## Program Overview 2016 - Subject/Course: Health Year level: 8

### Section 1 – Term overview

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<td><strong>Unit 1 – What is Fitness?</strong></td>
<td><strong>Unit 2 — My decisions my life</strong></td>
<td><strong>Unit 3 — Supporting others</strong></td>
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<td><strong>Content</strong></td>
<td>In this unit, students identify the different components of fitness and relate them into every day sporting activities. They explore how perceptions of fitness affect body image both positive and negative. They examine the effects of family and culture on these perceptions and look at ways to turn pre-conceived ideas around.</td>
<td>In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family’s role in decision making and how to communicate and support peers in situations using alcohol and drugs, as well as the steps to follow in an emergency situation.</td>
<td>In this unit, students explore family and kinship groups in their own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance the health and wellbeing of communities, and identify family groups and kinship groups in own and other cultures. Students will:</td>
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<td><strong>Research</strong></td>
<td>Students complete a reflective journal. They investigate types of drugs and alcohol and strategies to remain in control of their health. The assessment will gather evidence of the student’s ability to:</td>
<td>Students complete an assignment. They investigate strategies to support others while transitioning to independence, while maintaining respectful relationships. The assessment will gather evidence of the student’s ability to:</td>
<td>Students complete an assignment. They investigate family and kinship groups to explore how traditions and cultural practices influence identities. They examine the significance of connecting to the natural and built environment for cultural groups. The assessment will gather evidence of the student’s ability to:</td>
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- **assessment**
  - explore how traditions and cultural practices, such as dance, influence personal and cultural identities.
  - examine values and beliefs about cultural and social issues, such as gender, race, sexuality and disability
  - explore the health and physical activity practices of different groups within the community
  - identify behaviours and resources to enhance health and wellbeing of communities – increased physical activity, healthy canteen, decreased litter, reduced graffiti or decorative graffiti, community gardens, connecting with communities outside the school
  - investigate the cultural and historical significance of a range of physical activities plan and implement strategies for connecting to the natural and built environment to promote the health and wellbeing of their communities.

- **Research**
  - investigate why young people choose to use drugs/alcohol and strategies to make informed choices.
  - examine pressures/influences and family influences on choosing to use alcohol/drugs and strategies to address this.
  - demonstrate effective communication skills by looking at what the family role is in decision making and how to communicate and support peers in situations using alcohol and drugs, as well as the steps to follow in an emergency situation.
  - analyse health messages in the media in relation to alcohol and other drugs and assess their credibility.
  - practice various strategies and behaviours to ensure control in pressure/emergency situations regarding alcohol and drugs examine how diversity and gender are represented in the media and communities and explore the influence these representations have on identities.

- **Research**
  - investigate how teenagers are growing and changing and want to be independent.
  - explore being safe and independent — (Daniel Morcombe lesson 1 — years 7 to 9)
  - identify risks and risk-taking behaviours and decision making strategies (Daniel Morcombe lesson 2)
  - explore rules, rights and responsibilities (Daniel Morcombe lesson 3)
  - apply decision-making questions and models (Daniel Morcombe lesson 4)
  - explore respectful relationships between peers — establishing, rights, responsibilities and bullying behaviours both in relationships and online.
  - recognise the impact bullying and harassment can have on relationships, including online relationships — Facebook, Twitter etc. — and explore strategies to seek help for others and use behaviours to enhance mental health, safety and wellbeing of school communities.

- **Research**
  - explore strategies and practices that enhance their own and others’ health and wellbeing apply personal and social skills to establish and maintain respectful relationships.