

## Year 9 Health Unit Plan 2021

<u>Key Ideas and Concepts</u>  <b>Unit 1 - Building a Stronger Me</b> <i>(Hauora/ Wellbeing, Resilience and Support Strategies, Bullying, Stereotypes, Labels)</i>	<u>Unit Aims related to MRGS school values</u>	<u>Time Frame</u>	<u>Possible Teaching and Learning Activities/Ideas/Assessment</u>	<u>Links to NZ Curriculum AO's and Curriculum Levels</u>
<ul style="list-style-type: none"> <li>- Build a foundation understanding of Wellbeing and the Maori philosophy of Hauora and relate to self, others and society</li> <li>- Understand personal Hauora and how it can be influenced by self, others and society</li> <li>- Understand strategies to enhance wellbeing</li> <li>- Understand the concept of resilience and distinguish between risk and protective factors</li> </ul>	<p>Through participation in the Y9 Health programme, students will build understanding of the school values. <i>In particular:</i></p> <ul style="list-style-type: none"> <li>- <b>Manaakitanga</b> - demonstrating respect and responsibility by uplifting the mana of each person through empathy, tolerance and celebration of diversity</li> <li>- <b>Tumanakotanga</b> - Demonstrating aspiration and excellence through a growth mindset, creativity and resilience</li> </ul>	<ul style="list-style-type: none"> <li>- Weeks 1-3 or 4</li> <li>- Roughly 12 lessons</li> <li>- Emphasize understanding or Whare-tapa-wha and Hauora (<b>3-4 lessons</b>)</li> <li>- <b>2-3 lessons</b> * on Resilience and Risk/Protective Factors</li> <li>- <b>3 lessons</b> * on Movie Analysis (The Blind Side, Catching Kayla)</li> <li>- <b>2-3 lessons</b> * on Formal Written Assessment</li> </ul> <p>* = rough estimates</p>	<ul style="list-style-type: none"> <li>● <b>Please note all resources and activities can be found on Shared Team Drive</b></li> <li>- T and L around Whare-tapa-wha - the 4 dimensions of Hauora</li> <li>- Making Hauora Houses</li> <li>- Designing Personal Hauora Shields</li> <li>- Hauora Doctor Scenarios</li> <li>- My Personal Hauora Story</li> <li>- T and L around Resilience and Risk/Protective Factors</li> <li>- Resilience Scenario Studies - (Catching Kayla, War Veteran etc.)</li> <li>- Assessment on Resilience using a</li> </ul>	<p>Achievement Objective <b>D1</b></p> <ul style="list-style-type: none"> <li>- <b>Societal Attitudes and Values</b> - Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand</li> </ul> <p>Achievement Objective <b>C1</b></p> <ul style="list-style-type: none"> <li>- <b>Relationships</b> - Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</li> </ul>

			film study ( <i>The Blind Side</i> or other)	
<p><b><u>Key Ideas and Concepts</u></b></p> <p><b>Unit 2 - Health Issues</b></p> <p><i>Nutrition, Healthy Choices, Health Issues, Generic Health Model, The Socio-Ecological Perspective (PIPS), Strategies to enhance Wellbeing/ Hauora</i></p>	<p><b><u>Unit Aims related to MRGS school values</u></b></p>	<p><b><u>Time Frame</u></b></p>	<p><b><u>Possible Teaching and Learning Activities/Ideas/Assessment</u></b></p>	<p><b><u>Links to NZ Curriculum AO's and Curriculum Levels</u></b></p>
<ul style="list-style-type: none"> <li>- Learn about how to interpret the causes and consequences of a public or personal health issue using the Generic Health Model</li> <li>- Understanding the influences, consequences and strategies present for a current health issue</li> <li>- Develop confidence and skills for presenting in front of peers, class or teacher</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Manaakitanga</b> - demonstrating respect and responsibility by uplifting the mana of each person through empathy, tolerance and celebration of diversity</li> <li>- <b>Whanaungatanga</b> - demonstrating participation, leadership and service through working with others and representing our school with pride</li> </ul>	<ul style="list-style-type: none"> <li>- Weeks 4-7 * (approx.)</li> <li>- Roughly 12 lessons</li> <li>- <b>4 lessons</b> on T and L around Issues, Generic Health Model (influence, consequence, strategy)</li> <li>- <b>3-4 lessons</b> on researching a health issue, finding information and collating evidence</li> <li>- <b>2-3 lessons</b> on presenting back to teacher/peer/class</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>● Slides outlining the Generic Health Model, its components and examples</li> <li>● Introducing health related issues (non-nutritional) and applying them to the model</li> <li>● Using COVID-19 or pandemics as an example of a public health issue</li> <li>● As a practice run to check for research skills and understanding of GHM, using '<b>Tooth Decay</b>' as a practice example</li> </ul>	<p>Achievement Objective <b>D1</b></p> <ul style="list-style-type: none"> <li>- <b><u>Societal Attitudes and Values</u></b> - Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand</li> </ul> <p>Achievement Objective <b>D2</b></p> <ul style="list-style-type: none"> <li>- <b><u>Community resources</u></b></li> <li>- Investigate and/or access a range of community resources that support well-being and evaluate the</li> </ul>

				contribution made by each to the well-being of community members.
<p><b><u>Key Ideas and Concepts</u></b></p> <p><b>Unit 3 - My Body and Me</b></p> <p><i>(Introducing Sexuality, Healthy v Unhealthy Relationships, Understanding the Human Body in relation to Reproductive Processes, Reproductive Anatomy Male and Female, Understanding Pubertal Change and an introduction to Consent)</i></p>	<p><b><u>Unit Aims related to MRGS school values</u></b></p>	<p><b><u>Time Frame</u></b></p> <ul style="list-style-type: none"> <li>- Weeks 8-10</li> <li>- Roughly 10-12 lessons</li> <li>- Final topic of term</li> </ul>	<p><b><u>Possible Teaching and Learning Activities/Ideas/Assessment</u></b></p> <ul style="list-style-type: none"> <li>- Introduction brainstorm and discussion around sexuality</li> <li>- Healthy v unhealthy relationship diagrams</li> <li>- Potential for Mates and Dates programme dependent on class and timings (5 lessons)</li> <li>- Slides on The Reproductive Process</li> <li>- Slides and video for Reproductive Anatomy</li> <li>- Reproductive Process Terminology</li> <li>- Diagrams for Male v Female Pubertal</li> </ul>	<p><b><u>Links to NZ Curriculum AO's and Curriculum Levels</u></b></p> <p>Achievement Objective <b>A1</b></p> <p><b><u>Personal growth and development</u></b></p> <ul style="list-style-type: none"> <li>• Describe the characteristics of pubertal change and discuss positive adjustment strategies.</li> </ul> <p>Achievement Objective <b>C1</b></p> <ul style="list-style-type: none"> <li>- <b><u>Relationships</u></b> Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</li> </ul>

			<p>Changes, and emphasis on <i>WHY</i> changes occur</p> <ul style="list-style-type: none"><li>- The 4 steps to consent using Body Safe material</li><li>- 'Ask it Basket' as time filler/ discussion starter</li></ul>	
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