




































## Year 8 – Health and Physical Education - Australian Curriculum (2024)

Identify curriculum	Achievement standard	By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.			
	Year level description	Year 8 health and physical education will focus on the topics of alcohol and other drugs, mental health, sexual health and sexuality, food and nutrition, health benefits of physical activity through; games, sports, and skill based activities such as defensive, attacking and striking skills.			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		<ol style="list-style-type: none"> <li><b>Fitness - Fitness testing and cardio endurance.</b> Students complete fitness baseline testing. They will develop cardio endurance through endurance running activities, 6 minute walk, Beep Test and Team Beep Test relay. This training continues throughout the semester as a warm up activity and also as stand alone Cross Country preparation.</li> <li><b>Skill based activities</b> <u>Striking Skills</u> Students will develop specific striking skills of hand/arm striking and batting skills in <i>volleyball, softball and cricket</i>.  <u>Defensive Skills</u> Students will develop specific defensive skills of marking up, zoning, defensive patterns, tagging and interception in <i>basketball, lacrosse, flag football</i>.</li> <li><b>I Can Make Good Decisions</b> <u>Alcohol &amp; Drugs</u> Students develop their knowledge of the health risks of smoking, cannabis and alcohol, and how to make informed decisions to help minimise the risk of lifestyle diseases.  <u>Safety, Fair play, Including Others and Respectful Relationships.</u> Students develop their knowledge of the importance of fair play, including others, safety and the importance of respectful relationships and cooperation when working as part of a team. They will apply these skills in a variety of sports and team</li> </ol>	<ol style="list-style-type: none"> <li><b>Fitness - Muscular endurance</b> Students complete fitness progression testing. They will develop muscular endurance through circuit training, body weighted activities, HIIT training, etc.</li> <li><b>Skill based activities</b> <u>Cross Country Training</u> Students will complete fitness skills and activities in preparation for the cross country carnival. Activities include: Cross country walk through, Cross country time trial and cross country modified course run through.  <u>Movement Skills.</u> Students will participate in a range of <i>gymnastics, dance and skipping</i>.  <u>Cultural and Inclusive Games</u> Students will develop skills and awareness in culturally significant and enabling games including <i>buroinjin, koolchee, kho kho, etc.</i></li> <li><b>Healthy Mind</b> <u>Mental Health</u> Students develop their knowledge of mental health by researching external providers for help, learning strategies for dealing with stress and disorders, as well as the effects of mental health.  <u>My Choice</u> Students develop their knowledge of belonging, identity, consent and sourcing support services.</li> </ol>	<ol style="list-style-type: none"> <li><b>Fitness - Speed, Agility, Flexibility &amp; Reaction Time</b> After completing a taster session, students will choose to focus on developing either their speed, agility, flexibility or reaction times. They will achieve this through testing, goal setting, and a range of targeted activities. All progress will be recorded in a personal fitness journal.</li> <li><b>Skill based activities</b> <u>Athletics training</u> Students complete skills and activities in preparation for the annual athletics carnival. Activities will include athletics track running events and field throwing and jumping events.  <u>Attacking Skills</u> Students will develop specific attacking skills of catching and passing, creating and using space, evasion, timing and creating overloads in sports such as <i>netball, touch football and soccer</i>.  <u>Invasion Games</u> Students will develop specific team invasion skills in sports such as <i>frisbee, Capture the Flag and AFL</i>.</li> <li><b>My Adolescent Relationships</b> Students develop their knowledge of sexual health and sexuality including STIs, sexting, consent, positive and negative sexual relationships, stereotypes and contraception.</li> </ol>	<ol style="list-style-type: none"> <li><b>Fitness - Muscular Power, Strength &amp; Cardio</b> Students complete summative fitness testing. They will continue to develop muscular power through explosive power activities including circuit training, HIIT workouts and functional fitness activities.</li> <li><b>Skill based activities</b> <u>Racquet sports</u> Students will develop specific techniques and understanding of the rules and scoring systems in <i>tennis, badminton and table tennis</i>  <u>Sports Education</u> Students will examine the elements and roles within sports and participate in a unit in Sports Education.</li> <li><b>Food &amp; Me</b> Students develop their knowledge and understanding of macro and micro nutrients, supplements, how to eat to prepare for certain competitions, exercise types, anaerobic and aerobic exercise and types of warm ups/cool downs.</li> </ol>

		based situations.							
	Cross curriculum priorities			 			 		
	General capabilities	    		    	    	    			
	Key to general capabilities and cross-curriculum priorities	<div> Literacy</div> <div> Numeracy</div> <div> ICT capability</div> <div> Critical and creative thinking</div> <div> Ethical behaviour</div> <div> Personal and social capability</div> <div> Intercultural understanding</div> <div> Aboriginal and Torres Strait Islander histories and cultures</div> <div> Asia and Australia's engagement with Asia</div> <div> Sustainability</div>							
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		Ongoing	Safety, Fair Play & Inclusion Fitness Cardiovascular Endurance	Ongoing	Safety, Fair Play & Inclusion Fitness Muscular Endurance	Ongoing	Safety, Fair Play & Inclusion Fitness Journal	Ongoing	Safety, Fair Play & Inclusion Fitness Journal
		1-5	Striking: - Volleyball - Softball - Cricket	1-3 4-8	Cross country training Movement skills: - Gymnastics - Dance - Skipping	1-4 4-7	Athletics Attacking Skills: - Netball - Touch Football - Soccer	1-6	Racquet Sports: - Table tennis - Badminton - Tennis
		6 - 10	Defensive skills: - Lacrosse - Flag football - Basketball	9-10	Inclusive & modified games: - paralympic sports - garden games - modified sports	8-10	Invasion games: - Frisbee - Capture the Flag - AFL	7-10	Sports Education
		8	I Can Make Good Decisions: Alcohol & Drugs Campaign Assignment	7	Healthy Mind: Support Services Assignment	8	My Adolescent Relationships: Sexting Assignment	7	Food & Me Sports nutrition assignment
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate assessment tasks to ensure consistency of judgments.							