



Waiuku College

Junior Health Education Scheme 2021

Year 9 Health Education		
Unit	Achievement Objectives	Learning Outcomes
Getting to know you	A4 Personal Identity Describe how their own feelings, beliefs, and actions and those of other people, contribute to their personal sense of self-worth.	Co-construct a class set of rules/guidelines/ korowai. Identify and describe the concept of hauora in relation to the physical, social, emotional, and spiritual dimensions. Whanaungatanga presentation
Keeping ourselves safe	A3 Safety management Access and use information to make and action safe choices in a range of contexts. C2 Identity, sensitivity, and respect Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. D2 Community resources 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.	Students are learning to: Recognise social media safety (selfies, sexting, child pornography) (A3) Identify what constitutes abuse and who potential abusers might be. (C2) Recognise potentially risky situations and use strategies to keep safe. (A3) Use problem-solving strategies to make positive decisions about what to do in situations involving abuse. Identify help agencies for those who have been abused Ask for help (D2) Explain the consequences of reporting abuse. Identify types of abuse that happen in families Have strategies to break the cycle of violence.
Vaping, smoking, and alcohol	A3 Safety management Access and use information to make and action safe choices in a range of contexts. C3 Interpersonal skills Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people. D2 Community resources 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.	Students are learning to: Identify the short term and long-term effects of smoking, Vaping and alcohol on the body and hauora (A3) Discuss reasons for why some people choose to participate in risk-taking behaviour. Identify the ingredients of vapes and cigarette and explain where each ingredient is also more commonly found Compare and contrast the differences between different types of alcohol E.g. , different alcohol percentage, legal consequences. Identify connections between Vapes, smoking, and alcohol, in particular how the use of one can result in the use of the others e.g. gateway drugs. Understand how powerful addiction is and what support there is in NZ to help a person overcome it. E.g. quit line Access online information related to SDA to gain an idea of what support is available if needed in the future. (D2) Demonstrate ways to be assertive when making safe decisions. (C3)
Puberty	A1 Personal growth and development Describe the characteristics of pubertal change and discuss positive adjustment strategies. A4 Personal identity Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth. 4/5 D1 Societal attitudes and values	Students are learning to: List and explain the changes that occur during puberty and adolescence (A1) Recognise some of the changes associated with puberty are different for boys and girls (A1) Learn how to manage those changes Correctly order the stages of the menstrual cycle Recognise and understand the different products needed for menstruation and sustainable products.(A1) Investigate factors such as the influence of media on body image and well-being of young people. (A4,D1)

	Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand	
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Year 10 Health Education		
Unit	Achievement Objectives	Learning Outcomes
Getting to know you	A4 Personal identity 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	Students are learning to: Co-construct a class set of rules/guideline/korowai. Identify and describe the concept of hauora in relation to the physical, social, emotional, and spiritual dimensions. Develop an understanding of the inter-relationships between the dimensions of hauora and apply this knowledge to different situations.
Nutrition	A1 Personal growth and development Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies. D1 Societal attitudes and values Investigate societal influences on the well-being of student communities.	Students are learning to: Understand the personal challenge of being responsible for certain lifestyle/health conditions. (A1) Identify the main building blocks of food and what function they have in the body. Understand why we need to eat the correct portion sizes and servings per day. (A1) Recognise the “nutrition information” panel on a food or drink item. Identify the amount of fat or sugar in a food item. Apply the “ten, ten, five”, fat, sugar and fibre guidelines to reading a “nutrition information” panel. Understand the detrimental health effects of eating unhealthy bought food frequently Demonstrate knowledge of how to choose healthy purchased alternatives. Identify the benefits of being active and how this can affect overall well-being, fitness and weight. Recognise common barriers to becoming and staying active Devise strategies to encourage manageable and on-going physical activity.
Hauora Hinengaro	A1 Personal growth and development Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies. A4 Personal identity 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. D1 Societal attitudes and values Investigate societal influences on the well-being of student communities. D2 Community resources Investigate community services that support and promote people’s well-being and take action to promote personal and group involvement.	Students are learning to: Explore well-being (Mental health issues) – Understanding mental health issues (e.g. depression, anxiety), myths and stigmas, strategies and support systems (A1, D1) Understand Feelings – Expressing feelings and the effects, understanding empathy (A4) Understand Stress and relaxation – What is stress? Recognising stress, examples and effects on well-being, healthy/unhealthy ways of managing stress, de-stressing thoughts and self-talk(A1) Identify Help and support – Resilience, mindfulness, help-seeking, community services (D2)

Drugs	<p>5/6 A1 Personal growth and development Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</p> <p>Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.</p> <p>5 A3 Safety management Investigate and practise safety procedures and strategies to manage risk situations.</p> <p>5 D2 Community resources Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.</p>	<p>Students are learning to:</p> <p>Develop knowledge of what a 'drug' is and why drug use is a concern for all people in New Zealand (5A1)</p> <p>Identify and explain the effects of alcohol and other drugs on well-being. (5A1)</p> <p>Identify factors that influence people's decision-making about alcohol and drug use. (5/6A1)</p> <p>Demonstrate decision-making and assertiveness skills to ensure risks are managed safely in alcohol and drug-related pressure situations. (5A3, C3)</p> <p>Identify a range of actions for promoting the safety and well-being of people related to alcohol and drugs. (5D2)</p> <p>Investigate helping agencies that can support people with alcohol and drug-related issues. (5D2)</p>
Sexuality	<p>5 A3 Safety management Investigate and practise safety procedures and strategies to manage risk situations.</p> <p>5 A4 Personal identity Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.</p> <p>5 C1 Relationships Identify issues associated with relationships and describe options to achieve positive outcomes.</p> <p>5C2 Identity, sensitivity and respect Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.</p> <p>5 D2 Community resources Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.</p>	<p>Students are learning to:</p> <p>Identify issues and pressures in relationships that influence people's behaviour, beliefs, decisions and self-worth (5C1, 5C2, 5D3) <i>Healthy/unhealthy behaviours, sex, pressure, pornography</i></p> <p>Describe options and strategies for responding to issues and pressures in relationships to achieve positive outcomes (5A3, 5C3) <i>- Assertiveness, knowledge of rights & responsibilities, consent</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of gender and sexual identity as aspects of our personal identity (A4) • Examine the impact of attitudes, values and beliefs about gender and sexuality and identify actions for promoting inclusiveness (5C2) • Demonstrate understanding of the male and female reproductive body parts and their functions (5A1) • Demonstrate knowledge and understanding of sexually transmitted infections (STIs) and the risks and consequences associated with sexual relationships (5A1, 6A3) • Investigate and demonstrate understanding of safer sex options to minimise risks to well-being in sexual relationships (5A1, 6A3) • Investigate local and national health services that support and promote people's well-being in regard to sexuality and relationships (5D2)
Taking action	<p>D4 People and the environment Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects.</p>	<p>Students are learning to:</p> <p>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. (D4)</p>