

Chapter 6 : Thriving in Home Life

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Thriving in Home Life

- **Topic:** 24/7 Living : Thriving in home life
- Families and Relationships
- Balance and Boundaries
- **C**onnections to self, others, God, nature.

The most googled personal question worldwide is....

Google

why am i |

why am i **always tired**



Sleeping aids on the subway in Tokyo...



Made in God's image. *Imago Dei.*

We exhibit & reflect God's image when...

- we **rest** : Connection to Self. (Genesis 2:2)
- we **relate**: Connection to Others. (Genesis 1:27, 2:18).
- we do what's **right** : Connection to God. (Ephesians 4:22-24).
- we **rule**: Connection to Nature. (Genesis 1:26-30)

From Disorder to Order

The **goal** is for students to:

- be safe and to thrive and flourish.
- know how to make wise choices for themselves.
- know they can choose to parent differently ...

...to bring Shalom to their own families.

To equip students to move from disorder to peace in the context of peer – self destructive behavior. To become a wise-peacemaker.

Issue: Sleep

Guiding Question:

How can you form good rest habits to improve your sleep quality & health?

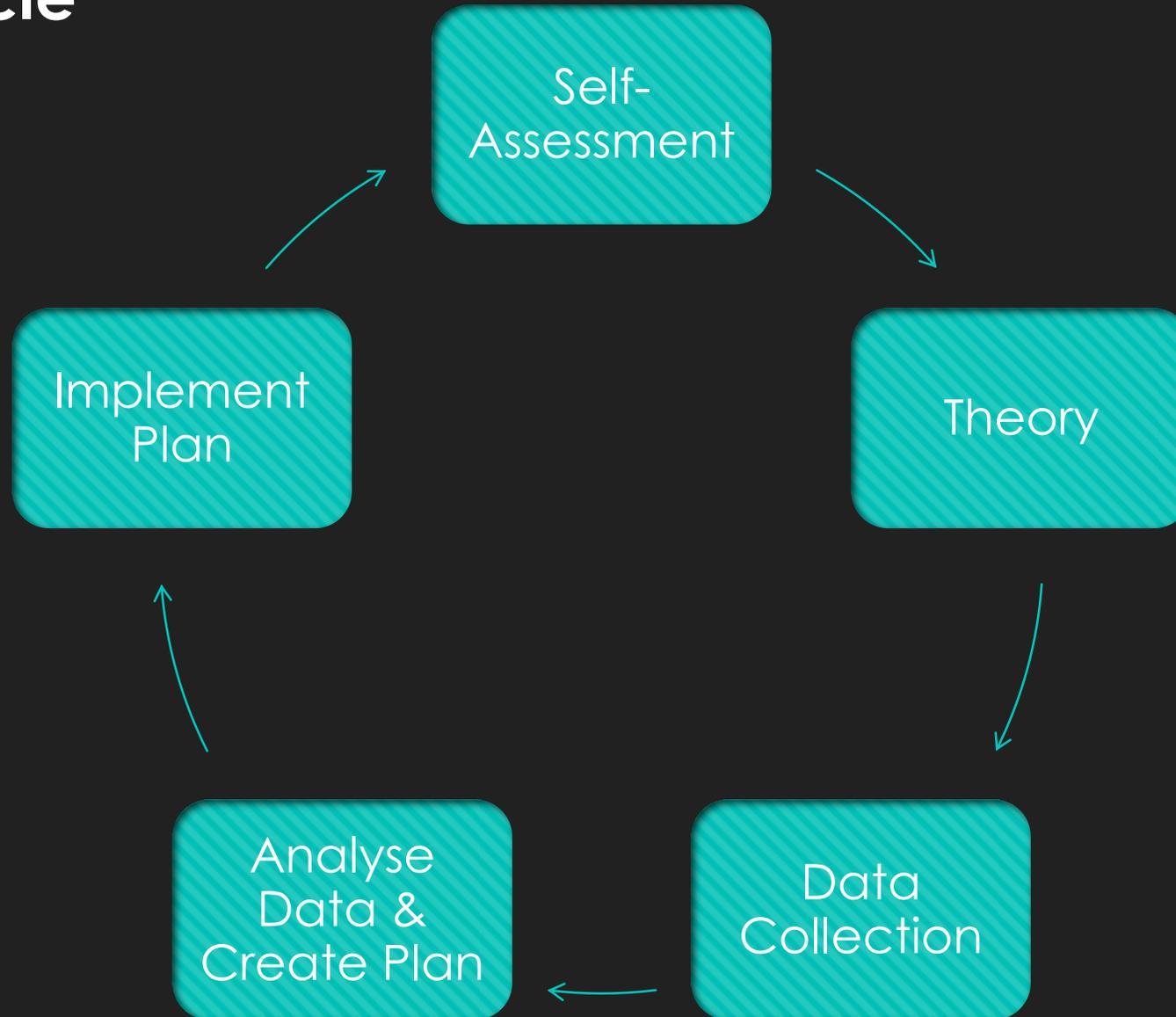
How can you preserve your sleep rhythms to live a purposeful life?

Curriculum: National Safe Schools Framework Element 6.1, 6.2, 7.1, 7.2, 7.4;
Relational Schools Proximity Framework 2.4, 3.1; Australian Curriculum General Capabilities: Critical and Creative Thinking, Personal and Social Capability

Assessment: Students will show an understanding of why creating healthy sleep patterns are important.

- Sharing through mentoring a peer to improve their sleep patterns and habits
- Sharing at an assembly/chapel/devotion/poster/digital response with a group of peers

Learning Cycle



Optional: Create goals to implement long term. Check after one month. Set up accountability with a peer, mentor, parent, or guardian.

Self-assessment: current status of their physical, emotional, relational health.

Self-assessment: same survey template used to find current status of their physical, emotional, relational health after improving their sleep habits. Celebrate growth.

Theory: Purpose of sleep and age appropriate sleep times. Understand sleep patterns.

Data Collection:
Sleep patterns with a fitbit, or sleep journal. Students to have data collected about their sleep patterns.

Analyse date and Create a Plan:
Peer tutoring/teaching. Students to analyse another student's data and create a plan for them to follow. They 'teach' their 'client' how to implement it and then follow up with them to discuss progress.

Implement Plan: Each student who creates a plan, will also be implementing a plan created for them.

Sample Learning Exercise : pg 38

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- Inverted parenting and deferred parent responsibility
- Helicopter parenting
- Wise development of learning timetabling and homework patterns / balance
- Wise boundaries around after-hours communication between parents and staff
- Family Breakup, family blending
- Family grief and bereavement
- Being wise and professional about diagnosis of special needs
- Being wise about signs of domestic abuse
- Healthy diet
- Healthy exercise patterns



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