At Bracken Ridge State High School, all students in Years 7, 8 and 9 study Health and Physical Education. In the junior years, students undertake two lessons per week. There is a 50% split between practical and theory studies. This program has been designed to develop student skills in both practical and theoretical areas of health and physical education. Learning in, through and about physical activity is a major goal.

The main objective of the program is to provide a good grounding in a wide variety of games and activities in addition to developing a healthy attitude towards health and fitness which will last a lifetime. The purpose of the theory components is to give our students the knowledge and awareness to make informed choices regarding their health and wellbeing.

### Year 8 Semester One

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<tr>
<th>TERM ALLOCATION AND LENGTH</th>
<th>UNIT</th>
<th>SUB TOPICS</th>
<th>ASSESSMENT</th>
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</table>
| 1 (10 Weeks) | Theoretical: Adolescence Behaviours | • Social change during adolescence.  
• Identity experimentation during adolescence.  
• Importance of relationships during adolescence.  
• Maintaining respectful relationships.  
• Risks with online relationships.  
• Strengthening social networks. | Research Task |
| | Practical: Athletics | Knowledge and understanding of event rules, procedures and safety considerations.  
Fundamental technique:  
• Discus  
• Triple Jump  
• Javelin  
• High Jump (scissor kick). | Continuous Assessment in a variety of authentic contexts. |
| 2 (10 Weeks) | Theoretical: Food for Life | • How nutrition affects adolescents.  
• Impacts of food choices.  
• Nutritional guidelines for adolescents.  
• Revise the five food groups / healthy eating plate / healthy food pyramid / eat well plate.  
• Nutritional concerns for adolescents.  
• Health information that guides nutrition decisions. | In class Research Task: multiple tasks completed over a series of lessons. |
| | Practical: Touch Football | Knowledge and understanding of Touch Football rules, procedures and safety considerations in game play.  
• Fitness Principles  
• Fitness Methods | Continuous Assessment in a variety of authentic contexts.  
Fitness Plan and Evaluation |
## Year 8 Semester Two

<table>
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| 3 (10 Weeks)              | **Theoretical:** Cultural Understandings | • Define relationships.  
• Characteristics of different relationships.  
• People you interact with.  
• Families, kinship and culture.  
• Family health and wellbeing.  
• Community health.  
• Community connections.  
• Enhancing community health and wellbeing.  
• Promoting health inclusivity. | Portfolio Tasks |
|                           | **Practical:** Hip Hop Dance | Knowledge and understanding of, procedures and safety considerations.  
Five Elements of Hip Hop  
• Popping  
• Locking  
• Breaking  
• Boogaloo  
• Social Dances | Continuous Assessment in a variety of authentic contexts. |
| 4 (9 Weeks)               | **Theoretical:** Making the Right Decision Generations | • Reviewing drug information.  
• Classifying drugs.  
• Influences on adolescent alcohol and other drug choices.  
• Actions to adolescents about issues relating to drugs and alcohol.  
• How to make the correct decisions.  
• Using values and emotions to make decisions.  
• Developing empathy and sensitivity. | • Decision Making Model  
• Design / create Action Plan |
|                           | **Practical:** Volleyball | Knowledge and understanding of volleyball rules, procedures and safety considerations in game play.  
Fundamental technique:  
• Serving  
• Digging  
• Setting  
• Spiking  
• Blocking  
• Court positions | Continuous Assessment in a variety of authentic contexts. |