



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Junior Cycle SPHE Classroom-Based Assessment: Report on Taking Action for SPHE Example of Student Work

August 2025

Junior Cycle SPHE: CBA

Example of Student Work

CBA Chosen: Report on Taking Action for SPHE

Title: Getting a balanced lifestyle during adolescence

Learning outcomes:

SPHE Students should be able to:

- 1.1 explore the physical, social and emotional changes that happen during adolescence
- 1.9 demonstrate self-management skills including setting personal goals, delaying gratification, and self-regulation of thoughts , emotions and impulses
- 2.10 demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing
- 4.4 discuss ways to support ourselves and others in challenging times and where/how/when to seek support, if needed
- 2.7 explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance us, online exposure and factors beyond our control.

Teaching and learning context

The students had been discussing in class the importance of maintaining a balanced lifestyle and had engaged with aspects of each of the learning outcomes (above). Their classmates shared the difficulty in maintaining balanced lifestyles as adolescents, and as a result, two students wanted to delve deeper into this area. This influenced their choice of topic for their awareness action project.

Two students worked together on this CBA although each created their own individual report. They divided the work up between them, working collaboratively as they did their research, created and organised a survey and prepared slides for peer-teaching another class

They asked permission from their year head for permission to circulate their survey. Their SPHE teacher posted it on the 2nd-year Google Classroom and asked students to answer the questions. They collected the data, analysed it together and included the results from the survey in the slides they shared as part of the peer-teaching aspect of their action.

Balanced Lifestyle during adolescence



CBA



Learning outcomes

Our learning outcomes

- ❑ 1.1 - Explore the physical, social and emotional changes that happen during adolescence.
- ❑ 2.1 - Consider the multifaceted nature of health and wellbeing, and ev
- ❑ 4.5 - Explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance use, online exposure, and factors beyond our control.

Summary

Our CBA was on balanced lifestyle during adolescence, we did lots of research about balanced lifestyles during adolescence, how our lifestyles and relationships change, how screen time affects us, why we should sleep longer, how we can have a better diet, and a healthier lifestyle. After researching these topics we made a survey to be sent out to all the second years, we wanted to see how accurate our research was in our year.

Sections:

- **Section 1: Research**
- **Section 2 : Awareness action**
- **Section 3: Tips**
- **Section 4: Report**
- **Section 5 : Reflection**

How does your lifestyle change during adolescence?

Teenagers go through many changes during adolescence but these are the main ones...

- **Independence** - Teenagers want more freedom, they want to experience more things.
- **Responsibility** - As you go from a child to a teenager you get more responsibilities because you're now older and understand things more. Teenagers may be given more work around the house, more homework and are sometimes encouraged to get a job over the summer.
- **Influences** - A child may look up to and take after their parents, but a teenagers friends and the media will probably influence their behaviour.
- **Values** - A teenager will have their own morals and opinions on things rather than mimicking their parents like they would have as a child.
- **Identity** - Teenages are trying to work out who there are, where the fit into the world and possibly what they want to be when their old. They may try new styles, music, friend groups, etc.

How can your relationships change during adolescence

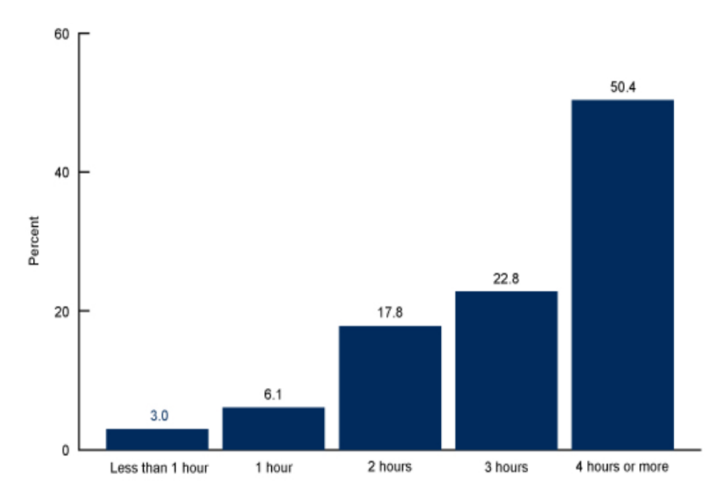
Teenagers often look for more independence, leading to changes in family relationships. This can often lead to restructured parent-child relationships, with teenagers looking for more emotional distance from their parents. Teenagers tend to spend more time with their friends than family, some say feel more understood and accepted by their friends and people of their own age. Over time teenagers usually end up spending less and less time with their family.

This may cause tension between the parents and teen and may affect the whole family dynamic.

How does screen time affect teenagers?

A study from July 2021 to December 2023 shows, teenagers who spent 4 or more hours daily on screens were significantly more likely to experience anxiety (27.1% vs. 12.3%) and depression (25.9% vs. 9.5%) compared to those with less screen time.

A bar chart from the same study showing the hours of daily screen time from 12-17 year olds from July 2021- December 2023:



Why should teenagers sleep for longer?

Sleep is a critical during the teenage years for emotional and physical health, But up to 70% of teenagers worldwide don't get their 8-10 hours per night.

What are the challenges that comes with not getting enough sleep??

- ❑ **Mood Swings:** Lack of sleep can lead to emotional instability. Teens may feel more anxious or depressed. This can affect their relationships with their family and friends.
- ❑ **Increased Risk of Accidents:** Sleep deprivation can affect coordination and reaction time, making teens more prone to accidents especially during exercise.
- ❑ **Mental Health issues:** Not getting enough sleep can cause mental health problems for teenagers like anxiety and depression.
- ❑ **Poor School Performance:** Sleep is essential for learning, without enough rest, teens may struggle to retain information, lower results in tests and academic challenges.

Section 2: Action

What is our action plan?

Our action plan for our CBA is conducting a survey / questionnaire based on 'Balanced lifestyle during adolescence', the plan is to put it up on our 2nd Year Google Classroom Noticeboard and hopefully get as many responses as possible from our peers in 2nd year.

- Some of our questions in the survey include...
- Have you quit any extra curricular activities since starting 1st year?
- Do you feel more tired during the day since starting 1st year?
- On Average, How many hours of sleep do you get on a school night?

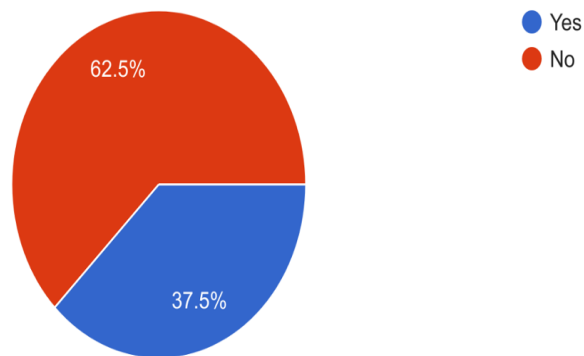
We hope to get a better understanding if teens actually have a balanced lifestyle during adolescence compared to their pre-teen/ childhood lifestyle.

Our survey results

After posting our survey on Google Classroom, we got 48 responses. Here are pie charts of our results.

Have you quit any extra curricular activities since starting 1st year?

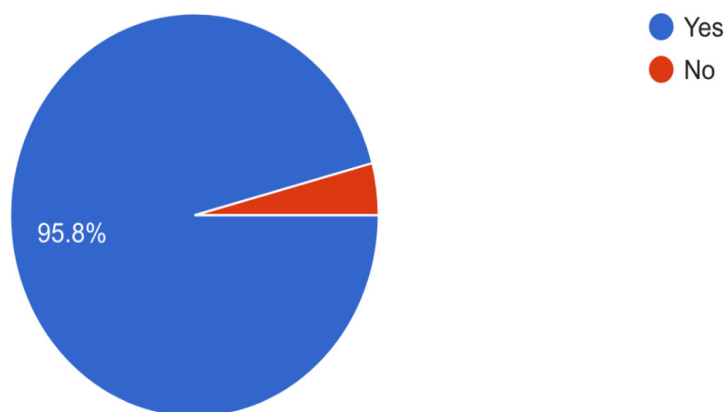
48 responses



Our survey results

Do you feel more tired during the day since starting 1st year?

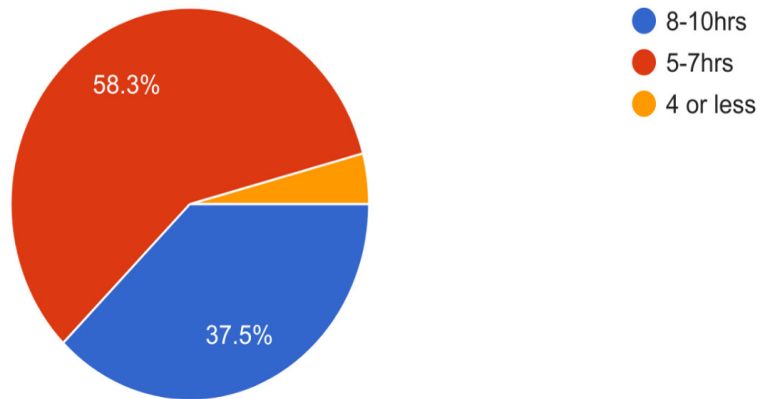
48 responses



Our survey results

On Average, How many hours of sleep do you get on a school night?

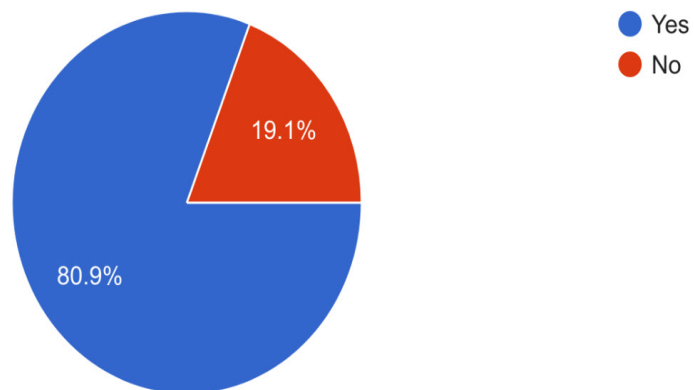
48 responses



Our survey results

Has the amount of sleep you get now changed since first year?

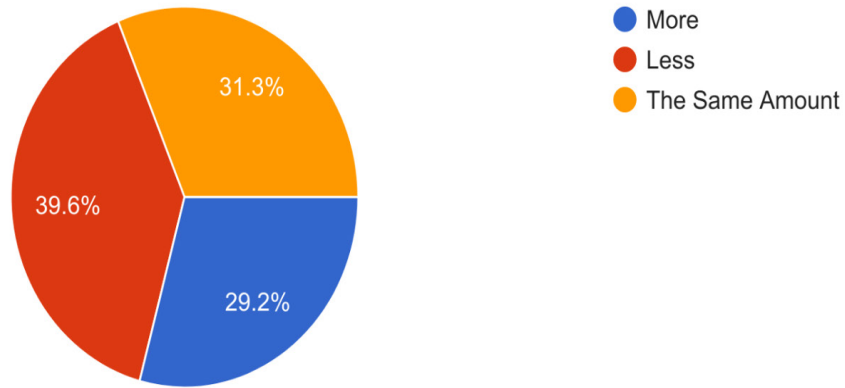
47 responses



Our survey results

Do you eat more or less snacks during the day, since starting first year?

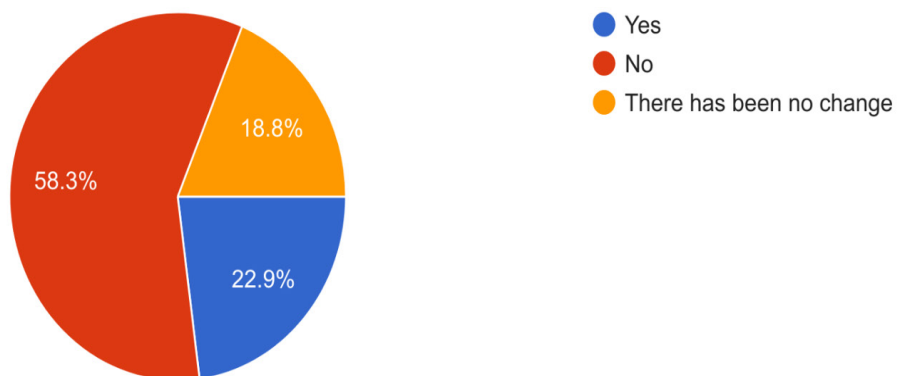
48 responses



Our survey results

Do you see an improvement in your mood since starting 1st year?

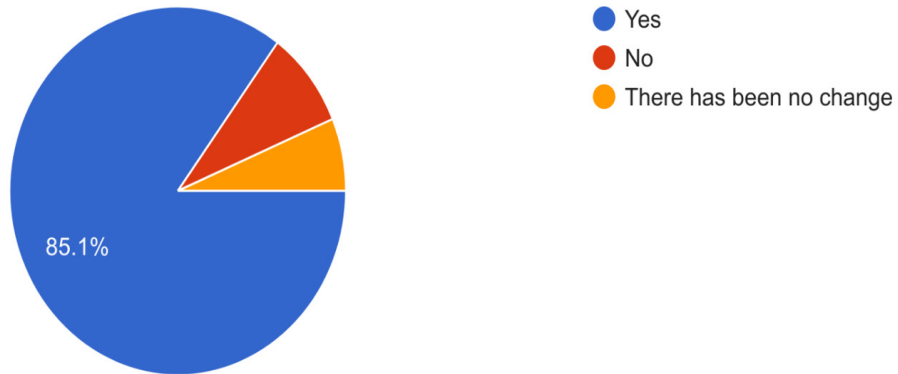
48 responses



Our survey results

Have you spent more time doing your homework/studying since starting secondary school?

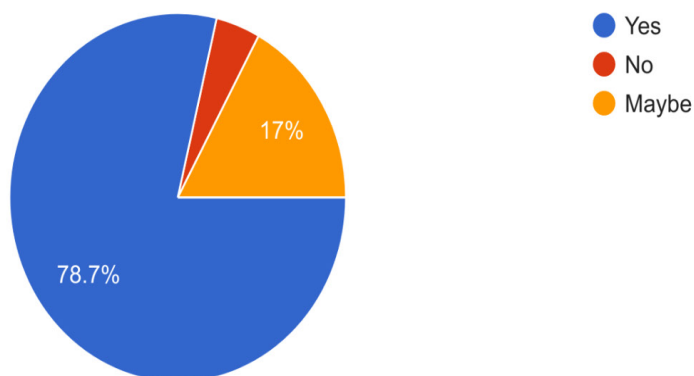
47 responses



Our survey results

If you answered Yes to the previous question has this affected your mood or made you more stressed out?

47 responses



Summary of Survey Results:

After analysing our survey results we can conclude that...

- That 62.5% of people have NOT quit any extracurricular activities, this is a great result because it shows that people are keeping up with their activities which improves your physical, emotional & mental health.
- 95.8% of people feel more tired during the day this is most likely because 58.3% people only get 5-7 hours of sleep per night when the recommended amount is 8-10 hours for teens
- 80.9% of people said that they sleep for less compared to 1st year.
- 39.6% of people said that they eat less snacks during the day
- 58.3% of people said that they see no improvement in their mood, this is probably because the lack of sleep that they have compared to primary school
- 85.1% of people said that they spend more time doing homework, this may be one of the reasons that 37.5% of people quit extracurricular activities
- 78.7% of people said that the more time that they now spend studying has made them feel more stressed out.

Section 3: Tips

How can teenagers have a better diet?

Here are some tips to eat healthier and stay full for longer

1. **Don't skip meals**, especially breakfast. Make sure to start the day with cereal, eggs, toast or a smoothie to help maximise energy levels
2. **Hydration is Key.** Water is so important for teenagers in order to avoid dehydration. Lack of water can affect concentration levels.
3. **Importance of Iron.** Many Irish teenagers, especially girls, don't get enough iron. Lean red meat should be included in the diet 3-4 times a week to retain adequate iron levels.
4. **Protein Packed.** Protein is essential for muscle growth and bone development. This is why protein should be included in each meal by choosing lean meat, fish, eggs, beans, milk, yoghurt or cheese.
5. **Smart Snacking.** Snacking is important to get teenagers through their busy day.

What can you do to maintain a healthy lifestyle?

Physically:

- Teens should try exercise for up to 1 hour a day, try to exercise with your friends and do exercise that you enjoy so that it doesn't seem like a chore.
- Get enough sleep, teens should get between 8-10 hrs of sleep per night, this will help them reach their full potential in areas like school and sports.

Mentally:

- Try to avoid stress as much as possible, although it is impossible to be fully stress free, try your best not to stress out about little things and find solutions!!

Emotionally:

- Be Mindful, try to go outside and get some fresh air

Section 4: Report

Report

Our SPHE CBA was on *balanced lifestyle during adolescence*, and first off for our action plan we created a survey with questions based around how teenagers lifestyles and attitudes may have changed during adolescence. We did this to get a better understanding of our research and how the people around us feel and responded to these changes.

We hoped that by asking these questions in our survey that they would raise questions among the people who did the survey and would get them to start to think about the topic themselves. We also hoped this would raise awareness and start conversations about these changes among our peers. We then sent our survey to our teacher, who put it on the second year google classroom. While we were waiting for survey responses we gathered as much information for our CBA as we could and after waiting 3-5 days we collected 48 responses from the whole year. We analyzed and reflected on this information and got a better understanding of the topic and of what people in our year consider a balanced lifestyle, we also made some tips to help guide people that may be struggling.

My reflection:

For the SPHE CBA my friend and I decided to do the topic of *A balanced lifestyle during Adolescence*, because we are teenagers and know the struggles that teenagers face in everyday life, we wanted to send out a survey and see if our peers in 2nd year face the same problems that we feel like people our age go through. And it turns out they did. We used this information to come up with some tips to help and advise teenagers that may struggle.

Overall I really enjoyed the CBA process and I feel like I have learned a lot more about the topic of a balanced lifestyle & on how to maintain a healthy and balanced lifestyle myself.

Links and Websites used:

[Healthy lifestyles for teens | Barnardo's Family Space](#)

[SPHE learning outcomes and wellbeing indicators | Curriculum Online](#)

[Social and emotional changes: pre-teens and teenagers.](#)

[Average Screen Time for Teens \(2024\)](#)

[Healthy Habits for Teens | familydoctor.org](#)

[Teenage Years - Nutritional Information - Bord Bia](#)

[The Food Pyramid | Safefood](#)

[Daily Screen Time Among Teenagers: United States, July 2021–December 2023](#)

[Teens: Relationship Development](#)

[Social and emotional changes: pre-teens and teenagers.](#)

Features of Quality

Exceptional

The report displays exceptional research with excellent selection and use of relevant, reliable and appropriate information

It shows excellent awareness of audience and consideration of ways to make the project impactful in raising awareness about a health/wellbeing topic or issue of concern

There is evidence of insightful personal reflection on the learning and capacity to reflect on what this means for the student.

Above expectations

The report displays very good research and a capacity to select and use relevant, reliable and appropriate information

It shows a clear awareness of audience and consideration of ways to make the project impactful in raising awareness about a health/wellbeing topic or issue of concern.

There is good evidence of personal reflection on the learning and what it means for the student.

In line with expectations

The report displays good, albeit limited, use of research. Consideration of what research is most relevant, trustworthy and appropriate for the purpose of the project was somewhat less in evidence.

The project shows some awareness of audience although consideration of how to create impact is limited

There is some evidence of personal reflection on the learning. However, reflection on what this means for the student is not in evidence.

Yet to meet expectations

The report shows limited research and appraisal of information skills

The project lacks awareness of audience and consideration of what makes an awareness activity impactful

There is little or no evidence of personal reflection on the learning or what it means for the student.

Teacher annotations

This report shows a good ability to draw upon and use a range of sources of information, including both online research and information gathered themselves via a student survey of 2nd yrs. Using the online research and the feedback from the student survey to develop tips for students is commendable. The purpose of this action is clearly stated 'to raise awareness and start conversations'. However the report doesn't say how the tips for students were shared or what impact they had. While consideration of audience is good, consideration of impact is less in evidence. There is some (albeit limited) evidence of personal reflection where the student reflects on the survey results and again towards the end of the report. The report could be improved if it included more detailed reflection saying what the learning means for them and what impact the action had on themselves or others.

Overall judgement:  In line with expectations