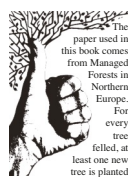


Health *and* Wellbeing SPHE 1

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Introduction

Welcome to *Health and Wellbeing: SPHE 1*. We hope you enjoy working through the first year of a three-year programme that 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 1 is designed to involve you in your own learning, by using theory and activities that make you think about the topics, give you the opportunity to discuss these issues and to apply what you have learned to your own life. You will also find follow-up references listed: websites, videos and help agencies. To help make your learning in SPHE stimulating, this book is full of interesting information and activities such as drama, collage, quizzes, animations, debates, film making, cartoons and PowerPoint and oral presentations.

To help you get the most out of SPHE we have used language that is easy to understand. 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** for the Unit which are explained in clear, simple terms throughout the text, **Did You Know?** boxes with fun facts, and research findings and background information on the topics.

To help you 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 a 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 PowerPoint 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 enjoy and benefit from your time in post-primary school and that *Health and Wellbeing: SPHE 1* helps you to achieve this!

Anne & Nodlaig



Digital Resources

The *Health and Wellbeing: SPHE 1* 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 settling in at school, dealing with peer pressure and different forms of wellbeing
- **Animations** – pose scenarios for students to discuss in class.

Visit www.edcolearning.ie to access the *Health and Wellbeing: SPHE 1* 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**.

STRAND

1

Who Am I?

UNIT

1

How I See Myself and Others

Learning Outcomes:

This unit helps you to:

- 1 Get to know the students in your class
 - 2 Get to know your new school
 - 3 Understand what SPHE (Social, Personal and Health Education) in post-primary school is about
 - 4 Draw up a set of rules (class contract) for your work in SPHE.
- (Tick these off as you complete them.)



Activity

1

Walk and Talk!

Getting to know your class

KEY WORDS

Friendship

Routine

Rules

Class contract

Confidentiality

Welcome to your new school and your new class. Let's get to know your classmates.

You have five minutes to 'Walk and Talk!' with everyone in your class and to find someone who fits a description in one of the boxes on page 2. Ask them to sign their name in that box. A classmate may only sign your page once. Don't worry if you don't remember all the names. You will get to know everyone in your class as time goes on. When you have finished or when the five minutes are up, complete the Learning Log.

Find someone who . . .

Was born outside Ireland _____	Plays a musical instrument _____	Likes to paint . . . _____	Is a vegetarian _____
Has the same birth sign as you _____	Lives on your road _____	Lives in a family of five or more people _____	Did Irish dancing _____
Is an only child _____	Has a twin _____	Loves to bake _____	Hopes to go to the Gaeltacht next summer _____
Has a birthday this month _____	Likes playing video games _____	Is a strong swimmer _____	Can speak another language _____
Has the same number of brothers and sisters as you _____	Is in a choir _____	Went abroad this summer _____	Has a first name with more than eight letters _____
Doesn't drink tea or coffee _____	Won an award in primary school _____	Plays on a team _____	Read more than three books this summer _____
Has an unusual pet _____	Cycles to school _____	Likes Chinese food _____	Has brown eyes _____

Friendship Tips



Sometimes it is not easy to get to know new people so here are some tips and ideas that might help you get started. You will learn more about friendship in future SPHE classes.





Tips for teens on making friends

- Don't try too hard, be yourself, relax
- Be friendly, smile and make eye contact with others
- Show you are interested and take the first step
- Make a special effort to remember your classmates' names
- Ask questions and share a little about yourself too
- Be a good listener



- Be kind, especially if you see someone in difficulty
- Get your new friends' phone numbers and email addresses and give them yours; keep in touch
- Have fun with your new friends but don't forget old friends
- Don't leave people out because they seem different from you
- Don't be cruel, gossip or spread rumours
- Accept people as they are.

I enjoyed the Walk and Talk activity because

I found this activity difficult because

Something interesting I learned about myself is

An interesting thing I learned about others is

Activity
2

Who's who and what do they do?

After a few weeks you will become familiar with your timetable and the layout of your new school. This activity will help you to learn the names of key adults in your school, what they do in the school, where their room or office is and how they can help you. Write their names in the spaces below.

Year Head

Name: _____

Role: _____

Deputy Principal

Name: _____

Role: _____

Principal

Name: Mary Byrne

Role: Runs the school

Class Tutor

Name: _____

Role: _____

Guidance Counsellor

Name: _____

Role: _____

Chaplain

Name: _____

Role: _____

Home-school Teacher

Name: _____

Role: _____

School Secretary

Name: _____

Role: _____

School Shop

Name: _____

Role: _____

Caretaker

Name: _____

Role: _____

Canteen Person

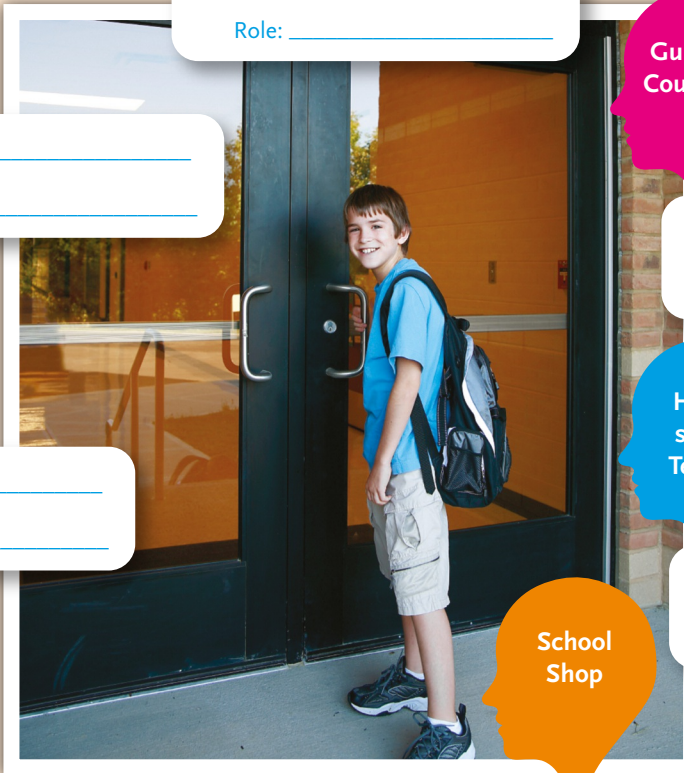
Name: _____

Role: _____

Breakfast Club Organiser

Name: _____

Role: _____



Now that you know the names of some key people in your school find out a little more about them. In groups of four, between this class and the next time you have SPHE, interview one of these key people (your teacher will tell you which one). If your school has a school camera find out if you can use it to photograph the person you are interviewing, with their permission of course.

If it is not possible to interview them you could design a short questionnaire and ask them to complete it for you.



Name: _____

Title: _____

What do you do?: _____

Room number: _____

How I make an appointment: _____

Available times: _____



Design a poster or make a short presentation to your class about the person you have interviewed.

If you make a presentation you can keep it in your e-folder. Keep your poster in your SPHE folder.

Activity

3

Taking charge

My guide to sorting things out

Finding your feet in a new school can sometimes be very hard and you will have many questions during the first few weeks. This activity will help you to get answers to some of these questions.

In groups of four, see if you can decide what to do if you found yourself in the situations below. Write your answers in your copybook.

- 1 If I forget to bring the right books for English class I . . .
- 2 If I cannot find my way to the Science Lab I . . .
- 3 If I lose my locker key I . . .
- 4 If I forget my PE gear I . . .
- 5 If I am late for school I . . .
- 6 If I find a subject too hard I . . .
- 7 If I am absent from school I . . .
- 8 If I forget my lunch or lunch money I . . .
- 9 If I have to carry around a large amount of money for several classes I . . .
- 10 If I want to get involved in sports or games after school I . . .
- 11 If I get sick in school I . . .
- 12 If I need to speak with the school counsellor I . . .
- 13 If I need to go to the toilet during class I . . .
- 14 If I forget to do my homework I . . .
- 15 If I am bullied by someone I . . .
- 16 If I see someone bullying someone else I . . .
- 17 If I lose my timetable I . . .
- 18 If I forget to bring my school journal to class I . . .
- 19 If I spill something on my uniform and it isn't ready for school I . . .
- 20 If I need to leave school early I . . .

**PowerPoint**

Don't worry if you can't answer all the questions now. Your subject teachers will help you answer them as you go along. You can also ask your class teacher or year head if you need to. If other people in your school have answers that are helpful, then write them in your copybook as well.

KEY WORDS**Routine**

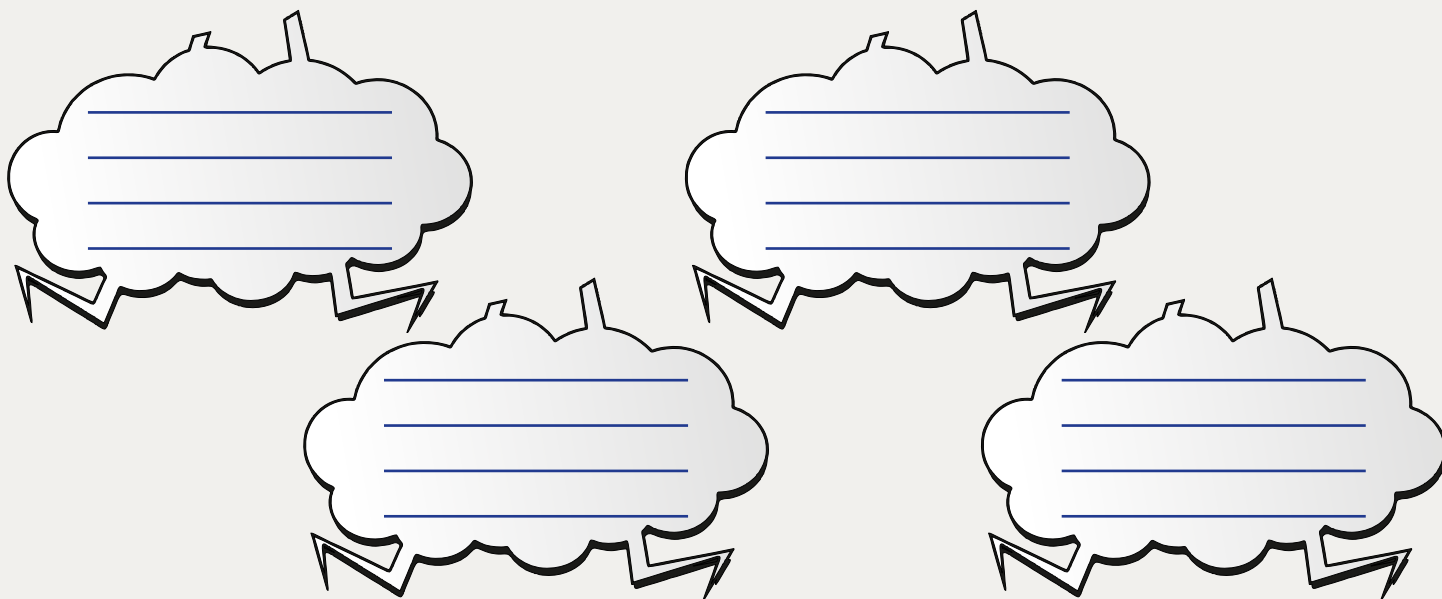
A regular way of doing things in a particular order.

Activity

4

Looking forward

By now you will be more familiar with your school and your new routine. You will have many hopes and maybe also some worries about the future. The pictures below show suns and clouds. The suns represent things that you can look forward to and your hopes for your time in your new school. Write your hopes into the suns. The clouds represent some worries or fears that you might still be a little anxious about. Write these worries into the clouds.



Share what you have written with another student and then read about their hopes and worries.

With another pair, see if you can come up with some ideas that might help you to achieve your hopes and help with your worries. Think about who and what might help.

A Classroom Mood Board

Make a classroom 'mood board'. On one side of a display board, place a large cloud; on the other side insert a big sun. As a class, write the words you came up with in the last activity and fill in the class 'sun and cloud' mood board.

You could write these feelings down on post-its and stick them onto the pictures of the sun and cloud. Then see if you can come up with tips or strategies to help people who are under a cloud to feel better, for example by joining a group, finding something to do, exercising in the fresh air, talking to a friend.



A hope I have, starting in my new school is

To make sure this happens I will

A concern I had starting in my new school was

To help me with this I will

To help someone who is 'under a cloud feel better' I will

LEARNING LOG

Activity

5

Building on the work of primary SPHE

Let's see what you can remember from SPHE in your primary school

In groups of four make a collage illustrating what you remember about SPHE in primary school. You can use pictures from magazines, words, drawings or symbols to do this. In the collage write down what you enjoyed about SPHE in primary school and why.

When your collage is finished, scan it and keep it in your e-folder or keep the original in your SPHE folder.

SPHE in primary school!



SPHE in your New School

Through SPHE you will learn about yourself and others and how to look after your own health and wellbeing as you move from primary to post-primary school and from childhood to adulthood. Everything you learn in SPHE will link together like a jigsaw and you will explore all these topics over the next three years as you complete the junior cycle.

Strand 1, Who am I?

- You develop your sense of self-awareness and build your self-esteem and that of others
- Your development and the changes you will experience throughout adolescence
- You learn how to manage and organise your life
- You appreciate your rights and the rights of others to live in a safe and inclusive environment.

Strand 2, Minding Myself and Others

- You discover how you can take care of yourself and of others
 - Your physical health
 - Your awareness of smoking, alcohol and addiction
 - You learn how you can develop respectful communication
 - Your understanding of bullying.

Strand 3, Team Up

- You look at the important relationships in your life and learn some skills for building and nurturing these relationships
- You learn about your sexual development
- Your life and media influences

Strand 4, My Mental Health

- You explore ways in which you can build your positive mental health
- You look at young people's experience of mental ill-health and learn how to support yourself and others in tough times.

KEY WORDS

Rule

A rule tells us what is or is not allowed in a particular situation. Rules guide us in what we say or do.

Rules

In almost all areas of our lives we have rules and regulations to help us manage our lives in a safe and fair way. For example, you queue up when waiting for a bus so that the people who were there first get on the bus first. When people don't queue and break this rule there is chaos, as everyone tries to push their way onto the bus at the same time.



Activity

6

Why have rules?

To ensure that we stay safe while using the roads we follow the 'Rules of the Road'. Complete the table below on why we have these rules. The first one is done for you.

Clue	Rule	Reason for rule
Using a zebra crossing	Cross a busy road here	It's safe to cross as drivers will know that you might be crossing
Walking on a country road where there is no footpath		
Wearing seat belts		

Activity

7

School rules

Now let's look at some of the rules we have in school and why we have them. Complete the grid below.



Clue	Rule	Reason for rule
Homework	You must have required homework completed for class each day	It helps you remember what you learned in class and both you and your teacher can see how you are progressing
Absence note		
Recycling bins on corridors		
School uniform		Gives us a sense of identity and belonging

Did You Know?

Sometimes there are specific rules for a particular subject. In SPHE you might be working on your own or with another student or as part of a group, depending on the topic. Each person will have something to contribute and having a clear set of rules will guide how you work.

KEY WORDS

Class contract

An agreement about how we will behave in a respectful way towards each other in our SPHE class.

Activity

8

SPHE class ground rules

Some rules for working together in SPHE

This activity helps you draw up some ground rules which will make it easier for you to work together happily and safely in your SPHE classes throughout the year.

In the table below you are given two important rules to get you started. Working with two of your classmates see if you can agree on three other rules that you would like to see included on a list of ground rules. Your class will then agree on a set of rules for everyone.

Rule	Reason
Listen while someone is speaking	It is important to hear what others are saying
Confidentiality	What someone says in class should not be talked about outside the class. People must be able to speak without fear of what they say being passed on to others



PowerPoint

When your class has agreed on a set of rules, write them on the charter on the opposite page. Then design a class poster, to be signed by everyone, illustrating the rules. Your class poster can be displayed in the SPHE classroom at the start of each class so you don't forget the rules.



Ground Rules – Our Class Contract

I _____ agree to keep the following rules so that our SPHE class will be a happy and safe place for all.

Signed _____

Date _____



KEY WORDS

Confidentiality

Confidentiality is a very important part of SPHE. Some things are personal and it might not be suitable to talk about them in a general class discussion. If you are worried or unsure about something it is best to talk, in private, with a parent, a trusted adult or a teacher. Remember that your teacher cannot promise to keep what you say confidential. If they feel that you are at risk they have to tell the principal.

The rule I think I will find easiest to keep is _____
because _____

A rule that I might find really tough to keep is _____
because _____

I promise to do my best to keep to our agreed rules because _____

Activity

9

Appreciating difference

Our class tree

As you get to know everyone in your class you will find that some of your classmates have lots in common with you and others will be different from you.

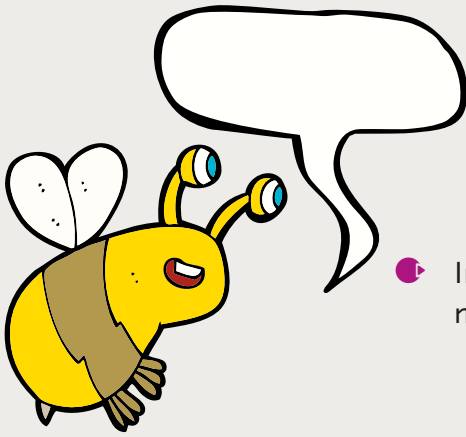
Think about what you bring to the class and any gifts and talents that you might have. Maybe you are good at a particular sport or play a musical instrument. You may be a good listener to your friends or maybe you are always upbeat and in a good mood. Possibly you are someone who has a gift for bringing people together so that everyone feels included. In this activity you'll learn about and appreciate others a little better.

The pictures of the leaf, flower, fruit, water and bug are symbols of things about you. Write on the symbols as follows:

- On the leaf write your first name.
- On the flower write your hopes for your time in school.
- On the fruit write a talent you bring to your class.



- On the water write something that would help your class to become a good place to be.



- In the speech bubble beside the bug write something that might make your class an unhappy place to be.

Completing your class tree is a reminder of how different each person is and how everyone should value their own and everyone else's talents and gifts.

- Using coloured paper (or a hand-out from your teacher) draw and cut out a large fruit and copy on to it what you have written on the fruit in your book.
- Draw a large class tree and stick your fruit on to it, along with the fruit of the other students in your class.
- Do the same for the leaf, water drop, flower and bug. On the tree you'll have the names, talents and hopes of all those in the class. It also shows the things (bugs) that make your class less enjoyable.
- Bin the bugs to show that everyone will try to stop any 'bugs' from upsetting the work of the class.

A name from my class that I would like to learn more about is
because

A talent or gift that I am glad is in our group is

A talent from those on the tree that I'd like to have myself is

My biggest contribution to this group will be



Assessment – Check your learning

Write a letter to a sixth class student in primary school giving them some advice about settling in to first year in post-primary school. Keep your letter in your SPHE folder or type your letter and save to your e-folder.



Useful Websites

www.childline.ie – a 24-hour listening service for young people up to 18 years of age, open 365 days a year

www.wikihow.com – do a search for 'fit in at a new school' and you will get useful hints and tips on settling into your new school



Review of Unit 1: *How I See Myself and Others*

- 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) _____

