



DIAMOND
Spirit

Healthy Selfie

Healthy Selfies Module

MODULE OVERVIEW

In this module, students explore the factors that promote their own and others' health and wellbeing with a focus on the role of "selfies" in the lives of young people. Students undertake a survey of friends and family to identify the factors that are perceived to be significant in the production of a selfie and evaluate the role a healthy smile plays in the creation of selfies (ACPPS076). This primary data provides the context for students to explore the cultural, familial and health-oriented origins of their own smile. Students then investigate oral health strategies including tooth brushing, drinking water and the use of mouthguards in sport, to promote their own and other's healthy smiles (ACPPS073). Drawing on the outcomes of these learning experiences, students devise a resource to promote their peers' and communities' positive oral health to promote healthy smiles (ACPPS077).

Healthy Selfies

- Key Question: How can we help our friends to create and share healthy selfies?
- Key Question: What makes a healthy selfie?
- Key Question: What do my friends and family think is important when creating a healthy selfie?

Healthy smiles for healthy selfies

- Key Question: What are the factors that have influenced my smile?
- Key Question: How does a smile influence my own and others health and wellbeing?
- Key Question: Does my smile have to be perfect to have a positive impact on my own and others wellbeing?
- Key Question: What are the personal, family, peer and community factors that influence my smile?

Actions to build a healthy smile

- Key Question: How can my daily actions promote my smile?
- Key Question: How does playing sport have an impact on my smile?

Sharing healthy selfies

- Key Question: What strategies can we use to promote our safety and wellbeing when we share our selfies?

Building healthy smiles for healthy selfies

- Key Question: What is the most effective strategy to promote healthy selfie action amongst my peers?

LEARNING ACTIVITIES FOR WORKBOOK

Healthy Selfies Module

Activity 1: Introduction

- *Key Question: What makes a healthy selfie?*
- 1. Generate a Class Healthy Selfie Wall
 - Teacher asks students to “pose for a healthy selfie” and captures a digital photo of each student.
 - Students and teachers post all selfies to a Healthy Selfie noticeboard.
- 2. Brainstorm activity
 - Students propose a range of attributes and factors that create a healthy selfie?

Attributes and factors that influence a healthy selfie

3. Students critically evaluate a resource that provides advice about how young people can create healthy selfies.
 - Resource available at: <https://www.youtube.com/watch?v=Xdp2OdVPIXo>
 - Students to consider: How useful is this resource for you and your friends?
 - Students propose recommendations to create a more engaging and useful resource to promote healthy selfie action amongst their friends and other girls

**Teacher resource: How do we decide if a healthy living resource is useful for us?
(Suggested Evaluation Criteria)**

- **Relevance to young people**
 - ✓ Topics and issues are relevant to young people's lives
 - ✓ Language used is easy to understand and appropriate for teenage girls
 - ✓ Recommended actions are Cost is within the reach of young people
 - ✓ Visuals are engaging and age appropriate
 - ✓ Other:
- **Credibility of source**
 - ✓ A Government organisation has provided the service/resource
 - ✓ Can you find any evidence that the resource might be biased?
 - ✓ Does this resource have the viewer's interests as their goal or are they more interested in the benefits for them?
 - ✓ Does the resource clearly present their expertise or qualifications?
 - ✓ Does the resource try to sell or market a specific product to the viewer?
 - ✓ Other:
- **Quality of Information**
 - ✓ Topics and issues are relevant to young people's lives and interests
 - ✓ Technical language used is easy to understand
 - ✓ A credible, government organisation has provided the service/resource
 - ✓ Supported with research/evidence/support from the government or a health organisation

Resource Information	Title: _____ Resource Address: _____
Student evaluation of healthy selfie resource	Relevance to young people: ☆☆☆☆☆ Credibility of Source: ☆☆☆☆☆ Quality/usefulness of information: ☆☆☆☆☆ Overall Rating: ☆☆☆☆☆
Three recommendations for a more relevant and engaging healthy selfie promotion strategy	One: _____ Two: _____ Three: _____

Our proposed healthy selfie promotion strategy:

Activity 2 and 3: Popular ideas about a healthy selfie

- *Key Question: What do my friends and family think is important when creating a healthy selfie?*

1. Students devise a survey to gather their friends' and families' ideas on the attributes and factors that influence a healthy selfie. (Teachers to consult with students on how many people should be surveyed)

Survey Question or Statement					
Eg. What is the most important feature of a selfie?					
Eg. Sharing my selfie on social media is a good idea – using likert scale	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree

2. Students convert raw data from their survey into a visual representation/infographic powerpoint slide.

- Resource: <https://www.youtube.com/watch?v=66fnRMbYXsE>

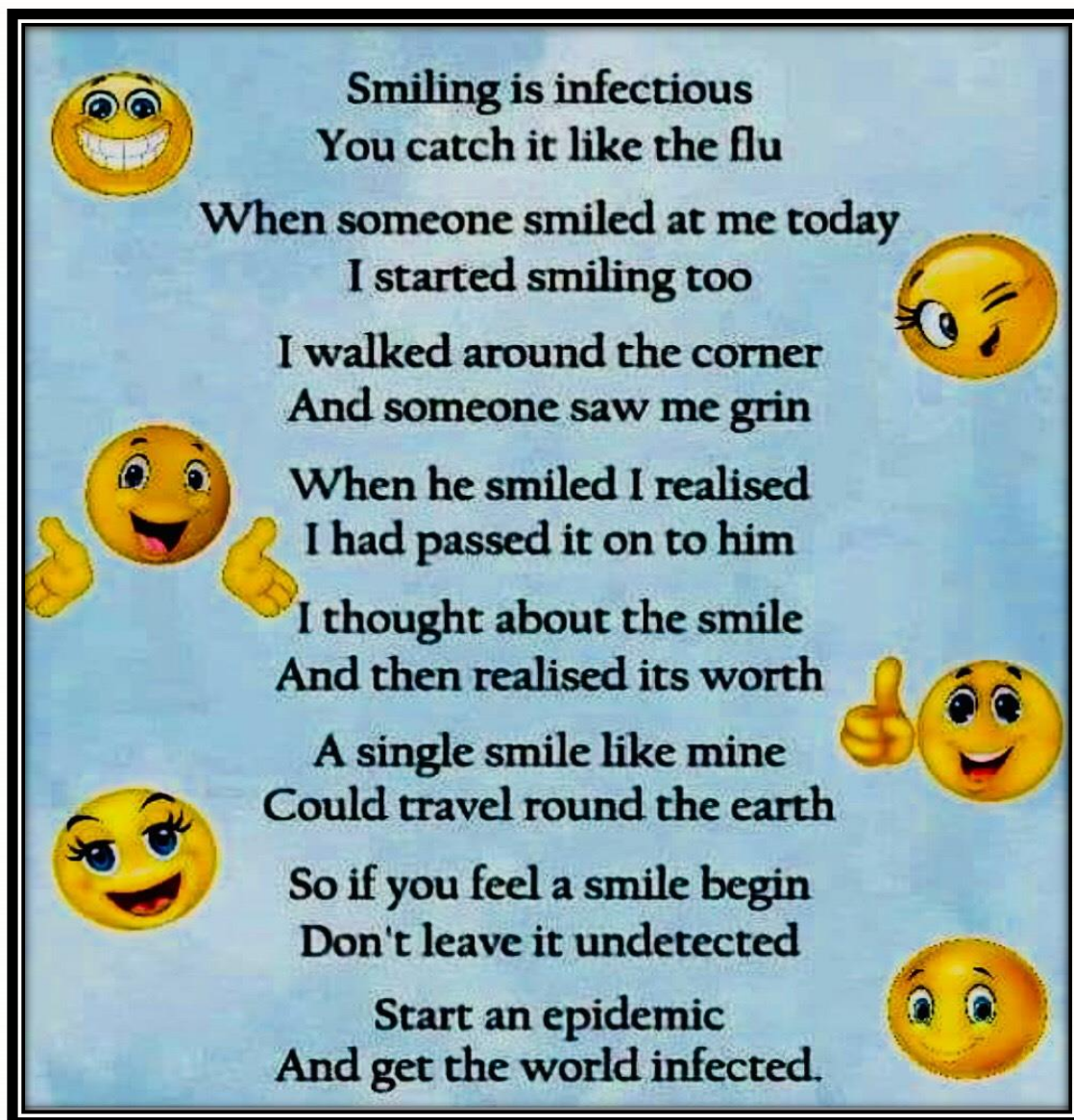
Draw a draft version of your infographic in the space provided below

Activity 2 and 3: Learning Experience Reflection

Strategy Component	Reflection Comments	Actions required
Content What content/messages should we include in our healthy selfie strategy?		
Meeting target audience needs How can we modify this content to ensure it is relevant and engaging for our target audience?		
Mode of presentation Does this information influence our chosen presentation mode and format?		
Resources What resources can we offer our target audience as a result of this learning experience?		

Activity 4: Health benefits of a smile

- *Key Question: How does a smile influence my own and others health and wellbeing?*
1. Watch the two youtube clips on the benefits and impact of a smile:
 - Unlock the smile: <https://www.youtube.com/watch?v=XyOVWBQHDxw>
 - Pay with a smile: <https://www.youtube.com/watch?v=-cRXRxepsKo&feature=share>
 - Make the homeless smile: <https://www.youtube.com/watch?v=GoGtaXt5f1w>
 2. Read the Smile poem provided by the British Mindfulness Institute on their Facebook page
 3. Teacher to introduce the dimensions of health and wellbeing
 4. Identify the health benefits of a smile according to the dimensions of health



Impact of a smile on the dimensions of health

PHYSICAL

Wellness and effective functioning of the body

EMOTIONAL

Positive feelings about self, self-esteem, sense of purpose in life

**The Health
Benefits of a smile**

SOCIAL

Relationships with others, customs and culture, sense of belonging, communication skills

MENTAL

Refers to the cognitive aspect of health, brain function and a person's capacity to think (eg. recall information, solve problems)

Smile perfection troubles: Think:pair:share critical thinking activity

- Students construct a 2 sentence response to the following question:
 - You have to have a perfect smile to have a positive influence on others' health and wellbeing?*
 - Sentence 1 provides a clear statement of the student's decision (yes/no).
 - Sentence 2 provides a justification statement for their decision. Students are encouraged to find visual images that support their justification response
- Each student shares their response with another student. Together they devise three argument points in response to the following question:
 - Why do girls feel pressure to have a perfect smile?*
- Each pair offers their argument points to the group. Teacher leads a class discussion on the notion of vested interest to identify the organisations and commercial entities that benefit from body/smile perfection.

Critical Question	Student response	Visual Evidence
Think: You have to have a perfect smile to have a positive influence on others' health and wellbeing?	Sentence 1: Sentence 2: 	
Pair: Why do girls feel pressure to have a perfect smile?	Three argument points Argument Point 1: Argument Point 2: Argument Point 3:	
Class Discussion: Who benefits from the pressure for perfection that girls feel?		

Optional activity

- Students are set the task of not smiling or no-stop smiling for one whole day at school. Students are encouraged to record the reaction of others and write a one paragraph personal reflection on their feelings and emotional health at the conclusion of the day.

Activity 4: Learning Experience Reflection

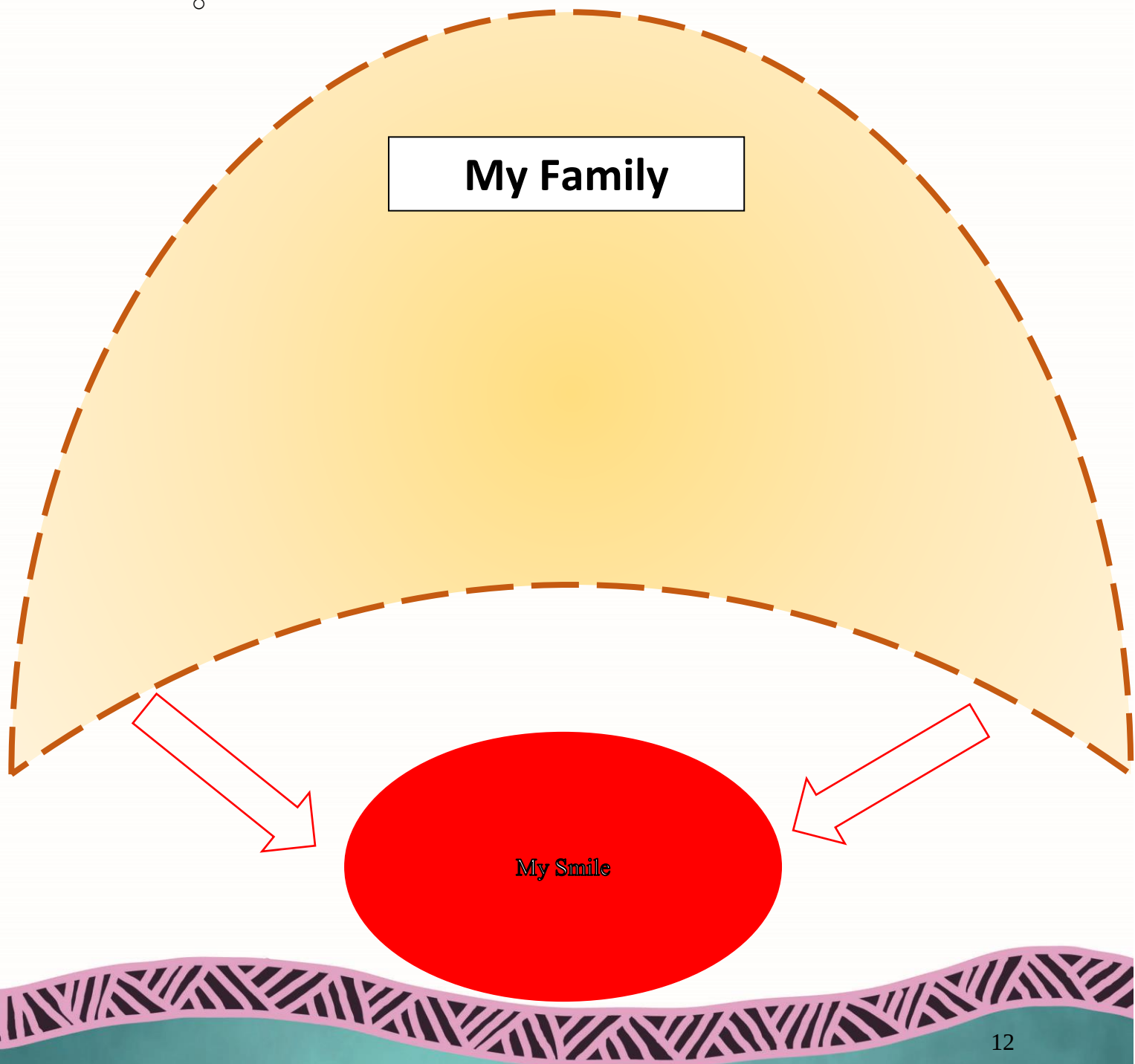
Strategy Component	Reflection Comments	Actions required
Content What content/messages should we include in our healthy selfie strategy?		
Meeting target audience needs How can we modify this content to ensure it is relevant and engaging for our target audience?		
Mode of presentation Does this information influence our chosen presentation mode and format?		
Resources What resources can we offer our target audience as a result of this learning experience?		

Activity 5: Factors that influence my smile

- *Key Question: What are the personal, family, peer and community factors that influence my smile?*

1. How does my family influence my smile?

- Students draw or paste their healthy selfie smile in the centre of the montage space below.
- Students create a montage or diagrammatic representation of all the people and animals who are included in their family. Using arrows, students identify how the members of their family influence their smile (eg. inheritance, jokes, provides me with healthy food)
-



2. What other factors influence my smile?

- Students identify as many ideas and factors as possible and put them into the smile below (eg. my include diet, tooth brushing, being happy, feeling confident, going to a dentist).

Factors that influence my smile

(Source: teets by rivercon from the Noun Project)



Activity 5: Learning Experience Reflection

Strategy Component	Reflection Comments	Actions required
Content What content/messages should we include in our healthy selfie strategy?		
Meeting target audience needs How can we modify this content to ensure it is relevant and engaging for our target audience?		
Mode of presentation Does this information influence our chosen presentation mode and format?		
Resources What resources can we offer our target audience as a result of this learning experience?		

Activity 6: Caring for the smile you've got! (visit from School Nurse)

- *Key Question: How do my daily actions influence my smile?*

Poor oral health nothing to smile about...

48% of people identify the smile as the most important feature when taking a selfie and 57% say it is the most appealing attribute when viewing other people's selfie shots on social media. Yet despite this the majority (58%) of Australians do not like to show their teeth when smiling for the camera.

(Source: Oral Health Australia Panel, <https://www.ohap.com.au/whats-behind-the-great-aussie-smile/>)

1. Presentation from School Based Youth Health Nurse summarising the oral health factors that contribute to a healthy mouth and smile.
2. Drawing on the presentation of the SBYHN, students create a summary of the terms and actions that promote oral health and wellbeing

Breaking down oral health 'jargon'

	Provide an explanation of each term and action using language appropriate for teenage girls
Terms	
Cavity	
Flossing	
Fluoride	
Plaque	
Actions	
Brushing	
Flossing	
Drinking water	
Reduce sugar intake	
Regular tooth brushing	

Activity 6: Learning Experience Reflection

Strategy Component	Reflection Comments	Actions required
Content What content/messages should we include in our healthy selfie strategy?		
Meeting target audience needs How can we modify this content to ensure it is relevant and engaging for our target audience?		
Mode of presentation Does this information influence our chosen presentation mode and format?		
Resources What resources can we offer our target audience as a result of this learning experience?		

Activity 7: Does netball promote a healthy smile?

- Key Question: *How does sport influence my smile?*

1. Students to test the hypothesis that **playing netball will generate more smiles than frowns**.
2. Students play a game of netball and generate a smile/frown data register. In pairs, students take time documenting their partner's smiles/frowns. At half time, the students swap roles.
3. Students watch an elite netball game to generate a smile/frown register.
4. Teacher to lead a compare and contrast discussion exploring the different factors between elite and participation/fun netball experiences that inspire smiles and/or frown
5. Teachers work with students to identify a response to their hypothesis.

Player's name: _____ Researcher: _____

(Circle one)	When did the player smile/frown?	Why do you think the player smiled/frowned?
 		
 		
 		
 		

ENGAGE EMPOWER *Educate*

ENGAGE EMPOWER *Educate*

Conclusion:

Activity 7: Learning Experience Reflection

Strategy Component	Reflection Comments	Actions required
Content What content/messages should we include in our healthy selfie strategy?		
Meeting target audience needs How can we modify this content to ensure it is relevant and engaging for our target audience?		
Mode of presentation Does this information influence our chosen presentation mode and format?		
Resources What resources can we offer our target audience as a result of this learning experience?		

Activity 8: Healthy selfie sharing

- Key Question: *What strategies can we use to promote our safety and wellbeing when we share our selfies?*

Insert photos of Firebirds taking selfies with fans on NQld Home Opening day

--	--	--

1. Students watch/read an interview with members of the Queensland Firebirds team and their support staff to explore strategies and protocols they use when they create and share selfies.

Sharing Health Selfies – Four tips from sports stars



Remember these important guidelines – MIGHT TRY AND FIND A MORE STRENGTHS BASED GRAPHIC FOR THIS SPOT

TECHNOLOGICAL ABUSE
There's
no excuse
for abuse



SHARING
Sending nude or embarrassing images of a partner to other people.



FOLLOWING
Tracking a partner's whereabouts using a phone or GPS device without consent.



ACCESSING
Reading a partner's private messages or conversations.



SENDING
Posting unwanted messages to or from a partner's accounts.

Activity 8: Learning Experience Reflection

Strategy Component	Reflection Comments	Actions required
Content What content/messages should we include in our healthy selfie strategy?		
Meeting target audience needs How can we modify this content to ensure it is relevant and engaging for our target audience?		
Mode of presentation Does this information influence our chosen presentation mode and format?		
Resources What resources can we offer our target audience as a result of this learning experience?		

Activity Nine: Creating a strategy to share tips for a healthy selfie

- *Key Question: How can we help others create healthy selfies?*

	Our Strategy
Final Mode/Format	
Key strategies to engage target audience	
Content: Tip One	
Content: Tip Two	
Content: Tip Three	
Content: Tip Four	
Resources to be provided to target audience	

Activity Ten: Presentation of healthy selfie strategy to class

Appendix

Resource for Learning experience No. 4 (Source: www.ohap.com.au)

Fact Sheet: YouGov Galaxy Consumer Research

In support of our media relations initiative, and in addition to the opinion editorials, OHAP conduct consumer research polls each year to generate 'fresh' news angles for media.

This year, we aimed to better understand the relationship between the *selfie camera-ready smile* and a *healthy smile*.

Methodology:

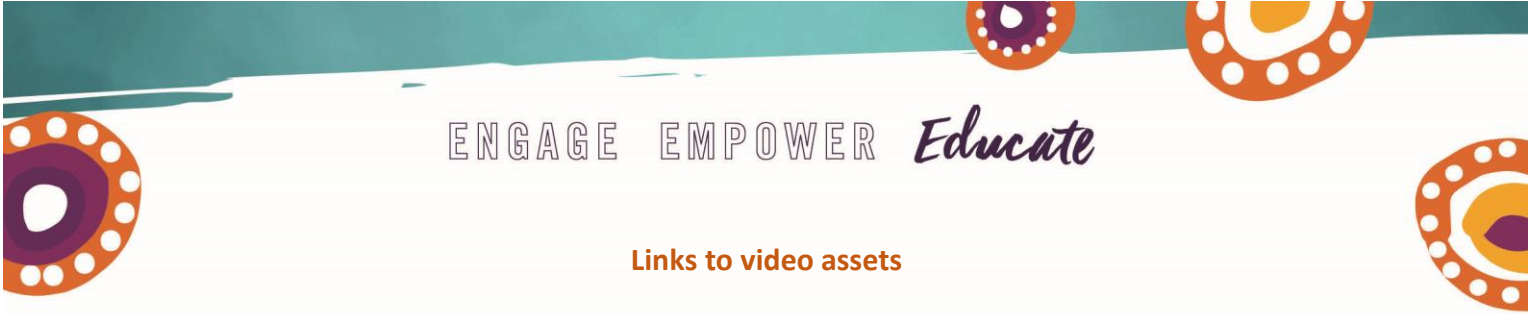
- This study was conducted on the YouGov Galaxy Online Omnibus between 26-29 July 2018.
- The sample comprises 1,068 Australians aged 18 years and older distributed throughout Australia, as follows:
 - NSW 313
 - Victoria 265
 - Queensland 242
 - South Australia 93
 - Western Australian 110
- Age, gender and region quotas were applied to the sample
- Following the completion of interviewing, the data was weighted by age, gender and region to reflect the latest ABS population estimates.

Timing:

This year, our media engagement leveraged **World Smile Day** (Saturday 6th October) to talk about the importance of smiles, share the research results and remind everyone on the importance of good oral health habits.

Main Findings:

- The smile is the most important feature when taking a selfie (48%) ahead of hair (25%) and pose (18%).
- The majority of Australians claim a healthy smile is the most appealing element when viewing other people's selfie shots in social media. The things people are most likely to notice are smile (57%), hair (25%) and pose (21%).
- When viewing other people's selfies, the smile (42%) is even more important than the location (35%) or what the subject is doing (30%).
- While the smile is considered the most important feature for selfie shots less than half of Australians (41%) believe their best camera-ready smile is one in which their teeth are showing.
- Millennials (49%) are more likely to have their teeth on show in their 'camera-ready smile' than Gen X (38%) or Baby Boomers (38%).
- The reason for hiding the teeth is because they feel their face looks better with no teeth showing when they smile (58%) or they are uncomfortable in how their teeth look (33%)
- More than 2 million Australians are not comfortable with how their teeth look.
 - Among those that do not like to show their teeth in photos they upload to social media, Gen X (40%) and Baby Boomers (35%) are more likely to feel uncomfortable with how their teeth look than Millennials (30%).



ENGAGE EMPOWER *Educate*

Links to video assets

https://www.dropbox.com/sh/7pat4vs7a0xjypr/AAB8VE3PioJV_8JPh8IQKB4oa?dl=0