

Identifying an issue:

The class health issue relates to social well-being and our health promotions are about how we can take action around bullying, peer pressure and friendships/relationships to help students to enhance their social well-being and have better overall well-being, in and out of school.

A survey that our health class did around school showed that peer pressure and bullying was more of an issue in year 9 than in any other year group [1], so our group has decided to focus on this age. As a class, we will raise awareness of, and try to reduce bullying and peer pressure in year 9 at our school. This issue is important because the negative impacts of bullying and peer pressure can seriously hinder a teenager's well-being and their experiences at school.

My group's SMART goal is to help develop social well-being and healthy relationships in year 9 by planning and teaching three lessons to year 9 students about healthy friendships and communicating well with others. By achieving this goal, social well-being within the school community can be enhanced, and issues relating to peer pressure and bullying can be reduced to make the school a more comfortable and safe environment.

Action plan:

Actions/steps	Why this step is needed	Possible barriers	Possible enablers	Time frame
Ask permission to teach the three lessons to one health class	So that we are able to carry out our action and achieve our goal.	The health teacher says no, so we will have to try another teacher.	The health teacher being supportive, so we can start planning.	By 30/3
Start planning the lessons – what do we want them to learn and how?	We need to be organised with quality activities for our lessons.	Arguments within the group, no ideas or no resources to help plan with.	Our teacher giving us some ideas and books to look through. This will give us an idea of suitable activities for a year 9 class.	By 10/4
Finalise and practice the activities	So that we are ready to go with the lessons.	Not having the activities ready or having to redo them. This might stop us from being able to teach the lessons.	Everything is working as planned and we can feel confident about the lessons.	By 15/4
Teach the lessons	This is the main part of our health promotion action.	Group members being away, or feeling unconfident and not prepared. The lesson not going well.	Everyone being able to do their part and the lessons going well, so we can meet our goal and enhance well-being.	Week of 18-21 April
Feedback from the teacher and year 9s.	To see whether well-being is improved and our goal is met.	Not having good questions or time to do the survey.	Teacher might help us do the survey, students take it seriously and give us useful feedback.	After the lessons.

Implementing the plan – progress log (one action is exemplified only):

Date	Action taken	What happened	Enablers	Barriers
6-9 April	My group has spent the last three lessons in health researching and planning.. I was in charge of lesson two. I decided on the sorts of activities I wanted and started making them. I also found a good video and thought up some questions.	We made good progress and the others liked my activities and the video clip. This meant that the planning was productive and we could move on to the next step in the plan.	Everyone in the group being at school and being motivated to get the planning done. Having resources to use when developing the lessons.	Not really any barriers, just parts of the planning took longer than expected.

Evaluating the outcomes for well-being:

We planned and taught three lessons of a year 9 health class, about healthy relationships. Our lessons were well planned and I think they were interesting to the year 9 students. We used a mixture of role plays, video clips, activities with cards and continuum activities. We got the ideas from books our health teacher gave us, and from working well in our group and from feedback given by the teacher of the year 9 class. The students were interested and enjoyed the activities and their teacher said she was impressed by the participation and learning for most students.

Our overall goal was to develop social well-being and healthy relationships and I feel that we achieved this to a certain point. After the lessons, the students gave us feedback that they **have a better understanding of healthy friendships and said that they would be less likely to pressure or bully others [2]**. See survey responses (attached) for this evidence.

What worked well was the planning stage and the delivery of the lessons. We worked well as a team and I think this made the lessons more successful and it more likely that we could achieve the goal. What didn't work so well was at times the activities didn't work as expected, so we needed to move on to the next one, and **I am not sure how effective they were for learning and therefore changes for well-being [3]**.

In the future, these sorts of lessons should continue and be given to all year 9 students in health class or in another class. This would help develop positive relationships at school.