



# WAGIN DISTRICT HIGH SCHOOL

## TERM 1, 2024 OUTLINE

### Year 7 Health Education

#### COURSE OUTLINE

In Health, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

In Year 7, the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

#### ACHIEVEMENT STANDARD

At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of healthy food and living style and associate the importance of healthy diet and physical activity as a preventive health strategy.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

#### BEING HEALTHY, SAFE AND ACTIVE

Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions (ACPPS070)

Help-seeking strategies that young people can use in a variety of situations (ACPPS072)

#### CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (ACPPS078)

- examining accessible physical activity options in the community

WEEK	KEY CONCEPTS
Week 1 -5	<p>Positive mental health</p> <ul style="list-style-type: none"> <li>• ways to build self-confidence: recognising and building on strengths and achievements; goal setting; coping with/managing stress</li> <li>• what is self-talk? what does it look like and sound like?</li> <li>• defining resilience and how it can help young people to stay mentally healthy</li> <li>• networks and agencies that young people can access which support positive mental health and how to access these</li> <li>• strategies to create supportive networks</li> </ul>
Week 6-7	<p>Assessment</p>
Week 8-9	<p>Active living</p> <ul style="list-style-type: none"> <li>• types of physical activity including activity based recreational activities (such as orienteering, bushwalking and canoeing)</li> <li>• health and social benefits of physical activity for all ages</li> <li>• recommended levels of physical activity for children (Australian physical activity guidelines)</li> <li>• ways the natural environment can be used to create and encourage physical activity</li> <li>• identifying, and planning for physical activity opportunities in local environments</li> </ul>

## COURSE ASSESSMENT

Students will be expected to complete a number of short quizzes, and an end of unit test or assignment. Students may also be required to complete investigations to help develop their understanding of the concepts covered. While the key content will be taught at school, it is essential that students complete homework on a regular basis to help practise new skills and solidify their understanding.

All work samples, both formal and informal, will then be used to determine the ability and grade of each student.