

# 1 Health and the Whole Person

**Aim:** To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECS)).

**Sub-theme 1**  
Define Health and Wholeness

**Teaching Activity 1**  
A Balanced You

**Teaching Activity 2**  
Give me Five!

**Sub-theme 2**  
Personal Audit

**Teaching Activity 3**  
Knowing Yourself

**Resources**



# Health and the Whole Person

## Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECS)).

## Sub-theme 1

Define Health and Wholeness

# Teaching Activity 1

## A Balanced You

### Learning Intentions

Pupils are learning:

- to understand the concept of a healthy person;
- to identify the constituent parts of a healthy person - social, physical, emotional, cognitive and spiritual;
- to use a range of methods for collating, recording and representing information by making a collage for the elements of a healthy/unhealthy person.



**Opportunity for AfL** Sharing learning intentions and success criteria



### Skills and Capabilities

- Managing Information: Use a range of methods for collating, recording and representing info by making a collage for the elements of a healthy/unhealthy person;
- Communication.



### Learning Experiences

- Media rich
- Relevant and enjoyable
- Challenging and engaging
- Supportive Environment



### Attitudes and Dispositions

- Openness to new ideas
- Curiosity



### Resources

- Magazines/collage material
- Glue, scissors, paper
- Video clips of celebrities
- 'Personal Development Overview' (Resource 1)

### Methodologies

- Brainstorm
- Group Discussion

# 1 Health and the Whole Person

## Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECS)).

## Sub-theme 1

Define Health and Wholeness

## Teaching Activity 1

### A Balanced You

#### Teaching Notes

Young people will understand that a healthy person does not just mean being physically fit. Rather that, to be healthy they need to develop in the five main aspects of their being.

#### Activity 1

- a Whole class view 'Personal Development Overview' (Resource 1) and, through questioning, consider how each contributes to a healthy person.
- b Possible prompt questions:
  - What does each area do?
  - Why is each area important?
  - What might happen if you missed one area out?
  - How would this affect your health?
- c Use images of people from newspapers/ magazines or video clips to introduce the constituents that make up a healthy person - social, physical, emotional, cognitive and spiritual.
- d In groups, design and produce a collage using the images they have collected, to demonstrate their views about what makes a healthy/ unhealthy person.
- e Each group presents their ideas to the whole class. Allow for discussion and agreement on what makes a healthy person.



**Opportunity for AfL** Effective questioning



#### Opportunity for AfL

Pupil reflection and evaluation

#### b Ask pupils to think about a car

- Brainstorm as many of the parts they know and what these parts do to help the car function safely and effectively.
  - Compare the complexity of the human body and mind with that of a car. Each part (including the mind and emotions) has a different function and all parts must work in harmony to be effective and avoid 'wear and tear'.
- c Use images of people from newspapers/ magazines or video clips to introduce the constituents that make up a healthy person - social, physical, emotional, cognitive and spiritual.



# Health and the Whole Person

## Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECS)).

## Sub-theme 1

Define Health and Wholeness

## Teaching Activity 2

### Give Me Five!

#### Learning Intentions

Pupils are learning:

- to develop a broader understanding of each of the following elements: SPECS
  - Social (friendships, relationships and the wider community)
  - Physical (fitness, diet, disability, hygiene, illness, disease etc.)
  - Emotional (awareness of feelings and their effect on behaviour)
  - Cognitive (thinking and learning)
  - Spiritual (personal beliefs usually in regard to nature or ethical matters);
- to understand the need for balance between the constituent parts of a healthy person;
- to select, classify, compare and evaluate information by grouping cards;
- to classify and make comparisons through sorting cards into groups.



**Opportunity for AfL** Sharing learning intentions and success criteria

#### Skills and Capabilities

- Thinking, Problem Solving and Decision Making: classify and make comparisons through sorting cards into groups;
- Managing Information: Select, classify, compare and evaluate information by grouping cards;
- Communication.



#### Learning Experiences

- Offers choice
- Active and hands on
- Problem solving
- Challenging and engaging



#### Attitudes and Dispositions

- Flexibility
- Resourcefulness
- Pragmatism

#### Resources

- Five sets of 'Cards' (Resource 2a-e) with statements describing aspects of health
- Five large sheets of flip chart labelled: Physical, Emotional, Spiritual, Social and Cognitive
- Blue-tack

#### Methodologies

- Card sorting
- Group work with carousel
- Self reflection

## Health and the Whole Person

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### Sub-theme 1

Define Health and Wholeness

## Teaching Activity 2

### Give Me Five!

#### Teaching Notes

During this lesson, pupils will identify and categorise different aspects of a healthy person. They will then consider how balancing the five elements contributes to being a 'healthy person'. To aid memory, the acronym SPECS can be used.

#### Activity 1.1

- Divide class into five groups. Give each group a set of 20 cards (4 from each of the categories) taken from 'Cards' (Resource 2a-e).
- Carousel five headed flip chart sheets round each group and ask students to attach the description on the card under the appropriate heading.
- Display sheets at the end for feedback and discussion.

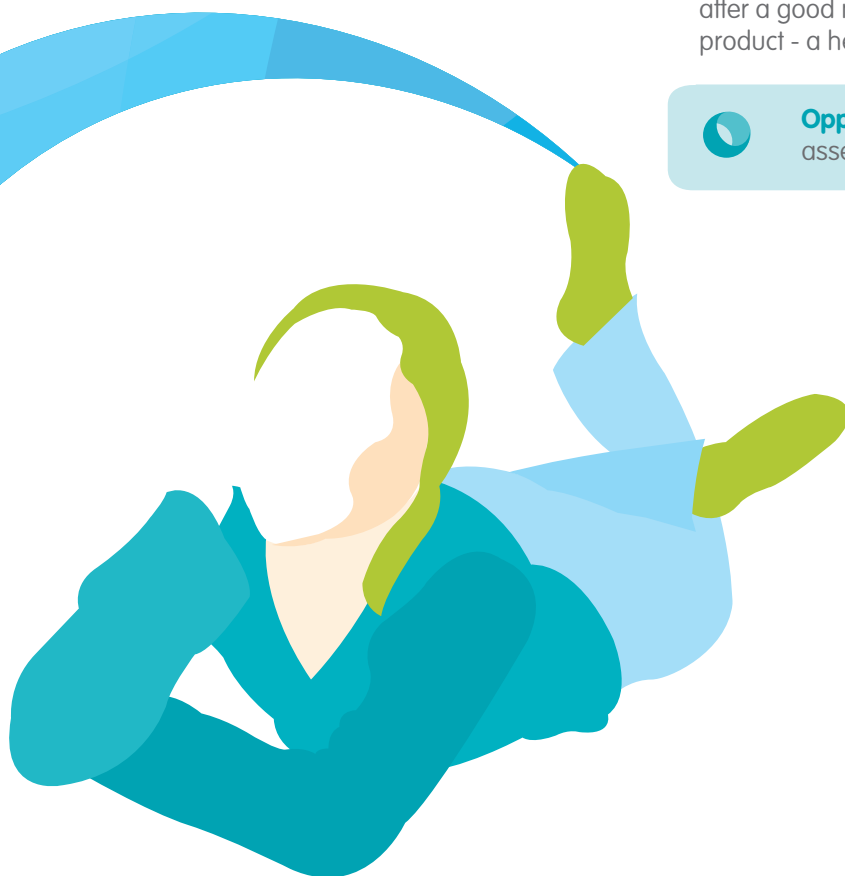
#### Activity 1.2

##### Recipe for a healthy person:

- Pupils discuss what makes a healthy 'Year 8 pupil'.
- Use the information gathered in Activity 1 as stimulus material, making the concept personal and relevant to them.
- Pupils represent ideas as a recipe for health, emphasising the idea of balance between the ingredients (elements of health). For example, 2 measures of relationships, 3 of fitness etc.
- The recipe could be presented as a flow diagram using cartoon drawings for each ingredient and, after a good mixing, ends up with the final product - a healthy year 8 pupil.



**Opportunity for AfL** Pupil reflection, assessment and self-evaluation



### Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (social, physical, emotional, cognitive and spiritual (SPECS)).

### Sub-theme 2

Personal Audit

# Teaching Activity 3

## Knowing Yourself

### Learning Intentions

Pupils are learning:

- to be aware of personal strengths, limitations and interests, recognising areas for development, through self reflection, a quiz and personal audit work;
- to set personal targets and review them by completing a personal audit;
- to identify and understand what helps/hinders them in reaching their goals.



**Opportunity for AfL** Sharing learning intentions and success criteria



### Skills and Capabilities

- Self Management: Be aware of personal strengths, limitations and interests, recognising areas for development, through self reflection, a quiz and personal audit work. Set personal targets and review them by completing a personal audit;
- Communication.



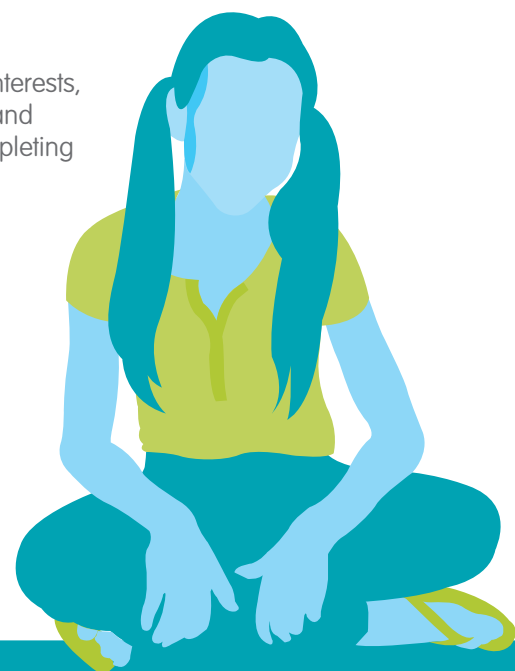
### Learning Experiences

- On-going reflection
- Active and Hands on
- Positive Reinforcement
- Supportive Environment



### Attitudes and Dispositions

- Personal Responsibility
- Open to new ideas
- Flexibility
- Self-belief



### Resources

- 'Knowing Yourself Quiz' (Resource 3a)
- 'Personal Audit Sheet' (Resource 3b)

### Methodologies

- Self reflection
- Pair/share/discuss
- Whole class discussion

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### Sub-theme 1

Personal Audit

## Teaching Activity 3

### Knowing Yourself

#### Teaching Notes

These activities are very much based on individual reflection, and a quiet reflective tone would be helpful from the beginning of the class. There is also the possibility here for pupils to be very self-critical, and so highlighting the good and positive aspects throughout these exercises is important.

The lesson includes some work on target setting. More specific training on target setting is in theme 3: Managing Influences and Making Decisions.

#### Activity 1.1

- a Pupils complete the 'Knowing Yourself Quiz' (Resource 3a) individually. From the scores, they identify areas for self-improvement.
- b Pupils then use the 'Personal Audit Sheet' (Resource 3b) to help recognise their strengths and target areas for improvement.
- c In pairs, pupils share and discuss their targets, reflecting on what helps/hinders them. Whole class discussion on how they feel after completing today's activities.



#### Opportunity for AfL

Pupil reflection and evaluation

Copies of the quiz should be retained as they form the starting point for this theme in Year 9.

