



Health & Wellbeing



Assessment Plan



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| Module title | Health & Wellbeing |
| Age Band | 14-18 years |
| Guided Learning Hours | 30 |
| Number of Learning Outcomes to be Covered | 10 |
| Number of Sessions/ Hours per Session | 10 sessions X 3 hours |

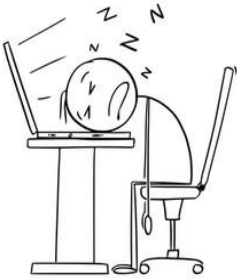
Unit Purpose and Aims:

Expectations- Understand the importance of the key components of health and wellbeing.

Purpose- To create healthy habits that positively impact young people and their peers.

Impact- To improve the health and wellbeing of young people in communities across Northern Ireland.

| Learning Outcomes | Assessment Criteria | Suggested Activities |
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| <p>Module: Physical Health Lesson Title 1: Importance of Getting Active</p> <p>1 To understand what physical activity is and why it is important.</p> <p>2 To recognise and understand the motor skills required to get active.</p> <p>3 To develop an individual action plan to incorporate more physical activity into the everyday routine of participants.</p> | <p>1.1 Explain why physical activity is important to your physical health.</p> <p>1.2 list and describe two benefits associated with physical activity.</p> | <p>Traffic light reflective task Stuck in the mud Obstacle course for motor movements Reflective task and action planning</p> |
| <p>Module: Physical Health Lesson Title 2: Combating Inactivity</p> <p>1 To recap the importance of physical activity when pursuing a healthy lifestyle.</p> <p>2 To explore the concept of physical inactivity and why it has become prevalent.</p> | <p>2.1 identify one barrier to physical activity and outline a strategy that can be used to overcome this.</p> | <p>Reflective group task- identify the main barriers to participation in your youth club and design an action plan to combat these.</p> <p>Individual action plan on how you can overcome barriers to participation and incorporate more physical activity into your daily routine.</p> |

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| <p>3 To understand the consequences of an inactive/sedentary lifestyle.</p> <p>4 To recognise and understand the strategies that can be used to overcome inactivity.</p> | | |
| <p>Module: Physical Health Lesson Title 3: Sleep Deprivation</p> <p>1 Young people to explore and understand the health benefits of getting their recommended sleep.</p> <p>2 To explore and critically review the contributors that can impact sleep.</p> <p>3 To identify and create strategies to overcome negative sleep patterns.</p> | <p>3.1 Provide one contributor to sleep deprivation and provide a solution to overcome this.</p> | <p>True or false game Group work to formulate strategies for better sleep. Art based poster/ presentation</p>  |
| <p>Module: Social Wellbeing Lesson Title 4: Increasing Confidence</p> <p>1 To understand what confidence is and why it is important.</p> <p>2 To critically evaluate what elements in our lives can enhance increase or decrease confidence levels.</p> <p>3 To learn practical ways to Increase confidence, resilience and self-esteem.</p> | <p>4.1. Identify and explain two examples of how you can increase your self-confidence</p> | <p>Group discussion on the 12 confidence building activities that they can use. Case studies for understanding Select two confidence building activities and facilitate group delivery.</p> |

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| <p>Module: Social Wellbeing Lesson Title 5: Building Positive Relationships Lesson title: Building positive relationships</p> <p>1 To understand what contributes as a positive relationship.</p> <p>2 To explore the importance of positive relationships.</p> <p>3 To understand why relationships can be challenging.</p> <p>4 To consider what strategies can be used to overcome challenges.</p> | <p>5.1. in the box provided in the workbook, identify, and explain two positive and negative features of a relationship.</p> <p>5.2. reflective assessment that turns theory into practice. Select one relationship you have in your life and outline how you can make this better.</p> | <p>Complete the worksheets on the features of a relationship.</p> <p>Human Knot Trust fall Blind folded obstacle course</p> |
| <p>Module: Social Wellbeing Lesson Title 6: Young People & Social Media</p> <p>1 To understand the difference in social media and real-life relationships</p> <p>2 To understand and evaluate the positive and negative impact of social media usage on relationships</p> <p>3 To recognise and understand how social media influences our relationships and how to overcome this.</p> | <p>6.1. Identify and explain two examples of how social media influences our relationships.</p> | <p>The talking heads case study (located as a resource sheet)</p> <p>Write a letter to a social media site</p> <p>Drama activity on the importance of relationships.</p> |
| <p>Module: Emotional wellbeing Lesson Title 7: Positive Emotional Wellbeing</p> <p>1 To understand what is meant by emotional health.</p> <p>2 To explore the factors that can impact emotional wellbeing</p> <p>3 To understand the benefits of maintaining your emotional wellbeing.</p> <p>4 To explore activities and strategies to maintain positive emotional health.</p> | <p>7.1. In the boxes below, identify two stressful situations that you experience and outline the actions or strategies that you can take to overcome these and maintain positive emotional wellbeing.</p> | <p>True or false game</p> <p>Alleyway ball catching activity</p> <p>Develop an initiative for their youth organisation that promotes positive emotional wellbeing.</p> |

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| <p>Module: Emotional Wellbeing Lesson Title 8: Building Resilience 1 To explore what is meant by resilience and why it is important. 2 To review the different ways that you can build resilience 3 To equip young people with the knowledge on how they can apply these different approaches and become more resilient.</p> | <p>8.1. Case study assessment- select a person that you would categorise as resilient and explain why.</p> | <p>Review the case studies provided in groups, discuss any additional examples that the group believe are relevant. Reframe your thinking activity (slide 13) Resilience timeline activity</p> |
| <p>Module: Healthy eating Lesson Title 9: The comprehensive Eatwell Guide 1 To explore each element of the Eat well guide in depth 2 To understand why each element is required to maintain a healthy lifestyle. 3 Participants to review and reflect on how this compares with their own dietary intake. 4 Understand the strategies on how participants can better integrate the Eat Well guide into everyday practice.</p> | <p>9.1. In the table provided, list the 5 main food groups outlined in the Eatwell Guide and explain why each is needed for a balanced diet.</p> <p>9.2. According to the Eatwell Guide, how much water should you drink daily.</p> | <p>Label reading activity (in groups) Traffic light game Reflective task on individual consumption. Design a poster (art-based activity)</p> |
| <p>Module: Healthy eating Lesson Title 10: Understanding Labels 1 Participants to explore the importance associated with being able to understand and interpret food labels. 2 To understand the challenges faced by consumers. 3 To develop an understanding of the traffic light system for food categorisation.</p> | <p>10.1. Explain what the colours green, amber, and red mean in reference to food labelling.</p> | <p>Allocate the items activity Design the ideal meal Food bingo</p> |

