

Maungaraki School Health Curriculum Supporting Document for Yr 7 & 8

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Key Competencies	Relating to others, Managing self, Participating & contributing	Managing self	Relating to others, Managing self	Managing self, relating to others
Suggested Contexts	<i>In the Outdoors</i>	Healthy Lifestyles	<i>Keeping Ourselves Safe</i>	<i>Understanding Changes at Puberty</i>
Key ideas	Gaining the skills to take care of ourselves & meet new challenges	We need to eat healthy food and get enough exercise to grow, resist illness & be 'on top of our game' every day.	Recognise potential danger, stressful situations & different types of abuse. Identify people who could help & practise ways of responding appropriately.	Understanding "what's happening to me?" equips students to cope with change.
Level 3	Personal Health and Physical Development; (1) personal growth & development, (2) Regular physical activity(4) Personal Identify, Movement Concepts & Motor Skills; (2) Positive attitudes; (4) Challenges & societal & cultural factors Relationships with Other People; (1) Relationships (3) Interpersonal skills Healthy Communities & Environments; (2) Community resources	Personal Health and Physical Development; (1) personal growth & development, Movement Concepts & Motor Skills (3) science & technology Healthy Communities & Environments; (1) Societal attitudes and values, (3) People & the environment	Personal Health and Physical Development; (1) personal growth & development, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; ((1) Societal attitudes & values,	Personal Health and Physical Development; (1) personal growth & development, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; ((1) Societal attitudes & values, (2) Community resources
Level 4	Personal Health and Physical Development; (2) Regular physical activity Movement Concepts & Motor Skills; (2) Positive attitudes; Relationships with Other People; (1) Relationships; (3) Interpersonal skills Healthy Communities & Environments; (2) Community resources	Healthy Communities & Environments; (1) Societal attitudes and values, (2) Community resources	Personal Health and Physical Development; (1) personal growth & development, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; ((1) Societal attitudes & values, (2) Community resources	Personal Health and Physical Development; (1) personal growth & development, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; ((1) Societal attitudes & values, (2) Community resources
resources	Curriculum in Action – In the Outdoors	The Curriculum in Action – Food & Nutrition Life ed – mobile classroom; "Warrant of Fitness"	Keeping Ourselves Safe – Standing up for Myself; NZ Police	Life Ed – mobile classroom – "Keeping a balance" The Curriculum in Action – Positive Puberty
Assessment	(a) Students are willing to share their feelings about camp challenges and discuss strategies to manage negative feelings. (A4) (b) Students describe how sharing feelings and applying strategies (as above) helped to develop their own sense of self worth. (A4, C1)	(a) Describe the personal 'lifestyle choices' they make to stay healthy & how media & social influences impact on their choices. (A1, D1) (b) Identify community resources they do, or could use, to maintain a healthy lifestyle. (D2)	(a) students list strategies they could use to keep safe in a range of situations. (C3) (b) Students know how to report abuse. (D2)	(a) Describe the characteristics of pubertal change. (A1) (b) List personally meaningful adjustment strategies. (A1)
Integration	EOTC – Camp; English	English; Social Science,	English	English

* Must do topics - at least once every two years

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Key Competencies	Participating & contributing, Relating to others, Managing self	Participating & contributing, Managing self, Relating to others	Relating to others, Managing self	Relating to others, Managing self
Suggested Contexts	Traffic Safety	Creating a Caring Culture	Drug Resistance	MEdia MESSAGES
Key ideas	Take responsibility for the safe road crossing of peers and younger children	Students recognise that their attitudes & behaviours contribute to the culture of the classroom. Acting with tolerance, acceptance & respect for others ensures a safe & pleasant environment for all.	All drugs have an affect on our bodies, some drugs are legal while others are not,	Stereotypes, body image, how messages from the media affect us, managing puberty.
Level 3	Personal Health & Physical Development; (3) Safety management; Healthy Communities & Environments; (3) Rights, responsibilities, and laws	Personal Health & Physical Development; (1) Personal growth & development, (3) Safety Management, (4) Personal identity. Relationships With Other People; (1) Relationships, (2) Identity, sensitivity, and respect; (3) Interpersonal skills. Healthy Communities & Environments; (1)Societal attitudes & values; (2) Community Resources; (3) Rights, responsibilities & laws	Personal Health & Physical Development; (1) Personal growth & development, (3) Safety Management, (4) Personal identity. Relationships With Other People; (1) Relationships, (3) Interpersonal skills. Healthy Communities & Environments; (1)Societal attitudes & values; (2) Community Resources; (3) Rights, responsibilities & laws	Personal Health and Physical Development; (1) personal growth & development, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; ((1) Societal attitudes & values, (2) Community resources (3) People & the environment
Level 4	Personal Health & Physical Development; (3) Safety management; Relationships With Other People; (3) Interpersonal skills; Healthy Communities & Environments; (2) Community resources; (3&4) Rights, responsibilities, and laws; People and the environment	Personal Health & Physical Development; (3) Safety Management, (4) Personal identity. Relationships With Other People; (1) Relationships, (2) Identity, sensitivity, and respect; (3) Interpersonal skills. Healthy Communities & Environments; (1)Societal attitudes & values; (3) Rights, responsibilities & laws; (4) People & the environment	Personal Health & Physical Development; (2) Regular physical activity, (3) Safety Management, (4) Personal identity. Relationships With Other People; (1) Relationships, (3) Interpersonal skills. Healthy Communities & Environments; (1)Societal attitudes & values; (2) Community Resources;	Personal Health and Physical Development; (1) personal growth & development, (4) Personal Identify, Relationships with Other People; (2) Identify, sensitivity & respect, (3) Interpersonal skills Healthy Communities & Environments; ((1) Societal attitudes & values, (2) Community resources (3&4) Rights, responsibilities, & laws; People & the environment
resources	Police Education officer		DARE – NZ Police Life Ed – mobile classroom – “From the Shadows” & “Keeping a Balance”	Johnson & Johnson kit The Curriculum in Action – Positive Puberty Life Ed – “Making Choices”
assessment	(a) Students can explain the benefits to our school community of a patrolled pedestrian crossing. (D3, D4) (b) Students carry out road patrol duties reliably & responsibly. (C3, D3, D4)	(a) Students can list features of a caring classroom where everyone feels safe (A4, C2) (b) Students demonstrate the behaviours discussed. (C2, C3)	(a) Investigate & describe personal & societal factors that influence people’s use & misuse of drugs. (D1) (b) Describe ways of supporting the rights & responsibilities of self & others in relation to drug use. (A4, C2)	(a) Students present an example of a stereotype they have noticed in the media or in a text & explain the possible negative affects (C2)
integration	EOTC; English		Social Science (research methods), Science (research methods), English -, report writing	English (Advertising & persuasive writing) Social Science (heroes/famous people)

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