

Years 7-10 Personal Development, Health and Physical Education

Unit Title:	8.8 Health Impacts			Stage/Year:	Stage 4/Year 8
Strand(s):	Strand 1 Self and Relationships, Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity			Unit length:	20 lessons
Unit Description:	This unit provides a concluding focus to Stage 4 by linking the major health issues affecting young people. Students analyse the inter-relating nature of health and examine ways they can improve health outcomes for themselves and others.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none">▪ 4.2 - identifies and selects strategies that enhance their ability to cope and feel supported▪ 4.6 - describes the nature of health and analyses how health issues may impact on young people▪ 4.9 - describes the benefits of a balanced lifestyle and participation in physical activity			<ul style="list-style-type: none">▪ Students devise a health promotion strategy for a selected health concern (4.2, 4.6)▪ Students participate in a debate regarding healthy lifestyle (4.9)		
Contributing outcomes					
<ul style="list-style-type: none">▪ 4.12 - assesses risk and social influences and reflects on personal experience to make informed decisions▪ 4.15 - devises, applies and monitors plans to achieve short-term and long-term goals▪ 4.16 - clarifies the source and nature of problems and draws on personal skills and support networks to resolve them					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT		Collecting, Analysing	✓	Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity		Work mathematically		Strand 3: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.	
Environment		Solving problems			
Gender		Work with ICT applications			
Literacy	✓			Strand 4: This strand explores students’ willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.	
Multicultural					

Students learn about:	Students learn to:
<p>Connectedness</p> <ul style="list-style-type: none"> – forms of connectedness – the importance of connections – forms of alienation – creating connections – attributes of being supportive <p>Seeking help</p> <ul style="list-style-type: none"> – benefits of support – identifying people and services that provide support – accessing support – strategies for seeking support – supporting others to seek help – barriers to accessing support <p>The nature of health</p> <ul style="list-style-type: none"> – the interaction of cognitive, physical, social, emotional and spiritual components – differences in perceptions of health, eg emphasis on the physical aspects – health as a constantly changing state – the benefits of a healthy lifestyle <p>Factors that affect health</p> <ul style="list-style-type: none"> – the influence of genetics on health – how the environment influences health – lifestyle and lifestyle diseases – communicable diseases – medical conditions <p>Mental health</p> <ul style="list-style-type: none"> – defining mental health – the nature of mental health problems – factors that support mental health – changing perspectives on mental health 	<ul style="list-style-type: none"> ▪ identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected ▪ identify formal and informal school activities that promote a sense of belonging for students ▪ enhance their ability to seek help by: <ul style="list-style-type: none"> – establishing individual support networks of adults and peers – practising ways of accessing help, eg role-play, use of internet – identifying barriers to seeking support, eg lack of confidentiality, trust – proposing strategies to overcome barriers – construct a personal meaning of health by exploring a range of community and accepted definitions ▪ examine the relationship between the cognitive, physical, social, emotional and spiritual components of health ▪ appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence ▪ appreciate that lifestyle behaviours which impact on health can be formed during childhood and adolescence ▪ identify signs, symptoms and risk factors for health conditions common in young people ▪ examine their behaviours and language and recognise the potential impact of these on their own and others' mental health ▪ propose strategies to address misunderstandings about mental health problems and promote positive attitudes

Healthy food habits

- defining healthy food habits
- nutritional requirements
- the relationship of food habits to health
- cultural and social meanings of food
- relationship between diet, physical activity and health

Drug use

- the classification of drugs, eg stimulants, depressants, hallucinogens
- reasons people use and do not use drugs
- influences on drug use
- short-term and long-term effects of drugs on health and wellbeing
- prevalence and patterns of adolescent drug use
- legal and economic consequences
- effects of other people's drug use

Sexual health

- acknowledging and understanding sexual feelings
- expectations of males and females
- rights and responsibilities in sexual relationships
- sexually transmitted infections, blood-borne viruses and HIV/AIDS

Road safety

- defining risk factors and behaviours in a range of road environments and situations
- protective behaviours and equipment
- influences on pedestrian, passenger and wheeled device behaviours
- laws and rules

Physical activity levels

- incidental physical activity
- accumulated physical activity
- physical activity for health and/or fitness
- activity patterns throughout the life span

- review the dietary habits of young people in relation to recommended dietary guidelines for children and adolescents
- design a realistic weekly meal plan for a family that reflects healthy food habits
- recognise the cultural and social influences on food choices
- describe the short-term and long-term effects of:
 - misuse of prescribed and non-prescribed medications
 - tobacco
 - alcohol
 - cannabis
- analyse influences and reasons why people choose to use or not use drugs
- explore the relationship between the person, the drug and the environment in determining the impact of drug use
- explain how gender expectations influence sexual choices and options
- evaluate standards of sexual behaviour considered appropriate by self, peers, family and community
- identify behaviours that assist in preventing STIs, BBVs and HIV/AIDS and explore the interrelationship with drug use
- explore road safety statistics to analyse reasons for gender differences in road-related injury
- devise and demonstrate a plan to assume responsibility for their road safety and that of other road users
- examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour
- analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness

<ul style="list-style-type: none">- influences on participation	<ul style="list-style-type: none">▪ participate in a range of physical activities that are traditionally associated with specific groups
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Teaching, learning and assessment activities	Resources
<p>Theatre Thinking</p> <ul style="list-style-type: none"> Students select a character from a popular TV show or movie. In pairs, students prepare a scene for a storyboard or cartoon strip that highlights their character's health/lifestyle habits. Students categorise their character's lifestyle habits under the headings: physical, mental, social, spiritual. <p>(A) Healthy Board Game</p> <ul style="list-style-type: none"> Students design a 'Healthy Habits' board game that could be played by Year 8 students. The headings physical, mental, social & spiritual could be used as sections of the board or question types. Questions might focus on positive relationships, healthy food habits, road safety, mental health, sexual health, physical activity & drug use. <p><i>FEEDBACK: Students gain feedback from their peers as they play the game regarding the accuracy of questions and answers & appropriate lifestyle choices.</i></p> <p>Dynamic Duo</p> <ul style="list-style-type: none"> In pairs, students assume the role of a healthy lifestyle behaviour & an unhealthy lifestyle behaviour. For example, maintaining positive relationships with people from a variety of age groups (healthy) & being friends with one group (unhealthy). Students assume their roles & prepare a brief justification for their position. In their pairs, students argue their role. Students could swap roles & choose another lifestyle behaviour. <p>Two Truths & A Lie</p> <ul style="list-style-type: none"> In teams of 4, students select a topic to research (positive relationships, healthy food habits, road safety, mental health, sexual health, physical activity & drug use) & prepare sets of 3 statements. In each set of 3 statements, 1 statement is false. Groups read out their 3 statements & other teams must guess which statement is false. Teams score points for correct guesses. <p>Physical Activity Frenzy</p> <ul style="list-style-type: none"> Students participate in a variety of physical activities. During these activities, students identify activities that they could incorporate into their life as 'lifelong physical activities'. Students prepare a journal entry for each activity & identify the health benefits (playing with friends, elevating heart rate, setting personal goals, feeling good, enjoying participating) of each activity. Students select ONE physical activity & investigate where they could undertake this activity in their local area, cost, equipment, uniform etc. 	<p>A3 or butcher's paper</p> <p>Large sheets or cardboard Coloured paper Scissors</p> <p>Physical activity equipment</p>

Teaching, learning and assessment activities	Resources
<p>Project Learning</p> <ul style="list-style-type: none">▪ Using the syllabus headings: positive relationships (connectedness, seeking help), healthy food habits, road safety, mental health, sexual health, physical activity & drug use, students:<ol style="list-style-type: none">1. prepare a concept map that identifies positive health habits in each of these areas (eg. road safety – wearing a seat belt, crossing at a pedestrian crossing);2. describe their current health status in each of these areas. Sensitivity should be used when discussing sexual health.3. select ONE area of their health that they need to improve;4. set several short term goals regarding this aspect of their health;5. list ways to achieve these goals that can be undertaken during school hours; 6. identify barriers to achieving these goals;7. suggest ways to overcome these barriers alone and with the support of others;8. suggest ways to offer support and encouragement to others in your class;9. suggest a way to evaluate whether goals were achieved;10. design a health promotion strategy to assist others to focus on maintaining positive health in the chosen area;11. as a class, present their health promotion strategies at year or whole school assembly.	