



# Doing well



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

## Resources needed

- Y-chart template (optional)
- My health and wellbeing balance – Self-assessment
- What works? – Investigation
- Life be in it – Investigation
- Building charts and tables – How-to-sheet

## Suggested activity sequence

### Part A – I can explain

- 1 Introduce the dimensions of health and wellbeing.

Health is made up of several dimensions that are interrelated – social, emotional, physical, mental and spiritual. Wellbeing includes having good health, high life satisfaction, and a sense of meaning or purpose.

- 2 Students use a *Y-chart* to record what positive health and wellbeing looks like, sounds like and feels like for:
  - them
  - other young people
  - their community.

- 3 Use class discussion to hear student perspectives and provide them with feedback.

### Part B – My health balance

- 1 Students complete the *Self-assessment*.
- 2 Use class discussion to hear student perspectives and provide them with feedback.

### Part C – What works

- 1 Explain to students that the health system is funded by taxes. The Australian Government's responsibilities include:
  - funding a range of population health programs and campaigns to promote healthier lifestyles and prevent chronic disease
  - funding primary level mental health services and suicide prevention services.
- 2 Students complete the *What works investigation*.
- 3 As a class, discuss the different federal programs or services that are available.
- 4 Ask: If these services were not funded by the government, where could the funding come from? What impact might this have on people's health and wellbeing?



## Part D – Life be in it!

- 1 Play: This video is part of the 'Life be in it!' campaign that promoted healthy and active lifestyles.

### The normal man

Go to: [https://www.youtube.com/watch?v=BeJLo\\_4kk3A](https://www.youtube.com/watch?v=BeJLo_4kk3A)



- 2 As a class, discuss:
  - stereotyping in the advertisement
  - the purpose of the campaign.
- 3 Students work individually on the *Life be in it!* investigation.

Refer students to *Building charts and tables – How-to-sheet*.

- 4 Use class discussion to hear student findings and provide them with feedback.