



Wellbeing

Staying strong

This topic will develop students' awareness of self-care issues and help them to identify areas for improvement.

This topic is made up of two parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

Learning Intentions

When students have finished this topic, they will be able to:

- Explain to someone else what we mean by 'self-care'
- Begin a plan for improving their own self-care
- Decide on helpful ways to achieve this

They will learn these skills by:

- Participating in group discussions
- Watching a video

	What the students will do	What you will need before you start
Part 1 'What are healthy and unhealthy behaviours?'	Worksheet	<ul style="list-style-type: none">• Butcher's paper, whiteboard or Smartboard• Copy of Unhealthy Behaviours and the Healthy Behaviours worksheets for each student
Part 2 'How will I plan to stay strong?'	Worksheet	<ul style="list-style-type: none">• Butchers paper, whiteboard or a Smartboard.• Copy of Staying Strong worksheet for each student• Students previously completed worksheets from <i>Identify strengths and weaknesses</i> topic

Word List

self-care = when you know the difference between a 'healthy' and an 'unhealthy' behaviour, and can make good choices, you are 'caring for yourself' – this is what we mean by 'self-care'.

strengths (or qualities) = the way you 'are' naturally (caring, thoughtful, determined, courageous, committed, creative, funny, clever, hard-working, positive, enthusiastic etc.)

skills = the things you have been taught to do well or that you can already do well (share, help, fish, hunt, read, paint etc.)

weaknesses (or areas for improvement) = the things that you would still like to learn or get better at (these can be a skill or a quality). With a good teacher, learning a new skill is not too hard as long as you practise. Changing the 'way you are' (to be more committed or more positive) takes longer and may need support but is always possible and always worthwhile.

Behaviours = the things people do, their actions (including speaking, listening and body language).

Consequences = what happens after, as a result of, or following on from peoples actions or behaviours.

Part 1: What are healthy and unhealthy behaviours?

Objective – What do we want the students to know?

Students will learn about the consequences of healthy and unhealthy behaviours

Overview – How will they learn this?

Students complete two worksheets, predicting the consequence of healthy and unhealthy behaviours. They can work in small groups or individually.

Note:

There is an opportunity here to bring in local health care providers, to discuss with students some of the healthy and unhealthy behaviours and their consequences. Students could interview the health care workers about the behaviours, to help fill out the worksheets.

It could also be done at the end of nutrition workshops, after training or other healthy behaviours.

Resources – What will I need?

- Butcher's paper, whiteboard or Smartboard
- Copy of Unhealthy Behaviours and the Healthy Behaviours worksheets for each student

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: looking at the consequences or effects of choosing healthy or unhealthy behaviours.
How: they will complete two worksheets, looking closely at the effects of a range of healthy and unhealthy behaviours
Why: knowing what will happen when choosing healthy or unhealthy behaviours helps students make the best possible choices for themselves

2. Remind students of the definitions of: behaviours and consequences. Look at the first example on the Unhealthy Behaviours worksheet (smoking cigarettes). Ask students to tell you some of the consequences of smoking cigarettes. The effects can be physical, financial, emotional, or social etc.. Some students may suggest positive effects (e.g. may be social, could be seen as relaxing). If so, you might acknowledge that almost all choices have both positives and negatives – but it is important to weigh them up.
3. Model filling in the first part of the worksheet with student input. Go through each of the example behaviours listed on the worksheet, to make sure students understand each one.
4. In small groups or individually, students complete the Unhealthy Behaviours worksheet. You could have each small group research the consequences of a single unhealthy behaviour and then add each group's answers on to one large class worksheet.
5. Follow the same steps for the Healthy Behaviours worksheet until both are done.
6. Summary: our behaviours can have a positive or negative impact on our health and wellbeing. By being aware of the consequences, weighing up our choices and setting goals we can create positive change.

Part 2: How will I plan to stay strong?

Objective – What do we want the students to know?

Students will create a plan to improve their health

Overview – How will they learn this?

Students can will be introduced to the Staying Strong goal setting process, set their own goal and then spend some time trying to achieve their goal.

Resources – What will I need?

- Butcher’s paper, whiteboard or Smartboard
- Copy of Staying Strong worksheet for each student
- Student’s previously completed worksheets from *Identify strengths and weaknesses*

Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:
What: setting a goal to improve their health
How: filling out a Staying Strong plan, identifying steps and support to help them to achieve their goal
Why: improving their health helps students to feel and stay strong
2. Make sure students have a copy of their Unhealthy and Healthy Behaviours worksheets.
3. Ask students “What are some of the things we need to do to keep our bodies strong?” Answers should come from the Healthy Behaviours worksheet and any others students can think of. List input on the board or on paper under the title ‘Staying Strong’. Make sure to display this list somewhere in the classroom for students to refer to.
4. Then ask “What are some of the things we need to do to keep us mentally or spiritually strong?” List input on ‘Staying Strong’ list.
5. Ask students “What are the threats to staying strong?” Answers should come from the Unhealthy Behaviours worksheet and others students can think of. List input on the board or on paper.

- Make sure to display this list somewhere in the classroom for students to refer to.
6. Students now individually review the worksheets they completed in *Identify personal strengths and areas of weaknesses*. Ask them to identify the things they do to keep themselves strong mentally and physically on the supplied worksheet.
 7. Ask them to identify at least one area of self-care they could improve in keeping themselves stronger. They can get ideas from the list of threats on the board. Ask them to add this to their worksheet
 8. Ask students to identify strategies they could use to improve this area of self-care. They can choose ones from the list supplied, pick one from the Staying Strong list created as a class, or come up with one themselves. Ask students to add the strategy they will use to their worksheet
 9. Ask them to then identify the connections from their connection circle, which help them to stay strong and will provide support if needed. Ask them to add their connections to their worksheet.
 10. For the next week or so, spend some time in class revisiting student goals and recording progress. Where possible, brief one-on-one sessions with students, to discuss and tweak their goals would be advantageous.