

HEALTH EDUCATION

Course Outline

Unit outline, including topics covered, learning outcomes,
activities and assessment opportunities

Achievement Objectives

Key Competencies

Values

Year 9 and Year 10
Health Education



Burnside High School

TITLE Health Education
YEAR Year 9, Burnside High School
DURATION 3 lessons per week, 1 term (max 30 lessons)

AO & Level	Topic	Learning Outcome	Key Competency	Values	Activities / Strategies	Assessment
<u>Taught:</u> 5A4 5C1 5C2 5C3 5D2 <u>Assessed:</u> 5C1	Relationships	By the end of this topic students will: <ul style="list-style-type: none"> Identify our own personal qualities and strengths. Identify ways we can improve our behaviour and relationships. Learn the 4 aspects of Wellbeing/Hauora, and relate them to your own personal Health. Identify and define what makes a good friend. Communicate thoughts and ideas on a variety of topics with your peers. Develop an awareness of discrimination and bullying, and be able to identify support systems for victims in the school and community. 	<u>Managing self</u> (working through their worksheets, participating in the Bullying post-box, remaining on-task and focused during group work, handing in homework when it is due)	<u>Diversity</u> Taught in discrimination and when talking about their 'place' on the world map.	Peer interviews, My passport, people/places activity, Hauora/Personal health profile, personality type (Attitude book), friendship continuum, bullying (human treasure hunt, post-box activity), discrimination brainstorm and group activity	Discrimination poster OR Friendship pamphlet OR Assertiveness pamphlet
<u>Taught:</u> 5A1 5A3 5A4 5C1 5D1	Tobacco and Alcohol	<ul style="list-style-type: none"> Learn and write what chemicals and substances are in a cigarette. Identify what myths and facts about tobacco are true and false. Read some smoking facts about New 	<u>Relating to others</u> (mix and match, the path of alcohol through the body) <u>Participating and contributing</u> (class	<u>Innovation, inquiry and curiosity</u> Through learning about Tobacco and	Cigarette smoke, what's in it for you power point, mix and match group activity, myths and facts Tobacco, NZ smoking	<u>Topic Test-</u> Tobacco, Alcohol and Hauora (45 minutes)

<p>5D3</p> <p><u>Assessed:</u></p> <p>5A3</p> <p>5C1</p>		<p>Zealand, and fill in the gaps.</p> <ul style="list-style-type: none"> • In a group, work together to create the correct path that alcohol follows through the body. • Identify what myths and facts about alcohol are true and false. • Identify what is a standard drink, and how fast each drink takes to get processed in the body. • Write what effect alcohol has on each aspect of wellbeing/hauora. • Complete a test at the end of the unit, on 'Tobacco, Alcohol and Wellbeing/Hauora'. 	<p>discussion, group learning activities, pair activities)</p>	<p>Alcohol use, and why people use the drugs.</p>	<p>facts, the path that alcohol follows in the body group activity, myths and facts Alcohol, standard drink information and worksheet, the effect of alcohol on hauora/wellbeing pair activity, how to plan a safe and successful party activity.</p>	
<p><u>Taught:</u></p> <p>5A1</p> <p>5A3</p> <p>5A4</p> <p>5C1</p> <p>5C3</p> <p><u>Assessed:</u></p> <p>5A1</p>	<p>Sexuality</p>	<ul style="list-style-type: none"> • Name the male and female components of the reproductive system • Brainstorm the physical/social/mental changes that happen during puberty and apply to 3 worksheets, including challenging myths and facts regarding male and female changes. • Participate in class learning activities that involve organising cards into the correct order (conception, menstrual cycle) • Identify and rate what they believe is important in a partner in a relationship. 	<p><u>Thinking</u> (develop an understanding of how the reproductive system works and how it relates to conception, draw upon personal knowledge and experience in relation to a sexual road, challenging the basis of perceptions in relation to growth and development during puberty)</p> <p><u>Participating and contributing</u> (class</p>	<p><u>Respect</u></p> <p>Taught through class discussion and activities, eg sexual road</p>	<p><u>Worksheets-</u></p> <p>Male and female reproductive system, male or female, mix and match, growth and development, myths or facts boys and girls, contraception types, relationships, condom demonstration checklist, HIV / AIDS sheet.</p> <p><u>Class activities:</u></p> <p>Menstrual cycle, conception line, sexual road, photo study.</p>	<p><u>Sexuality Test-</u></p> <p>pre test and post test</p>

		<ul style="list-style-type: none">• Participate in class activity 'sexual road' and justify their opinion• Read 'its OK to say no' sheet• Identify true and false facts about HIV / AIDS• Write down basic information about contraception	discussion, group learning activities, pair activities)		<u>Other:</u> Puberty continuum Puberty brainstorm Condom demonstration	
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TITLE

Health Education

YEAR

Year 10, Burnside High School

DURATION

1 lessons per week, full year

AO and Level	Topic	Learning Outcome	Key Competency	Values	Topics / Activities	Assessment
<p><u>Taught:</u> 5A1 5A3 5C1 5C2</p> <p><u>Assessed:</u> 5A1</p>	<p>A Healthier Me</p>	<p>By the end of this topic students will:</p> <ul style="list-style-type: none">• Identify your own personal qualities and strengths.• Working with a partner, discuss and record Safety Guidelines for the year.• Learn the 4 aspects of Wellbeing/Hauora, and relate them to your own personal Health.• Learn about goal setting, and write two goals for the future.	<p><u>Major Focus:</u> <u>THINKING</u> (thinking about and developing appropriate safety guidelines for your class, completing the ‘thinking laterally’ activity, completing the ‘pictorial mihi’, and writing relevant and meaningful goals for the future)</p> <p><u>Minor Focus:</u> <u>RELATING TO OTHERS</u> (working with a partner, and your class, to decide on your classes safety guidelines, and talking with your peers when completing the ‘spirituality doughnut’.)</p>	<p><u>Innovation, Inquiry and curiosity</u> Taught when reflecting on experiences e.g. personal Mihi and goal setting</p>	<p><u>TOPICS:</u></p> <ul style="list-style-type: none">• Safety Guidelines• Thinking Laterally About Myself• Spirituality- What is it??• How to write effective goals <p><u>ACTIVITIES:</u> Safety guidelines, thinking laterally about myself, pictorial Mihi, spirituality doughnut, goal setting, writing an effective goal</p>	<p>Completing pictorial Mihi</p>

<p><u>Taught:</u> 5A1 5A3 5A4 5C1 5C2 5C3 5D1 5D2</p> <p><u>Assessed:</u> 5C2</p>	<p>Healthy Mind, Healthy Person</p>	<ul style="list-style-type: none"> • Identify our own personal beliefs and values around mental health, and what it means to be ‘mentally healthy’. • Identify causes of, and differing reactions to stress. • Examine what factors cause stress in your own life • Identify moments of change, loss and grief in your own, and other people lives, and how it affects a person’s wellbeing. • Brainstorm and develop ideas around relationships breaking up. • Learn and practice the concepts of ‘sympathy’ and ‘empathy’. • Identify what support structures are available in the school and wider community. • Examine gender stereotypes, and identify how these stereotypes influence self, others and NZ society in general in relation to Mental Health • Understand and practice the decision making process. • Identify a short term, medium term, and long term goal. 	<p><u>Major Focus:</u> <u>MANAGING SELF</u> (participating in the mental health continuum, stress postbox activity, completing the change, loss, grief story and picture, completing the social support and network worksheets, and when completing the ‘when I grow up..’ worksheet and goals.)</p> <p><u>Minor Focus:</u> <u>RELATING TO OTHERS</u> (discussing opinions during the mental health continuum, when examining the stress trigger cards in groups, when practicing empathy scenarios in pairs and completing the gender activities in a group).</p> <p><u>PARTICIPATING AND CONTRIBUTING</u> (working in a group during the Mental Health post-box, discussing different experiences of grief scenarios in groups, discussing issues around change, loss and grief (elephant poem), when completing the gender activity in a group, and participating in the decision making continuum.)</p>	<p><u>Integrity</u> Through post box activity, continuum, and when making the sympathy card.</p>	<p><u>TOPICS:</u></p> <ul style="list-style-type: none"> • What is mental health? • Understanding and managing stress • Change, loss and grief- understanding and managing your own experiences • How to support others in times of change, loss and grief • What support systems are available? • Issues around gender and mental health in New Zealand • Making safe decisions <p><u>ACTIVITIES:</u> Mental health continuum, I’m so stress out activity, rate your stress, stress in life, change loss and grief, road, understanding grief, grief picture, different experiences of grief, breaking up, supporting others, empathy and sympathy, support at school, what’s in a gender, information about NZ males, power situations, making decisions, steps in decision making, when I grow up and goal setting?</p>	
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<p><u>Taught:</u> 5A1 5A3 5A4 5C1 5C2 5C3 5D1 5D4</p> <p><u>Assessed:</u> 5D1</p>	<p>Being a Sexual Being</p>	<ul style="list-style-type: none"> • Identify what prior learning you have had in Sexuality Education, using the Vocab Checklist. • Identify what aspects are important to you in a partner. • Using a continuum, discuss the difference between love and infatuation. • In a group, identify and discuss acceptable and unacceptable behaviours in a relationship. • Learn about sexual statistics in New Zealand. • Match the types of contraception to the correct definition. • Identify and explain what sexual activities are low risk and high risk. • Identify and discuss sexual orientation, matching terms to the correct definition. • Identify issues that are faced by differing sexual orientations • Examine sexual decision making and identify issues that arise when making safe sexual decisions. 	<p><u>Major Focus:</u> <u>PARTICIPATING AND CONTRIBUTING</u> (participating in the ‘all you need is love’ class continuum, the ‘dump or stay’ group discussion activity, when completing the ‘contraception mix and match’ activity, the condom pair activity, the ‘risky business’ class activity and discussion, when completing ‘the quiz’ and participate in discussion that arises, when participating in the ‘sexual decisions’ class continuum, and when examining music videos in a ‘focus’ group)</p> <p><u>Minor Focus:</u> <u>RELATING TO OTHERS</u> (completing the ‘healthy, unhealthy, don’t know’ card activity in a group, when discussing and organising cards the ‘sex, for or against’ activity, when developing a ‘pressure script’ in pairs</p>	<p><u>Equity</u> Encouraging everyone to be involved during the various group learning activities.</p>	<p><u>TOPICS:</u></p> <ul style="list-style-type: none"> • Check prior knowledge • What do I look for in a partner? • What are my strengths as an individual? • Healthy and unhealthy relationships • Sexual health issues in New Zealand • Contraception • STI’s • High and low risk sexual activities • Sexual Orientation • Sexual decision making, including being assertive • Sexuality and the media <p><u>ACTIVITIES:</u> Vocabulary checklist, what’s important, what do I want, all you need is love, healthy relationships, dump or stay, sexual health in NZ, contraception, how to use a condom, risky relationships, relating with</p>	<p>Sexuality in Music assignment</p>
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		<ul style="list-style-type: none">• Describe how an image from the media influence self, others and society.• Describe and discuss how music videos affect certain 'groups' in society.	<p>about how to be assertive in a relationship, when examining music videos in a 'focus' group.)</p> <p><u>MANAGING SELF</u> (completing the vocab checklist, the 'what's important' worksheet, when filling in the gaps of the 'Sexual Health in New Zealand' information sheet, completing the 'contraception quiz' by yourself, completing the 'my parents' cartoon activity in workbook, completing the 'mix and match' sexuality activity, and when examining and critiquing a media photo in relation to sexuality.)</p>		adults, sexual orientation activities, for or against sex, sexual decision making, saying no, sending messages assertively, sexuality and the media, sexuality in music videos	
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<p><u>Taught:</u> 5A1 5A3 5C3</p> <p><u>Assessed:</u> 5A3</p>	<p>Drug Education</p>	<ul style="list-style-type: none"> • Identify what prior learning you have in relation to drug education. • List the ‘good’ and ‘not so good’ things about drug use. • Match the categories of drugs to the correct definition. • Identify and discuss issues around teenage alcohol use with parents and caregivers. • Recap the basic information about alcohol, by completing ‘alcohol dominoes’ and a risk continuum • Examine issues around being assertive in risky situations • Brainstorm the various places people can get information about cannabis, and other drugs, and evaluate their effectiveness. • Identify and recall facts about Cannabis • Learn and identify some basic information about other drugs. 	<p><u>Major Focus: USING LANGUAGE SYMBOLS AND TEXT</u> (filling in the spaces in the ‘being assertive’ grid, when matching the pressure card to the correct photo in a group, completing the ‘magic square’ and ‘matching it up’ cannabis activities, when completing various DVD worksheets, and when researching a drug and presenting the information back to your class and teacher)</p> <p><u>Minor Focus: THINKING</u> (matching your ‘alcohol domino’ card during the class activity, when brainstorming the things that can go wrong at a party, when filling in the ‘being assertive’ sheet, when completing the cannabis ‘magic square’, by developing an understanding about a range of drugs, constructing a presentation about a drug and how it affects its users, and drawing upon personal experience when completing worksheets)</p>	<p><u>Innovative, inquiry and curiosity</u> When investigating a drug, and examining alcohol and cannabis use in various activities.</p>	<p><u>TOPICS:</u></p> <ul style="list-style-type: none"> • Check prior learning by completing a ‘Prior Learning Grid’ • What are the various types of drugs? • What do our parents and caregivers think? • Risks involved in alcohol use • How to be a responsible host • How to be assertive in high pressure situations • Focus on Cannabis • Other drug information including club drugs and methamphetamine <p><u>ACTIVITIES:</u> Prior learning, ‘good and not so good things about drugs’, match the drugs to the definitions, what is marijuana (match the sentences), magic square, communicating with parents- survey, alcohol dominoes, host responsibility, the deal on</p>	<p>Drug research assessment</p>
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			<p><u>PARTICIPATING AND CONTRIBUTING</u> (participating in 'alcohol dominoes' and 'high-low risk' alcohol continuum, when practicing assertive scenarios in groups of 3, when recognising the various sources that we can gather information from, and when working with a partner to research a drug.)</p>		<p>dope (activity and worksheet), cannabis true/false quiz, being assertive, doing what you want, what shapes out thinking. <u>DVD and worksheets:</u> *Greening out (marijuana) *The Crystal Cage (methamphetamine) *Club Drugs *Ecstasy- the facts *Tobacco and Death *Uppers and Downers</p>	
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HEALTH TRACKING SHEET

Year 9 Health, Burnside High School

	A ₁	A ₂	A ₃	A ₄	C ₁	C ₂	C ₃	D ₁	D ₂	D ₃	D ₄
Intro				*Name games *People/places activity *My passport *Personal Health profile	*Safety guidelines						
Relationships					*Friendship continuum <u>*Friendship pamphlet</u>	*Bullying-doughnut and post box *Discrimination brainstorm and group activity	*Bullying-doughnut and post box *Assertive		*Attitude 'x factor' and 'get a life' <u>*Discrimination poster</u>		
Tobacco and Alcohol	*Cigarette smoke activity *The path of alcohol through the body		<u>*Planning a party-</u> safety for host parents and guests	*Total wellbeing activity- alcohol	<u>*Effect of tobacco and alcohol on wellbeing</u>			*NZ smoking facts		*Planning a party- safety for host, parents and guests	
Sexuality Education	*Naming the reproductive system. *Growth and development (puberty) *Conception activities *Menstrual cycle activity		*Contraception *HIV / AIDS	*'My perfect partner' activity	*Sexual road activity		*Sexual road activity				

HEALTH TRACKING SHEET

Year 10 Health, Burnside High School

	A ₁	A ₂	A ₃	A ₄	C ₁	C ₂	C ₃	D ₁	D ₂	D ₃	D ₄
A Healthier Me	*Recap of Wellbeing / Hauora * <u>Personal Mihi Spirituality</u>		*Safety Guidelines		*Safety Guidelines	*Safety Guidelines					
Healthy Mind, Healthy Person	*Understanding Mental Health *Understanding Stress *How loss effects life / reactions to loss		*Dealing with stress *Identifying support structures *Making safe decisions	*Handling grief	*Loss of relationships *Being empathetic	* <u>Designing a sympathy card</u>	*Being empathetic	*Mental Health continuum	*Investigating help agencies		
Being a Sexual Being	*Decision making / being assertive		*Risky relationships *Contraception *STI's *Risky sexual activities *Reasons people have sex activity	*What's important in a partner *My strengths *Sexual orientation worksheets and activities	*Reasons people have sex activity *Sexual Orientation worksheets and activities	*Sexual Orientation worksheets and activities	*Risky relationships *STI decision making	<u>Media portrayal of sexuality</u>			*Risky relationships
Drug Education	*Being assertive in relation to drug use *Drugs in school		*Being a responsible host *Being assertive * <u>Drugs research assignment</u>				*Being a responsible host				

YEAR 9 HEALTH EDUCATION SUMMARY

Achievement Objectives

A1	A2	A3	A4	C1	C2	C3	D1	D2	D3	D4
yes	no	yes	yes *	yes *	yes	yes	yes	yes	yes *	no

*assessed

Key Competencies

- Managing self (Introduction)
- Relating to others (Alcohol and Tobacco)
- Participating and contributing (Alcohol and Tobacco, Sexuality)
- Thinking (Sexuality)

Values

- Diversity (Introduction)
- Innovation, inquiry and curiosity (Alcohol and Tobacco)
- Respect (Sexuality)

YEAR 10 HEALTH EDUCATION SUMMARY

Achievement Objectives

A1	A2	A3	A4	C1	C2	C3	D1	D2	D3	D4
yes	no	yes *	yes	yes	yes*	yes	yes*	yes	no	yes

*assessed

Key Competencies

- Thinking (A Healthier me, Drug Education)
- Relating to others (A Healthier me Healthy mind, healthy person, Sexuality)
- Managing self (Healthy mind, healthy person, Sexuality)
- Participating and contributing (Healthy mind, healthy person, Being a Sexual Being, Drug Education)

Values

- Innovation, inquiry and curiosity (Introduction)
- Integrity (Healthy mind, healthy person)
- Equity (Being a Sexual Being)
- Innovation, inquiry and curiosity (Drug Education)

HEALTH TRACKING SHEET

Year 9 Human Nutrition, Burnside High School 2009

	A1	A2	A3	A4	C1	C2	C3	D1	D2	D3	D4
Introduction	*										
Keeping food safe			* —		* —	*	*				
Filling the gap	* —		*		* —		* (L4)	*			* —
Get Iron, Feel Great	*		*		* —	*		*	*		* —

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— assessed