

Year 8 plan Health Victorian Curriculum:

Implementation year: 2017

School name: Kyabram P-12 College

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Identify Curriculum	Curriculum Booklet Descriptor	HP081 & HP082 are semester long subjects that are completed in Year 8. Both units consist of practical and theoretical components. In Health Education, students will investigate the components of fitness and relate them so sports the participate in. Students will reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. The will also describe the health interests and needs of young people as a group, including those related to sexual health (eg. safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (eg. tobacco, alcohol and cannabis use).
	Achievement standard	<p>By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>
	Reporting Descriptor	Students have developed skills needed for the safe participation of effective relationships, physical activities and games. Attitudes and behaviours which contribute to the safety and health of individuals and groups in our community were also investigated. Students addressed positive attitudes, values and behaviours towards physical activities, making it enjoyable and fulfilling.

Unit Overview	Nutritional Needs, Food Issues & Choices	Risk Taking and Drug Education	Sexuality and Sexual Health	Connecting to natural and built environments
<p><i>Teaching Hours: 1 hour per week</i></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teaching and learning</p>	<p>Personal, Social and Community Health <i>Being healthy, safe and active</i></p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	<p>Personal, Social and Community Health <i>Being healthy, safe and active</i></p> <p>Examine the impact of changes and transitions on relationships (VCHPEP143)</p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different</p>	<p>Personal, Social and Community Health <i>Being healthy, safe and active</i></p> <p>Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)</p> <p>Examine the impact of changes and transitions on relationships (VCHPEP143)</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then</p>	<p>Personal, Social and Community Health <i>Being healthy, safe and active</i></p> <p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)</p> <p>Communicating and interacting for health and wellbeing</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>

		<p>responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)</p>	<p>reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)</p>	<p>Contributing to healthy and active communities</p> <p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)</p>
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Develop assessment	Assessment				
		Nutritional Needs, Food Issues & Choices	Risk Taking and Drug Education	Sexuality and Sexual Health	Connecting to natural and built environments
		Assessment	Assessment	Assessment	Assessment
	<p>Food Diary Students to keep a food diary at the start of the unit and at the end, evaluating the nutrients they have gained and making recommendations on how to improve.</p> <p>Nutritional Expert (RLT) Students will evaluate client information and provide recommendations on how to improve their diet.</p>	<p>Drug Education (RLT) Students will learn to investigate the impact and effects of drugs and the risks associated with risk-taking behaviours. They will create a brochure that will promote drug education. This brochure will inform people of their knowledge & understanding of three drugs.</p>	<p>Sexual Health (RLT) Students are required to use their knowledge on sexuality, gender, race, sexual health and safe sexual practices. Students will reflect upon current and possible future experiences of adolescence and evaluate health resources, products and/or services designed to improve the health of young people</p>	TBC	
Make judgments and use feedback	Moderation	<ul style="list-style-type: none"> Rubric Cross teaching marking (sample) 	<ul style="list-style-type: none"> Rubric Cross teaching marking (sample) 	<ul style="list-style-type: none"> Rubric Cross teaching marking (sample) 	TBC

Year 8 Health: review for balance and coverage of content descriptions.

Dimension				
Be healthy, safe and active	1	2	3	4
Evaluate factors that shape identities, and analyse how individuals impact the identities of others (VCHPEP142)			*	
Examine the impact of changes and transitions on relationships (VCHPEP143)		*	*	
Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)	*	*		*
Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145)		*	*	*
Contributing to healthy and active communities				
Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)	*	*	*	
Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150)				*
Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151)		*	*	

Dimension				
Communicating and interacting for health and wellbeing	1	2	3	4
Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)			*	
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)		*	*	
Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)	*	*	*	*