



SAMPLE TEACHING AND LEARNING OUTLINE

HEALTH EDUCATION
YEAR 8

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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>Ways in which changing feelings and attractions form part of developing sexual identities</p> <p>The impact of physical changes on gender, cultural and sexual identifies</p> <p>Strategies for managing the changing nature of peer and family relationships</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> • qualities that make a relationship strong, sustainable and equitable, and qualities that destabilise relationships • exploring identity – what makes people different, changes to identity (assuming more responsibility, greater independence from family, greater reliance on and connection to peers, developing sexual feelings) • ways to manage transitions, including strategies such as self-talk, and help-seeking strategies • romantic relationships – how they differ from other relationships, safe and comfortable ways to get to know others better • establishing boundaries in romantic relationships 	<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 • Government of Victoria Department of Education and Early childhood Development – Catching on Later https://fuse.education.vic.gov.au/content/407ed837-2c8b-4842-9a22-fe7f8bb07b99/catchingonlater.pdf
5–8	<p>Personal, social and cultural factors influencing emotional responses and behaviour, such as:</p> <ul style="list-style-type: none"> • prior experience • norms and expectations • personal beliefs and attitudes 	<p>What influences me?</p> <ul style="list-style-type: none"> • influences on decision-making and behaviour (the media, behaviour of role models, beliefs, attitudes, prior experience, social norms and expectations) and their relative impact • understanding beliefs and values, how different they can be and where they come from • exploring personal beliefs and clarifying attitudes towards a health behaviour such as physical activity, healthy eating or sun protection 	<ul style="list-style-type: none"> • Growing and Developing Healthy Relationships – Understanding influences on behaviour (modify accordingly) https://gdhr.wa.gov.au/-/family-peers-and-the-media-influence-how-we-behave

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9–13	<p>Communication techniques to persuade someone to seek help</p> <p>Sources of health information that can support people who are going through a challenging time</p>	<p>Resilience, networks and support</p> <ul style="list-style-type: none"> • interpersonal communication skills important for good health; overcoming barriers to communication; ways to help others (peers) and overcome barriers • meaning and importance of social connectedness • forms of social connectedness (individuals, groups and places where people feel a strong sense of belonging) • reasons for seeking health information or assistance • barriers to seeking support (e.g. lack of confidentiality, trust) • people, networks and agencies which support young people • effective ways to access health information and support services • pros and cons of using the internet/ online spaces for seeking help 	<ul style="list-style-type: none"> • Reachout.com – teacher resources http://au.professionals.reachout.com/# • Mindmatters – whole school mental health resources http://www.mindmatters.edu.au • Government of Victoria - Building resilience social and emotional learning materials https://fuse.education.vic.gov.au/pages/View.aspx?pin=5DZ88S • Youth Beyond Blue http://www.youthbeyondblue.com/

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14–22	<p>The reasons why young people choose to use or not use drugs</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:</p> <ul style="list-style-type: none"> • assertive responses • stress management • refusal skills • contingency plans • making informed choices 	<p>Drugs and youth (a focus on alcohol)</p> <ul style="list-style-type: none"> • defining drugs and their categories • reasons why people use drugs and choose not to use drugs • standard drinks and the effects of alcohol on the body • social, financial and legal problems caused by alcohol and their impact on relationships • patterns of alcohol use in young people (debunking assumptions that most young people are using alcohol) • debunking alcohol-related norms and other alcohol-related myths • assessing risks associated with alcohol use and identifying strategies to deal with risky behaviour and avoid/reduce harm 	<ul style="list-style-type: none"> • School Drug Education and Road Aware - Challenges and Choices http://www.sdera.wa.edu.au/resources/secondary-resources/ • Mental Health Commission (WA) – Alcohol Think Again resources http://alcoholthinkagain.com.au • Government of Victoria Department of Education and Early childhood Development – Get Ready (student workbook and teacher manual) https://fuse.education.vic.gov.au/content/2f9efd39-e5ad-4c04-8520-ae124b97f9fd/getreadyyear8studentworkbook.PDF https://fuse.education.vic.gov.au/content/230c8160-5079-45a8-9d17-e1c97f8d1a13/getreadyyear8teachermanual.PDF • NSW Government Year 7-12 resources http://www.schools.nsw.edu.au/learning/yrk12focusareas/druged/distribres_sec.php

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23–27	<p>The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others</p> <p>Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as:</p> <ul style="list-style-type: none"> online environments making informed choices 	<p>Relationship safety</p> <ul style="list-style-type: none"> identifying types of bullying behaviour negative impacts of bullying (poor self-esteem, reduced academic performance, anxiety, unhappiness) appropriate ways of resolving conflict; actions to prevent/address bullying behaviours characteristics of cyberbullying assessing the potential harm from online actions (e.g. sexting/sharing nudes, trolling) legal and social consequences of sexting (short and longer term) identifying strategies to deal with risky behaviour and avoid/reduce harm associated with sexting making safe and responsible decisions online 	<ul style="list-style-type: none"> Bullying no way – secondary resources http://www.bullyingnoway.gov.au/teachers/classroom-resources/secondary.html Friendly schools plus teaching resources http://www.friendlyschools.com.au/resources Office of the Children’s safety Commissioner (search classroom resources) https://esafety.gov.au/?from=cybersmart Government of Victoria – Education and Training – advice sheets http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advice.aspx
28–31	<p>Benefits to individuals and communities of valuing diversity and promoting inclusivity, such as:</p> <ul style="list-style-type: none"> respecting diversity exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community challenging racism, homophobia, sexism and disability discrimination researching how stereotypes and prejudices have been challenged in various contexts 	<p>We’re all different</p> <ul style="list-style-type: none"> human rights and responsibilities identifying the benefits of living in a multicultural society (e.g. exposure to different languages, art, food, community events) identifying the impact and consequences of discriminatory behaviour (e.g. racism attacks on public transport, in sporting situations such as the Australian football league) positive ways to celebrate diversity and their impact on community health, connections and relationships (e.g. community activities/celebrations such as harmony day) personal actions to challenge discriminatory behaviours 	<ul style="list-style-type: none"> Government of Victoria – Education and Training – Learning and teaching resources http://www.education.vic.gov.au/school/teachers/support/Pages/multilearnteach.aspx Australian Human Rights Commission – Human rights in the school classroom RightsEd http://www.humanrights.gov.au/education/human-rights-school-classroom

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32–35	Health promotion activities which target relevant health issues for young people and ways to prevent them	<p>Physical activity promotion</p> <ul style="list-style-type: none"> • importance of physical activity – benefits to physical and social health • current personal levels of physical activity • National Physical Activity Guidelines and Sedentary Behaviour Guidelines For Children • ways to encourage healthy decisions and behaviours related to being physically active and less sedentary • school-based strategies to increase levels of physical activity 	<ul style="list-style-type: none"> • Centers for Disease Control https://www.cdc.gov/physicalactivity/basics/pa-health/ • Australia Government Department of Health Australia’s Physical Activity and Sedentary Behaviour Guidelines http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines