SAMPLE TEACHING AND LEARNING OUTLINE

HEALTH EDUCATION
YEAR 10

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	The impact of societal and cultural influences on personal identity and health behaviour such as: • how diversity and gender are represented in the media • differing cultural beliefs and practices surrounding transition to adulthood External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing	**Exploring Identity** • defining identity and the factors that shape and influence identity including events/experiences, cultural beliefs and the media • examples of gender portrayals in contemporary media and popular culture and their impact on societal attitudes and behaviour • negative consequences of explicit sexual imagery/sexualisation for girls and society (body dissatisfaction, poor body image, impact on self-esteem, contribution to violence and abuse)	• 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
4–10	Analysis of images and messages in the media related to: • alcohol and other drugs • body image • fast food • road safety • relationships Skills and strategies to manage situations where risk is encouraged by others	**Health in the media** • examples of media sources and messages designed to influence health in both positive and negative way e.g. road safety campaigns to encourage safer road use and road user attitudes, influence of multinational companies to encourage junk food sales/consumption, distortion of body image in popular media • the intent and impact of alcohol advertising on young people • strategies to increase the exposure to and appeal of alcohol to young people e.g. the use of digital technologies, influences on attitudes and societal norms • pros and cons of self regulation related to alcohol advertising	• McCusker Centre for Alcohol and Youth http://mcaay.org.au/assets/publications/factsheets/alcohol-advertising-and-young-people-final.pdf

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11–18	Skills and strategies to promote respectful relationships, such as: • appropriate emotional responses in a variety of situations • taking action if a relationship is not respectful • appropriate bystander behaviour in physical and online interactions	**Respectful relationships** • review characteristics, attributes, and rights and responsibilities of respectful partners (year 9) • characteristics of intimate relationships and the meaning of consent • clarifying the meaning of and implications of gender-based violence, including its relationship to power imbalances • actions and strategies to improve relationships and learn to be respectful such as the use of assertive verbal and non-verbal communication, making informed decisions, using effective negotiation practices • bystander actions and responses to address violence – identifying and responding to relationship issues/incidents (e.g. sexism, discrimination, violence against women)	• 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
19–25	Effects of emotional responses on relationships, such as: • extreme emotions impacting on situations or relationships • the consequences of not recognising emotions of others Critical health literacy skills and strategies: • evaluating health services in the community • examining policies and processes for ensuring safer behaviours	**Positive mental health** • examples of strong emotional responses in common situations (e.g. panic, stress, anxiety) and their impact on health (e.g. depression, sleep problems, skin conditions, weight problems) • effective ways of managing emotional responses including identifying where support can be helpful and how it can be accessed • analysis of youth mental health services available locally and online (creating and applying checklists to determine usefulness and appropriateness of services) • existing strategies to support and manage mental health problems in communities	• Mental Health Commission (WA) http://www.mentalhealth.wa.gov.au/mental_illness_and_health/youth_mentalhealth.aspx • Headspace http://headspace.org.au • Youth Beyond Blue https://www.youthbeyondblue.com • Reachout http://au.reachout.com

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26–29	Social, economic and environmental factors that influence health, such as: • level of education • income/employment • social networks and supports (family, friends and community attachment) • housing • access to services	**Thinking critically about health** • defining health and what it means/looks like to be in good health for individuals and communities • factors which influence health and examples of how they impact on health in positive and negative ways • actions which address the factors that influence health and how they are designed to improve health outcomes (profile activities from 'Closing the Gap' in Indigenous disadvantage)	• World Health Organisation http://www.who.int/hia/evidence/doh/en/ • Ministry of Education (New Zealand) http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Health-education2/Determinants-of-Health • Coalition of Australian Governments - Closing the Gap https://www.coag.gov.au/closing_the_gap_in_indigenous_disadvantage
30–35	Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community	**Health promotion** • definition of health promotion (what it is, what it aims to do) and relevant examples at community level • analysis of a health promotion campaign (for chosen context such as road safety, healthy eating or mental health) including aims and objectives, target groups and activities • how to identify a health issue such as surveys and interviews • design and application of a school-based health promotion campaign with multiple activities which promote healthy behaviours	• Vic Health https://www.vichealth.vic.gov.au/about/health-promotion • Health promotion campaigns: Road safety https://rsc.wa.gov.au LiveLighter https://livelighter.com.au Act Belong Commit http://www.actbelongcommit.org.au