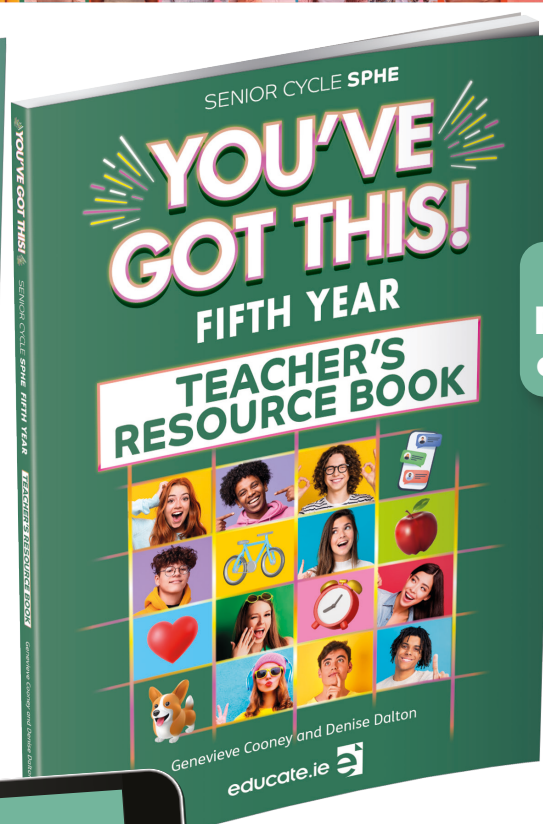
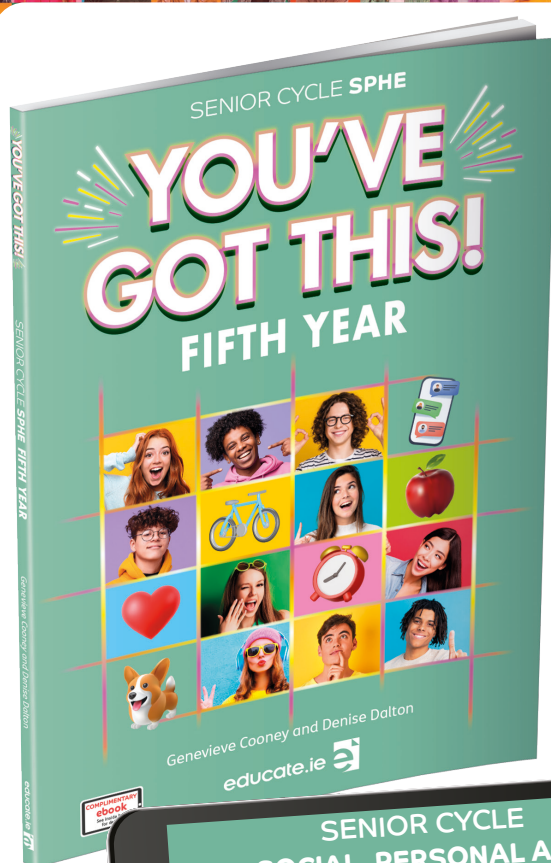


SENIOR CYCLE – FIFTH YEAR SOCIAL, PERSONAL AND HEALTH EDUCATION

YOU'VE GOT THIS!

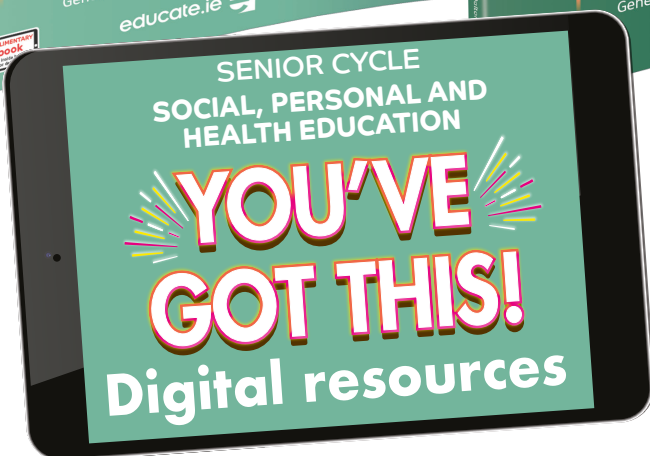


COMPLIMENTARY
ebook

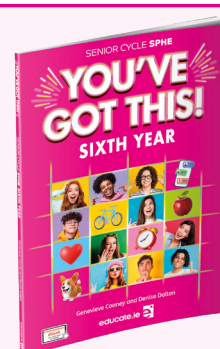
Free Teacher's
Resource Book for
adopting teachers



Contact your
Educate.ie rep for
more information.



The series continues
with **You've Got This! –
Sixth Year**
(available next)



- ✓ A new Senior Cycle SPHE series for the incoming mandatory specification.
- ✓ Series is a suitable follow-on from any Junior Cycle SPHE series.
- ✓ Written and reviewed by experienced Senior Cycle SPHE teachers and the authors of the successful *You've Got This!* Junior Cycle series.
- ✓ Comprehensive Teacher's Resource Book gives teachers all the up-to-date background information required to teach topics and supports them in delivering Senior Cycle SPHE.
- ✓ PowerPoints for each lesson reduce preparation time for teachers.

Take a look inside

You've Got This! is an engaging and creative textbook series written in line with the Senior Cycle SPHE specification. Learning Outcomes have been carefully selected and grouped together in chapters. Students will meet and revisit Learning Outcomes throughout the course.

Chapters open with **learning intentions** written in student-friendly language.

Key terms are listed at the start of each chapter and are highlighted in the text. This gives you the opportunity to pre-teach difficult vocabulary and aids both literacy skills and differentiation.

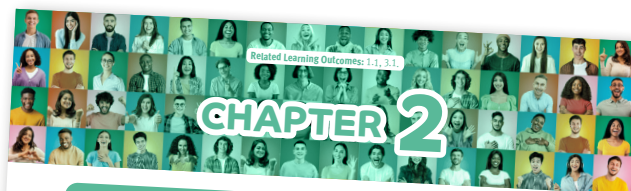
An **opening question** gets students thinking about the chapter topic.

Chapter content is written in a **clear, age-appropriate style**.

Individual, pair- and group-work **activities** are presented under clear action headings.

Create activities promote creativity and allow students to show evidence of learning through a variety of methods.

Read activities allow students to read and respond to scenarios and case studies to foster an understanding of how topics affect them and their peers.



CHAPTER 2

Physical Activity as a Form of Self-Care

In this chapter we will:

- define self-care and examine how self-care activities can lead to good health
- explore the benefits of physical activity
- discover how physical activity can boost BDNF levels in the brain
- evaluate the recommended level of physical activity and the barriers to achieving it
- examine strength training and evaluate its benefits.

KEY TERMS

Self-care
Cognitive function
Brain derived neurotrophic factor (BDNF)
Neural pathways
Strength training

? Name one habit that can benefit our physical health.

What is self-care?

Self-care refers to the ability to maintain health, prevent disease, and cope with illness and disability with or without the support of a healthcare provider. It involves taking care of ourselves. Examples of self-care practices include:

- eating a balanced diet
- having good sleep hygiene (routine)
- engaging in physical activity or exercise.

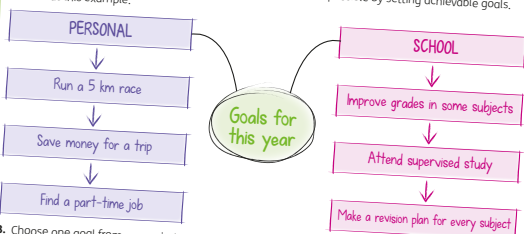


6

YOU'VE GOT THIS! – FIFTH YEAR SPHE

ACTIVITY 3.2 – CREATE

A. Think about what goals you would like to set for this year. Arrange these goals in a mind map under the headings 'Personal' and 'School'. Try to be as realistic as possible by setting achievable goals. Look at this example:



B. Choose one goal from your mind map and outline the steps you will take to achieve it. Create a visual representation of these steps using a timeline, roadmap, ladder or some other design of your choice and add it to your mind map. Look at this example for finding a part-time job:



The seven habits of highly effective people

The 7 Habits of Highly Effective People by Stephen Covey is one of the most influential self-improvement books of all time. The book outlines seven habits that can help with setting goals, managing time, taking responsibility and building interpersonal skills. The seven habits are:

1. Be proactive

Being **proactive** means taking charge of your actions and choices. Instead of blaming external sources for what happens to you, you focus on what you can control in your life and plan for future events. The opposite of being proactive is being **reactive**. This involves responding to events or situations after they occur, often in a spontaneous or impulsive manner, and without considering potential consequences.

2. Begin with the end in mind

Think about what you want to achieve in the future and set goals to get there. It's like creating a roadmap for where you want to go in life.



12

CHAPTER 9 – TACKLING UNHELPFUL THINKING PATTERNS

ACTIVITY 9.2 – READ

A. Decide whether there is evidence of catastrophising, overgeneralisation, mind reading or personalisation in each of these scenarios.

Scenario 1

Helen texted her best friend over three hours ago to see if she wanted to hang out, but her friend never answered. Helen thinks, 'Did I do something to her? Why is she ignoring me?'



Scenario 2

During a group project, Felix notices a teammate sighing and immediately thinks, 'They must think my ideas are stupid and that I'm not contributing enough to the project.'



Scenario 3

When Tom sees a group of classmates laughing nearby, he immediately thinks, 'They must be laughing at me. I did something embarrassing, and now everyone thinks I'm a joke.'



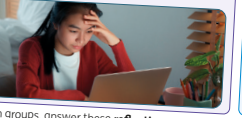
Scenario 4

After receiving a lower grade than expected on an important exam, Oliver immediately thinks, 'I'm going to fail this class, meaning that I won't get enough points for my Leaving and I won't get into the course I want.'



Scenario 5

Julianne submits a college application and starts worrying. She thinks, 'What if I made a mistake in my essay? That could ruin my entire application, and I might end up not going to college at all!'



Scenario 6

Lauren goes on a first date, and it doesn't go well. She automatically thinks, 'Nobody will ever be interested in me. I'm always going to be single.'



B. In groups, answer these reflection questions:

- How widespread do you believe these unhelpful thinking patterns are? Do you think some are more common than others?
- How might these thinking patterns affect a person's emotions and behaviour?
- Can you identify some effective strategies for shifting these unhelpful thinking patterns to more positive ones?

41

Low mood refers to a state of persistent sadness or a lack of interest in daily activities. It can be caused by factors such as prolonged stress and anxiety, significant life changes and personal difficulties. Unlike brief feelings of sadness, a low mood can affect a person's overall wellbeing and lead to feelings of hopelessness, tiredness and low self-esteem. If a person experiences a low mood for a long period of time, this could be a sign of depression or another mental health condition that may need professional support.

Signs and symptoms of stress and anxiety

ACTIVITY 10.1 - DISCUSS

A. Your teacher will split the class into groups. In your group, brainstorm and list the physical and emotional signs and symptoms associated with stress, anxiety and low mood. Here are some examples:

Stress

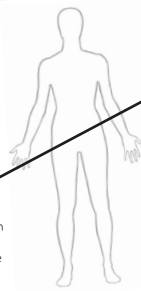
Mostly temporary feelings of unease or dread

Both

Excessive worry

Anxiety

Persistent or lingering feelings of unease or dread



B. Indicate the signs and symptoms you brainstormed on a body diagram (like the one shown opposite). Connect specific signs and symptoms to the relevant body parts. When complete, walk around and compare your diagram to others in the room.

C. Reflection questions:

1. Are there key similarities between the signs and symptoms of stress and anxiety in our bodies?
2. Are there key differences between the signs and symptoms of stress and anxiety in our bodies?
3. Are there instances where we might feel both stress and anxiety at the same time?
4. How do you think understanding the signs and symptoms of stress and anxiety can help in managing them better?
5. How do you think managing stress and anxiety can reduce low mood?

ACTIVITY 10.2 - WATCH

This video outlines the five different levels of anxiety and the signs that indicate each level. Watch the video and fill in the table below in your copies.

www.educateplus.ie/go/levels-anxiety

Levels of anxiety				
1.	2.	3.	4.	5.
Signs that indicate each level of anxiety				

44

Discuss activities promote dialogue, self-esteem and communication skills in a respectful and empathetic way.

Many activities contain **reflection questions** to allow students to engage in reflection throughout the course.

Think activities promote critical and reflective thinking and self-awareness.

ACTIVITY 12.2 - THINK

Indicate whether you believe the following statements are true or false. This activity can also be completed on the You've Got This! app.

Statement	True	False
1 All bacteria in your gut are harmful.		
2 Stress and antibiotics can disrupt the balance of bacteria in the gut.		
3 Around 70% of immune cells live in your gut.		
4 The gut microbiome can change rapidly in response to factors such as diet and lifestyle.		
5 The number of microbes in the gut microbiome is greater than the number of cells in the human body.		
6 The gut microbiome can influence the body's ability to absorb and metabolise nutrients from food.		
7 Antibiotics only target harmful bacteria in the gut and leave beneficial bacteria unaffected.		
8 The majority of probiotics in supplements colonise (stay) in the gut.		

ACTIVITY 12.3 - WATCH

Watch this video about the gut microbiome and fill in the table below in your copies.

www.educateplus.ie/go/gut-microbiome

Three new things I learned	Two things that made me think	One question I have

ACTIVITY 12.4 - RESEARCH

The gut affects other organs in the body by absorbing nutrients, communicating with the brain and regulating metabolism. This impacts our overall health and organ function.

Your teacher will divide you into groups and assign each group one of these topics:

- Gut-brain axis
- Gut-immune axis
- Gut-skin axis

Research your assigned topic and provide a summary of your findings using these questions:

1. What is it?
2. How does it work?
3. How does this affect a person's health?

Your group will then present your findings to the class.

56

Research activities build on students' knowledge, confidence and comfort in accessing, understanding, appraising and using information about health and services. This will help them make decisions for the health and wellbeing of themselves and those around them.

Key Assignments are suggested throughout and integrated into various lessons.

Tip boxes appear throughout to give students practical advice and supports.

Closing questions at the end of each chapter give students the opportunity to assess and reflect on where they are in their learning journey.

Watch activities allow students to watch and reflect on material that is relevant to their real-world experiences.

ACTIVITY 4.2 - DISCUSS

Read these quotes and answer the questions that follow.

'Comparison is the thief of joy.' - Theodore Roosevelt

'I generally find that comparison is the fast track to unhappiness. No one ever compares themselves to someone else and comes out even. Nine times out of ten, we compare ourselves to people who are somehow better than us and end up feeling more inadequate.' - Jack Canfield

1. Can social comparisons (comparing ourselves to others) disrupt our healthy life balances? Why?
2. Do we devote time to certain areas of our lives because of social pressures? How does this affect our healthy life balances?
3. How might we reduce the urge to engage in social comparisons?

TOP TIPS

Here are some tips for creating and managing a healthy life balance:

- Recognise that everyone's path and pace are different. What works for others may not work for you. Focus on what makes you feel fulfilled and happy.
- Comparing yourself to others can lead to unnecessary stress. Remember, social media and outward appearances often don't reflect real life. Focus on your own progress and wellbeing.
- Understand your limits and set achievable goals. Overcommitting can lead to burnout. It's important to set goals that align with your capabilities and interests.
- Pay attention to signs of tiredness or stress. Your mental and physical health are indicators of whether your current lifestyle is balanced. Adjust your activities accordingly.
- Make time for activities that relax and restore you. Whether it's a hobby, exercise or even rest, self-care is crucial in maintaining a healthy life balance.



What is one thing that you can do to support the areas in your life that you might be neglecting? Name this goal and allow yourself time to achieve it.

19



View the flipbook

Senior Cycle SPHE

The *You've Got This!* series is split over two books: Fifth Year (available now) and Sixth Year (available next). The series contains everything you need to teach Senior Cycle SPHE.

- ✓ **Written for the new specification:** The *You've Got This!* series was written with the new SPHE specification in mind and is aligned with all course requirements.
- ✓ **Real-world content with a balanced level of detail:** Content is based on the latest research and data available, with real-world examples that are age-appropriate and relevant to students' lives.
- ✓ **Written and reviewed by experienced SPHE teachers:** The *You've Got This!* series has been written by two experienced SPHE teachers, so you can be confident that the material and methodologies used are appropriate and suitable for your classroom.
- ✓ **Activities based on cooperative and experiential learning methodologies/pedagogies:** Contains a range of activities based on cooperative and experiential learning methodologies/pedagogies to get students to actively engage with the course, as emphasised in the specification.
- ✓ **Flexible and hassle-free SPHE:** Chapters have been designed to be covered in single lessons or can be easily adapted to cater to a school's specific SPHE timetable. The easy-to-follow chapter format will make SPHE a hassle-free part of your timetable.
- ✓ **Spiral approach to cover the full course:** A carefully planned spiral approach means that students meet suitable material from all strands across Fifth Year and Sixth Year.

FOR THE STUDENT

- ✓ Textbook with **complimentary** ebook
- ✓ Digital resources

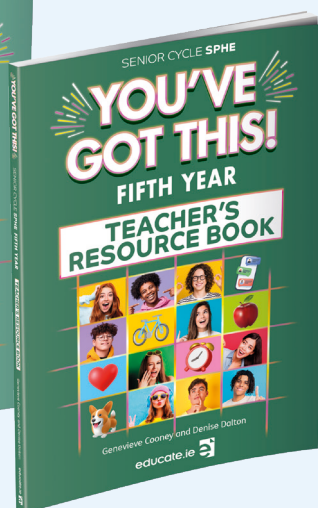
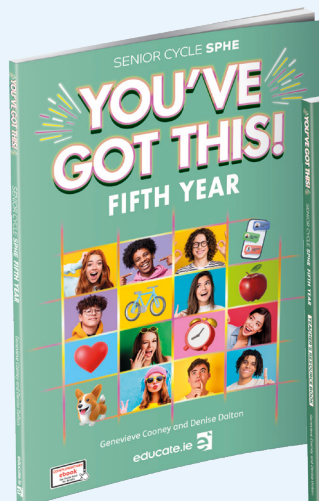
COMPLIMENTARY
ebook



FOR THE TEACHER

- ✓ Textbook with **complimentary** ebook
- ✓ Teacher's Resource Book
- ✓ Digital resources

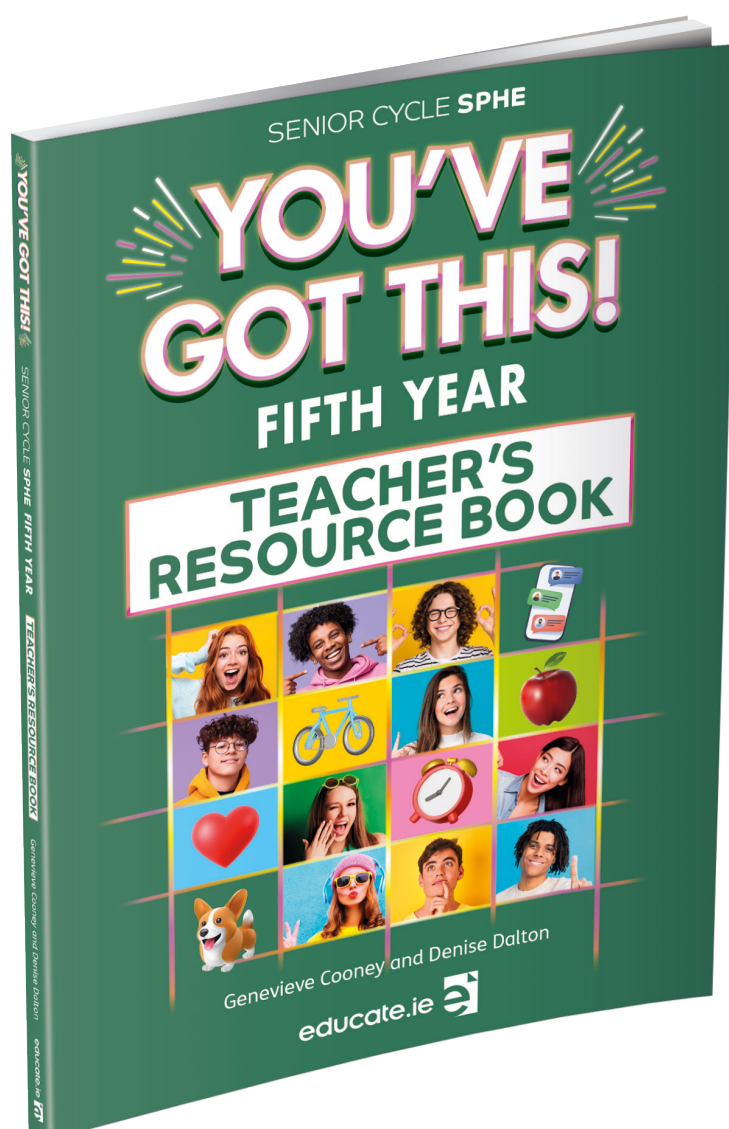
COMPLIMENTARY
ebook



Teacher's Resource Book

The comprehensive Teacher's Resource Book fully supports you in teaching SPHE. It contains:

- ✓ information on the new specification
- ✓ guidance on planning and sample plans
- ✓ background information for teachers on key topics based on the latest research and data. This time-saving feature will bring you up to date quickly ahead of teaching lessons, and ensure that you are using verified information
- ✓ suggested responses for teachers to support effective facilitation of lessons
- ✓ explanations of experiential learning methodologies/pedagogies
- ✓ practical advice for teachers on how to carry out the activities with their class in a safe and respectful way
- ✓ comprehensive information on possible responses students may share in class
- ✓ additional supports and differentiation options for many activities to allow teachers to fully implement and adapt activities for their own classroom needs
- ✓ teacher reflection
- ✓ templates and strategies
- ✓ assessment support.



Digital resources

Additional material is available on [Educateplus](#), including:

- ✓ Ebook
- ✓ PowerPoints
- ✓ Planning templates.



About the authors

Genevieve Cooney has facilitated SPHE, RSE and Wellbeing CPD on a national level. She is an SPHE, French and ICT teacher and is also an accredited Restorative Practice Facilitator. She worked for five years as an Advisor in Health and Wellbeing with the PDST, and prior to that she worked as an associate with the JCT. She is the co-author of the *You've Got This!* Junior Cycle SPHE series.

Denise Dalton is the founder of ElevateSPHE, a service that supports schools in enhancing their SPHE programme at Junior Cycle and Senior Cycle. Additionally, Denise is a Geography, History and SPHE teacher and coordinator, as well as an accredited RP facilitator. She is also a registered Nutritional Therapist (mNTOI) and supports school leaders and educators in optimising their health through personalised nutrition and lifestyle supports. She is the co-author of the *You've Got This!* Junior Cycle SPHE series.

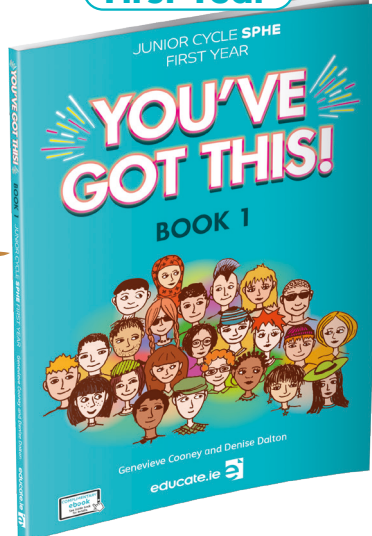
Also Available

JUNIOR CYCLE
SOCIAL, PERSONAL AND HEALTH EDUCATION

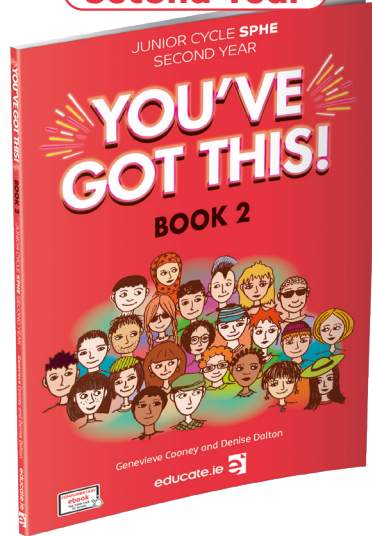
YOU'VE GOT THIS!

Books 1, 2 and 3

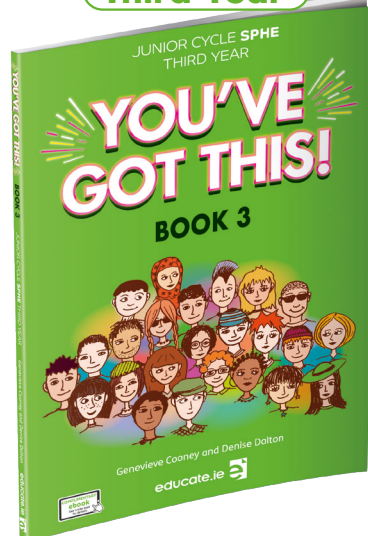
First Year



Second Year



Third Year



educate.ie



Freephone: 1800 613 111

Email: sales@educate.ie

www.[educate.ie](http://www.educate.ie)

Your Educate.ie rep is available to discuss this title. Call, email or ask us about a meeting.