

Year 9 Health Learning Intentions

Unit	Learning Intentions	Suggested activities
Getting to know you (2)	<ol style="list-style-type: none"> 1. Co-construct a class set of rules/guidelines/waiuku way/korowai. 2. Identify and describe the concept of hauora in relation to the physical, social, emotional, and spiritual dimensions. 3. Develop an understanding of the inter-relationships between the dimensions of hauora and apply this knowledge to different situations. 	Shield 4 corner collage- you, family, hobbies, future. Waiuku Way template Whare activity
Smoking, drugs and alcohol (15)	<ol style="list-style-type: none"> 1. Identify the short term and long term effects of smoking, drugs and alcohol on the body and hauora 2. Discuss reasons for why some people choose to participate in risk-taking behaviour. 3. Identify the ingredients of a cigarette and explain where each ingredient is also more commonly found 4. Compare and contrast the differences between different types of drugs (alcohol, marijuana, ecstasy, synthetic drugs). E.g. where they are made, different effects, classification, legal consequences. 5. Identify connections between smoking, drugs and alcohol, in particular how the use of one can result in the use of the others e.g. gateway drugs. 6. Understand how powerful addiction is and what support there is in NZ to help a person overcome it. E.g. quit line 7. Access online information related to SDA to gain an idea of what support is available if needed in the future. 8. Demonstrate ways to be assertive when making safe decisions. 	SDA powerpoint Websites: quitline, DAF, alcohol.org Gross out video
Keeping ourselves safe (7)	Include social media safety (selfies, sexting, child pornography) <ol style="list-style-type: none"> 1. Identify what constitutes abuse and who potential abusers might be. 2. Recognise potentially risky situations and use strategies to keep safe. 3. Use problem-solving strategies to make positive decisions about what to do in situations involving abuse. 4. Identify helping agencies for those who have been abused 5. Ask for help 6. Explain the consequences of reporting abuse. 7. Identify types of abuse that happen in families 8. Explain the cycle of violence 9. Have strategies to break the cycle of violence. 	KOS resources from Police. Kit with WL
Puberty (10)	<i>Please note: Focus is on puberty as opposed to sexual health</i> <ol style="list-style-type: none"> 1. List and explain the changes that occur during puberty and adolescence 2. Recognise some of the changes associated with puberty are different for boys and girls 3. Learn how to manage those changes 4. Correctly order the stages of the menstrual cycle 5. Recognise and understand the different products needed for menstruation 6. Investigate factors such as the influence of media on body image and well-being of young people. 	U by Kotex powerpoints and worksheets U by Kotex free products for girls.

Year 10 Health Learning Intentions

Unit	Learning Intentions	Suggested activities
Getting to know you (2)	1. Co-construct a class set of rules/guidelines/waiuku way/korowai	
Nutrition and Physical Activity (6)	<ol style="list-style-type: none"> 1. Understand the personal challenge of being responsible for certain lifestyle/health conditions. 2. Identify the main building blocks of food and what function they have in the body. 3. Understand why we need to eat the correct portion sizes and servings per day. 4. Recognise the “nutrition information” panel on a food or drink item. 5. Identify the amount of fat or sugar in a food item. 6. Apply the “ten, ten, five”, fat, sugar and fibre guidelines to reading a “nutrition information” panel. 7. Understand the detrimental health effects of eating unhealthy bought food frequently 8. Demonstrate knowledge of how to choose healthy purchased alternatives. 9. Identify the benefits of being active and how this can affect overall well-being, fitness and weight. 10. Recognise common barriers to becoming and staying active 11. Devise strategies to encourage manageable and on-going physical activity. 	GetWize2Health Sugar film and supporting worksheets
Sexuality Education (12)	<ol style="list-style-type: none"> 1. Recap of puberty and body image 2. Understand detailed information about male and female reproductive/ anatomical systems. 3. Describe the process of conception to gain a clearer understanding of how contraception works. 4. Compare clear, factual, up to date information about available methods of contraception to understand advantages and disadvantages of each type. (condoms, pill, injection, IUD) 5. Discuss consequences of unprotected intercourse on a teenage relationship/individual (STI and pregnancy) 6. Discuss the communication required between partners which leads to responsible sexual behaviour. 7. Provide students with the skills to help them make sexual (and other) decisions, that are in their best interests, rather than submitting to peer pressure e.g. consent 8. Identify techniques that are often used to pressure people. 9. Give students an opportunity to identify and practise assertive responses to pressure situations. 	
Mental Health (6)	<ol style="list-style-type: none"> 1. Investigate and describe the ways in which students define their own identity and sense of self-worth and how this can influence the way in which they describe others. 2. Identify effective strategies for supporting their own and others’ sense of identity and self-worth. 3. Describe how change, loss and grief can occur in people’s lives. 4. Explore the ways people handle grief and identify useful ways to cope, including how to ask for help and how to support someone who has experienced loss. 5. Investigate and access a range of agencies and services that support well-being and evaluate their use and contribution to supporting positive well-being. 6. Identify and understand factors that contribute to someone’s personal identity including gender (feel male or female, non-binary), sex (physically are a man or woman, intersex) and sexual orientation (homosexual, bi-sexual, hetero-sexual). 	Inside out resources- for gender, sex, and sexuality 5 ways to wellbeing PSSP

	<p>7. Acknowledge individuality and affirm diversity in regards to sexuality to support the well-being of all people.</p> <p>8. Identify issues and pressures associated with relationships that influence people's behaviour, beliefs, decisions and sense of self-worth.</p>	
Take Action (3)	Students select a topic to "take action" about. Working individually or in groups. Topics are given to them to choose from or they can come up their own and get it approved by a teacher.	Shared folders
Methamphetamine (5)	<ol style="list-style-type: none"> 1. investigate the consequences and effects drug use can have on well-being. 2. Investigate and understand the reasons for the choices people make surrounding drug use. 3. Investigate community services and agencies that support and promote people's well-being in response to drug use and misuse. 4. Short film project 	Montana meth project Shared folders- last year's films as exemplars