

YEAR 8

Unit 1: Indigenous Perspectives & Health

Unit Length: 10 weeks

Achievement Standard:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. **They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.**

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.**

Unit Outline:

- Students will understand what the unit is about and be able to list at least three barriers for youth in today's society.
- Students will understand the different barriers between my barriers and indigenous youths barriers as well as how to THIEVE a structure of text.
- Students will be able to see the difference between Indigenous health, education and lifestyle compared with non-Indigenous statistics.
- Students will be able to investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity

Content Descriptors:

- **ACPPS070:** Investigate the impact of transition and change on identities
- **ACPPS077:** Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities
- **ACPPS078:** Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities
- **ACPPS079:** Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity

Summative Assessment Tasks:

Theory – Multimodal Presentation: 2-3minutes

Students will choose a successful or well-known Australian Indigenous athlete and provide a multimodal oral presentation outlining their successes in their chosen sport, and the barriers they faced to become a successful athlete. Students are to suggest ways they could make it easier for Indigenous youth to find success in the field of Sport.

Practical – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.

YEAR 8

Unit 2: Nutrition

Unit Length: 10 weeks

Achievement Standard:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. **They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.** They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. **They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.**

Unit Outline:

- Students will understand the impact of change on individuals
- Students will be able to evaluate strategies to manage personal, physical and social changes.
- Students will be able to apply strategies, as necessary, to seek help for themselves or others
- Students will be able to analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

Content Descriptors:

- **ACPPS073:** Investigate and select strategies to promote health, safety and wellbeing
- **ACPPS076:** Develop skills to evaluate health information and express health concerns
- **ACPPS077:** Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities
- **ACPM082:** Practice, apply + transfer movement concept + strategies

Summative Assessment Tasks:

Theory – Exam: 70minutes

Students complete a Research Report. They investigate and promote the need for athletes to have the correct diet, nutritional requirements and hydration as major factors that may be used to improve an athlete's performance level. Students explain and persuade using persuasive strategies the benefits/non-benefits of a well-balanced diet, carbohydrate loading and what foods an athlete should have in their diet leading up to an event.

Practical – Physical performance are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.