hr/> <hr/>	<hr/> <hr/>
4	<hr/> <hr/>	<hr/> <hr/>
5	<hr/> <hr/>	<hr/> <hr/>

Activity

3

## Thinking ahead

You will need a copy of your second-year school report for this activity.



- 1 Look at the results on your report and think how you would feel if they were your exam and assessment results at the end of the Junior Cycle. Would you feel happy, sad, angry, disappointed or regretful?
- 2 Think about the subjects you did well in on your second-year report and what helped you. What might have prevented you doing well in other subjects?





# Setting Targets – Think SMART!

Setting targets helps you to achieve your goals. Following the guidelines below will help you learn how to set SMART targets and goals.

**Specific:** A specific goal would be, 'By the end of this week I will understand and know the periodic table'.  
A vague goal would be, 'Know a bit more chemistry.'



**Time-frame:** Set a time-frame for your goal. Identify how much time you need and when you can do it, e.g. 'I must spend 15 minutes each evening revising poetry, so that by the end of the month I have learned everything I need to know about six poems.'

**Measurable:** Measure your progress towards reaching your goal. Use past and sample exam questions and your ongoing results, e.g. 'I will answer all questions on the periodic table from the past four years' exam papers', or 'I will improve my result in science from Achieved to Higher Merit by Christmas.'

**Attainable:** Set a goal that you can achieve. Your goal should match your ability and interests. If you are struggling with a subject that you find boring or hard it is unrealistic to expect to get a 'Distinction' on the higher-level paper.

**Relevant:** Set goals that will help you to achieve something that is important to you now, e.g. if you want to study biology or chemistry at Leaving Cert, it would be important to work towards improving your grades in science in the year ahead.

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**ime-frame

## Activity

# 4

## SMART Goals

Look at your second-year report again. Choose one subject in which you want to improve. Using the guidelines above, set SMART goals!

**Specific:**

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**Measurable:**

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**Attainable:**

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---

**Relevant:**

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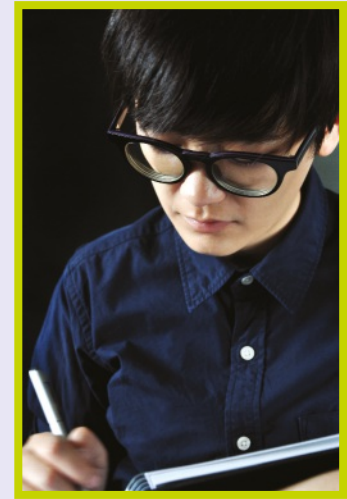
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**Time-frame:**

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## A good learning environment

How well you do in school is greatly influenced by your learning environment, both at home and at school. In school, it is important that everyone contributes to ensuring that your class is a safe and respectful place where everyone can learn and achieve to the best of their ability. If your school or class is a good learning environment it will make it easier for you to achieve your targets and goals. Let's explore this further.

### KEY WORDS

#### Learning environment

The place where teaching and learning take place, including the physical space, e.g. your classroom or where you study at home, as well as the people in it with you; other students, your teacher and so on.

### Activity

# 5

## Work contract

Brainstorm the different things that would make your SPHE class a good learning environment. Write five of the ideas in the speech bubbles below and, as a class, identify the six most important points. Then write them into the work contract on page 7, beginning each statement with 'I'.



# SPHE Work Contract

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Knowing what makes a good learning environment is one thing. Being committed to maintaining that environment is another! How committed are you to playing your part? Sign the contract to show your commitment to playing your part.



Identify two things you can do to ensure success in the year ahead.

1 The most important thing I need to do now is

2 I also need to

3 I can contribute to making our class a safe learning environment by

LEARNING LOG



**Useful Website**

[www.howtostudy.com](http://www.howtostudy.com) – offers useful information on how to study more effectively

[ie.reachout.com/ExamStress](http://ie.reachout.com/ExamStress) – great tips on how to prepare for exams



## Review of Unit 1: *Self-Management 1 – Setting Goals and Targets*

- 1 In this unit I learned about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 I think that this will help me \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 I liked \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4 I did not like \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5 I would like to learn more about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6 This topic links with (another topic in SPHE or another subject) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_