



SAMPLE TEACHING AND LEARNING OUTLINE

HEALTH EDUCATION
YEAR 7

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Week	Syllabus content	Lesson content	Suggested resources
1–4	<p>The impact of relationships on own and others' wellbeing:</p> <ul style="list-style-type: none"> the benefits of relationships the influence of peers and family 	<p>Respectful relationships</p> <ul style="list-style-type: none"> rights and responsibilities of individuals in a relationship what respectful behaviour looks like, sounds like and feels like (examples of respectful relationships) the characteristics of positive and respectful relationships and why they are important how to build respect and respectful relationships with family and friends 	<ul style="list-style-type: none"> Growing and Developing Healthy Relationships (qualities of respectful relationships) https://gdhr.wa.gov.au/-/qualities-of-respectful-relationships Sexual Health Quarters – Schools (Education and Training resources) http://shq.org.au/education-and-training/schools/ Education Victoria – Respectful Relationships Education http://www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx Kids Helpline https://kidshelpline.com.au/teens/tips/building-respectful-relationships/ Relationships Australia http://www.relationships.org.au/relationship-advice/relationship-advice-topics/developing-positive-and-respectful-relationships

Week	Syllabus content	Lesson content	Suggested resources
5–11	<p>Management of emotional and social changes associated with puberty through the use of:</p> <ul style="list-style-type: none"> • coping skills • communication skills • problem-solving skills and strategies 	<p>Puberty – emotional and social changes</p> <ul style="list-style-type: none"> • identifying emotional changes during puberty – strong feelings/mood swings, frustrations with changing body shape, changes in energy levels • identifying social changes during puberty – seeking more independence from family, seeking more responsibility, searching for identity, exploring sexual identities (i.e. romantic relationships) • coping with emotional and social changes using <ul style="list-style-type: none"> ▪ assertive communication – naming and being open with and accepting feelings, using ‘I’ statements to express feelings ▪ healthy ways to take personal care of yourself – stress management techniques, physical activity 	<ul style="list-style-type: none"> • Sexual Health Quarters – Schools (Education and Training resources) http://shq.org.au/education-and-training/schools/ • Growing and Developing Healthy Relationships (Booklets and brochures) https://gdhr.wa.gov.au/resources/booklets-and-brochures • Building Resilience - Social and Emotional learning materials https://fuse.education.vic.gov.au/pages/View.aspx?id=bf659725-b332-47e1-9072-0d721ac3cd27&Source=%252fpages%252fView.aspx%253fpin%253d5DZ88S

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12–17	<p>The impact of relationships on own and others' wellbeing:</p> <ul style="list-style-type: none"> applying online and social protocols to enhance relationships <p>Strategies to promote safety in online environments</p>	<p>Digital citizenship</p> <ul style="list-style-type: none"> differences between online and face to face relationships the benefits of online communities digital footprints – current and future impacts rights and responsibilities of a digital citizen risks associated with online environments how to be safe in online environments <ul style="list-style-type: none"> differences between appropriate and inappropriate behaviour actions to promote safety in online environments (e.g. guarding security and privacy online) knowing what to do in the case of inappropriate behaviour (e.g. reporting inappropriate behaviour to the proper authority) 	<ul style="list-style-type: none"> Office of the Children's safety Commissioner https://esafety.gov.au/?from=cybersmart (search classroom resources) Growing and Developing Healthy Relationships (Issues with online communication) https://gdhr.wa.gov.au/-/issues-with-online-communication Digital Citizenship NSW http://www.digitalcitizenship.nsw.edu.au Ministry of Education New Zealand (Digital citizenship and cybersafety in the classroom) http://elearning.tki.org.nz/Professional-learning/Professional-development/Digital-citizenship-modules/Digital-citizenship-and-cybersafety/Digital-citizenship-and-cybersafety-in-the-classroom Government of Victoria – Education and Training – advice sheets http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advice.aspx

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18–22	<p>Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions</p> <p>Help-seeking strategies that young people can use in a variety of situations</p>	<p>Positive mental health</p> <ul style="list-style-type: none"> • ways to build self-confidence: recognising and building on strengths and achievements; goal setting; coping with/managing stress • what is self-talk? what does it look like and sound like? • defining resilience and how it can help young people to stay mentally healthy • networks and agencies that young people can access which support positive mental health and how to access these • strategies to create supportive networks 	<ul style="list-style-type: none"> • SDERA Challenges and Choices http://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices/ • REACHOUT.com http://au.reachout.com • Headspace http://headspace.org.au • Black Dog Institute (Headstrong – understanding mood disorders and resilience) http://www.blackdoginstitute.org.au/docs/HeadStrongcurriculumresource.pdf • Building Resilience - Social and Emotional learning materials https://fuse.education.vic.gov.au/content/fa6b0b9d-8688-4d50-a76d-3918b769fce4/sel%20level%205-6.pdf

Week	Syllabus content	Lesson content	Suggested resources
23–30	<p>Strategies to make informed choices to promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> researching nutritious meals that offer value for money <p>Preventive health practices for young people to avoid and manage risk, such as:</p> <ul style="list-style-type: none"> sun-protective behaviours adoption of the Australian Dietary Guidelines for healthy food choices and serving sizes 	<p>*Preventive health - Healthy eating</p> <ul style="list-style-type: none"> what is meant by prevention and why it is important everyday preventive practices (e.g. brushing teeth, regular physical activity) and how these enhance health food essentials linked to the Australian dietary including the five food groups number of serves per day advice around fat, salt, and sugar discretionary food and drink choices strategies for healthy eating (choose from) healthy meals and snack ideas (components of a nutritious meal) healthy eating on a budget identifying healthier options in take away environments healthy recipes understanding food labels <p>*Preventive health – sun safety</p> <ul style="list-style-type: none"> what is meant by prevention and why it is important everyday preventive practices (e.g. brushing teeth, regular physical activity) and how these enhance health rationale for safe sun protective behaviours (clothing, sunscreen, scheduling to avoid peak UV times, provision of shade, sun safety education) planning for sun smart events (at school or in the local community) <p>safe sun environment school audit/recommendations for improvements</p>	<ul style="list-style-type: none"> Eat for Health https://www.eatforhealth.gov.au ReFresh.ED http://www.refreshedschools.health.wa.gov.au Cancer Council WA https://www.cancerwa.asn.au/prevention/sunsmart/ Cancer Council Victoria – Secondary School Sun Protection Program http://www.sunsmart.com.au/downloads/communities/secondary-school/sec-school-sun-protection-program-booklet.pdf

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31–35	<p>Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings</p> <p>Strategies to make informed choices to promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> examining accessible physical activity options in the community 	<p>Active living</p> <ul style="list-style-type: none"> types of physical activity including activity based recreational activities (such as orienteering, bushwalking and canoeing) health and social benefits of physical activity for all ages recommended levels of physical activity for children (Australian physical activity guidelines) ways the natural environment can be used to create and encourage physical activity identifying, and planning for physical activity opportunities in local environments 	<ul style="list-style-type: none"> Australian Physical Activity and Sedentary Behavior Guidelines http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines Nature Play WA http://www.natureplaywa.org.au WA Department of Health http://healthywa.wa.gov.au/Healthy-living/Healthy-living-A-to-Z (scroll down for physical activity heading) Centers for Disease Control and Prevention http://www.cdc.gov/healthyschools/physicalactivity/facts.htm Local physical environments

* Select as appropriate to context