Government of **Western Australia**
School Curriculum and Standards Authority

Sample Teaching and Learning Outline

Health Education
Year 9

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
1–6	Factors that shape identities and adolescent health behaviours, such as the impact of: • cultural beliefs and practices • family • societal norms • stereotypes and expectations • the media • body image	**What influences others and me?** • factors influencing personal health • case studies illustrating the positive and negative impact of factors (above) • common things that young people are personally concerned about e.g. school, body image, bullying/conflict, living up to stereotypes and expectations etc. • identifying and linking the positive impact of factors influencing health to students own personal health concerns e.g. how can the media support positive body image? how can families support young people to stress less about their future?	• Mission Australia Youth surveys https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey
7–15	Skills to deal with challenging or unsafe situations: • refusal skills • initiating contingency plans • expressing thoughts, opinions, beliefs • acting assertively Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: • sexuality • alcohol and other drug use • risk taking	**Alcohol - think ahead** • revise impact of alcohol on developing brains • challenging situations and risks for young people related to alcohol use e.g. out of control parties, drink spiking, damage to reputation • identifying external influences such as peers and social norms and expectations • difficulties managing external influences related to one or more challenging situations (as above) • strategies for avoiding and reducing harm related to one or more challenging situations (as above)	• 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/c23c17b2-7f12-4147-8c6e-45949fda2b8a/getreadyyear9teachermanual.PDF

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16–22	Actions and strategies to enhance health and wellbeing in a range of environments, such as: • the use of complementary health practices to support and promote good health • responding to emergency situations • identifying and managing risky situations • safe blood practices Skills to determine appropriateness and reliability of online health information	**Conventional and complementary healthcare** • philosophy and intention of complementary healthcare • reasons why people choose complementary care in addition to or in place of conventional healthcare • pros and cons of seeking health information online • skills for determining accuracy and reliability of online health information • ways to improve personal health literacy	• Better Health Channel https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/complementary-therapies and https://www.betterhealth.vic.gov.au/health/healthyliving/health-information-and-health-products-online • John Hopkins Medical http://www.hopkinsmedicine.org/johns_hopkins_bayview/patient_visitor_amenities/community_health_library/finding_reliable_health_information_online.html • Australia Bureau of Statistics – Health literacy in Australia http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/4233.0Main%20Features22006

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23–30	Characteristics of respectful relationships: • respecting the rights and responsibilities of individuals in the relationship • respect for personal differences and opinions • empathy The implications of attitudes and behaviours on individuals and the community, such as: • prejudice • marginalisation • homophobia • discrimination	**Respectful relationships and positive communities** • characteristics and attributes of a respectful partner – what they do/ don't do, how they treat their partner/ others • rights and responsibilities of partners in a relationship – the role of respect, empathy and complementary responsibility • behavioural and social differences related to gender, and how they are perpetuated within society • differences between violence, power and consent • identifying power imbalances and their impact on relationships • the origins of prejudicial and discriminatory behaviour including misguided assumptions, beliefs and attitudes, stereotypes • the impact of prejudicial and discriminatory behaviour on mental health outcomes including the risk of social isolation and community disharmony • practices which create or perpetuate prejudice and discrimination	• Government of Victoria - Education Victoria – Respectful Relationships Education https://fuse.education.vic.gov.au/content/659daacc-6eb7-48db-b55a-c32214785866/Building%20Respectful%20Relationshps_FINAL_Full%20RESOURCE_Dec2015.pdf • 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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31–35	Strategies for managing emotional responses and resolving conflict in a family, social or online environment	**Stress less** • understanding conflict – what it means and identifying sources of conflict • positive ways to resolve conflict – using 'I' statements, active listening, increasing understanding of the perspectives of others • finding and testing positive solutions for conflict in common situations e.g. family conflicts (parents/siblings), online conflicts • understanding positive and negative stress and their impact on health • identifying stressors and their impact on health • positive responses to stress – including how attitudes, personalities and the use of optimistic thinking influence stress and stress responses • practical and relevant stress management techniques for everyday situations	