

2017 YEAR 9 HEALTH COURSE OUTLINE LINKING TO LEVEL 4 OF THE NZC

Teachers- JE HA WL KI

	GETTING TO KNOW YOU (2)	SMOKING, DRUGS and ALCOHOL (15)	KEEPING OURSELVES SAFE (7)	PUBERTY (10)
RESOURCES	Shield 4 corner collage- you, family, hobbies, future. Waiuku Way template Whare activity Deliver lesson before attitude (27 th Feb)	Role plays SDA powerpoint "Totally disgusting tobacco gross out" video Guest speaker- Theo's Grandma	KOS focus areas 1 2 3 4 and 7 4 lessons before the police officer comes in. Using KOS resources to prepare for his visit. Guest speaker- Constable Andy	
CURRICULUM		A3 Level 4 Access and use information to make and action safe choices in a range of contexts. D2 Level 4 Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members	C2 Level 4 Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. C3 Level 4 Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.	A1 Level 4 Describe the characteristics of pubertal change and discuss positive adjustment strategies. A4 Level 4 Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. D1 Level 4 Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.
PROJECT	Haoura/getting to know you poster.	Test- science/information focused.	Group role play/video project?	Test? Role play?

YEAR 10 HEALTH COURSE OUTLINE LINKING TO LEVEL 5 OF THE NZC

Teachers- HA PO WL JE JC

TOPIC TITLE	GETTING TO KNOW YOU (2)	NUTRITION AND PHYSICAL ACTIVITY (6)	SEXUALITY AND RELATIONSHIPS (12)	MENTAL HEALTH. (6)	TAKE ACTION (3)	METHAMPHETAMINE (5)
RESOURCES	Straw tower activity for team building Co-construction of class Waiuku way guidelines	Guest speaker	Guest speaker- Rebecca FP nurse?	Guest speaker- Paumea?		Montana meth project Guest speaker?
CURRICULUM LINKS		<p>A2 Level 4 Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p> <p>D1 Level 5 Investigate societal influences on the well-being of student communities.</p>	<p>A1, Level 5 Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</p> <p>C1 Level 5 Identify issues associated with relationships and describe options to achieve positive outcomes.</p>	<p>A4 Level 5 Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</p> <p>C2 Level 5 Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.</p>	<p>D4 Level 5 Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.</p>	<p>D2 Level 5 Investigate community services that support and promote people's wellbeing and take action to promote personal and group involvement.</p> <p>A3 Level 5 Investigate and practice safety procedures and strategies to manage risk situations.</p>
PROJECT		Log book	Test- science/information focused	Poster/pamphlet	Modified TA project from 2016	Short film

Assessment:

To keep in line with PE, students receive two final grades for health- one for “contribution”, and one for “project”. Both grades are calculated based on an average for each topic, just like in PE. Contribution refers to the ideas, questions, answers, and opinions put forward for discussion during the topic as well as class work completed etc. Project refers to the small 1-2 lesson tasks completed at the end of each unit.

Projects can be assessed in a number of different ways over the year to suit the topic, class, and teacher e.g. tests, films, pamphlets, power points.

Learning outcomes:

Each teacher is responsible for the planning of their lessons, although it is encouraged to share ideas and resources. Each topic will have a set of learning outcomes to guide our planning and to ensure our students are all getting a similar health education.