**Sample Course Outline**

Health and Physical Education

Preliminary Unit 1 and Unit 2

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# Sample course outline

# Health and Physical Education – Preliminary

#### Unit 1 (notional timeframe only – may take up to a whole year)

| **Week** | **Key teaching points** | **Content** |
| --- | --- | --- |
| 1 | **Two sessions per week, focused on:*** brainstorming and demonstrating rules through first game and reflections
* discussing basic rules for a chosen sport/activity
* the development of fundamental movement skills

**Two sessions, focused on:*** definitions of health and what it looks and feels like to be healthy
* identifying healthy people and reasons why they are healthy
 | * fundamental movement skills
* coordinated, balanced movement in individual activities
* skills to control an object in modified game situations
* basic rules and safety concepts when moving and interacting with others in a variety of activity settings

**Note:** The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities for two sessions per week.* what it means to be healthy
 |
| 2 | **Two sessions, focused on:*** what is meant by health dimensions?
* how can we be healthy?
* identifying physical, social, emotional and mental health dimensions through the use of examples
 | * health dimensions
* physical, social, emotional/mental health
* actions and behaviours that are healthy
 |
| 3 | **Two sessions, focused on:*** what is stress?
* why do people get stressed?
* what makes a person stressed?
* the ways people act when they are stressed
* the ways we can recognise that a person is stressed
 | * stress management
* recognising signs and symptoms of stress
 |
| 4–5 | **Four sessions, focused on:*** the strategies and practices that can help a person avoid and manage stress

**Task 1 Part A and Part B due Week 4** | * stress management
* simple stress management strategies
 |
| 6–7 | **Four sessions, focused on:*** what does it mean to be clean and hygienic?
* why is it important that we stay clean?
* the techniques that help with maintaining personal hygiene
* practising a variety of techniques
 | * personal hygiene practices
* cleanliness
* personal grooming
* hand washing
* dental hygiene
 |
| 8–9 | **Four sessions, focused on:*** what does it mean to be safe?
* how do we feel when we are safe?
* what types of relationships do people have?
* what makes a relationship respectful?

**Task 2 due Week 8** | * introduction to protective behaviours
* basic relationship types
* characteristics of positive, healthy relationships
 |
| 10 | **Two sessions, focused on:*** what is peer pressure?
* the various ways that a person can respond to peer pressure
 | * introduction to protective behaviours
* recognising and responding to peer pressure
 |
| 11–12 | **Four sessions, focused on:*** what is bullying?
* what does bullying look like, feel like and sound like?
* the various ways that a person can respond to being bullied
 | * introduction to protective behaviours
* signs of bullying
 |
| 13–14 | **Four sessions, focused on:*** the techniques a person can use to safely use the internet
* the ways to recognise safe internet sites
* examples of people and places able to provide information and assistance with health

**Task 3 due Week 13** | * introduction to protective behaviours
* safe use of the internet and social networking
* support networks – people and places who can support healthy decisions
 |
| 15–16 | **Four sessions, focused on:*** examples of appropriate sources of health information
* research techniques to locate relevant and reliable sources of health information.

**Task 4 due Week 15** | * location and choice of accurate and reliable sources of health information
 |

#### Unit 2 (notional timeframe only – may take up to a whole year)

| **Week** | **Key teaching points** | **Content** |
| --- | --- | --- |
| 1 | **Two sessions per week, focused on:*** brainstorming and demonstrating rules through first game and reflections
* discussing additional basic rules for a chosen sport/activity
* the development of fundamental movement skills
 | * development of fundamental movement skills
* coordination in individual activities
* skills to control an object in modified game situations
* basic rules and safety concepts when moving and interacting with others in a variety of activity settings

**Note:** The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities for two sessions per week. |
| 2–3 | **Four sessions, focused on:*** the definition of a ‘drug’
* different types of drugs
* the ways in which drugs can affect the body
* the ways in which drugs can affect the way we behave
 | * drug education
* categories of drugs and their effect on the body and behaviour
 |
| 4–5 | **Four sessions, focused on:*** different types of alcoholic beverages
* ways to measure a standard drink
* the short term effects of consuming alcohol
* the long term effects of consuming alcohol
 | * drug education
* short and long term effects of alcohol
* standard drink measures
 |
| 6–7 | **Four sessions, focused on:*** what is communication?
* the ways in which people communicate
* assertive communication skills

**Task 5 due Week 6** | * communication/interpersonal skills
* passive, assertive and aggressive communication skills in specific situations
 |
| 8–9 | **Four sessions, focused on:*** practising a variety of communication skills
* ways in which we can be inclusive of all group members during an activity
 | * communication/interpersonal skills
* verbal/non-verbal skills to communicate feelings, needs and opinions
* strategies to fairly involve others in activities, including give and take, and seeking help when necessary
 |
| 10–11 | **Four sessions, focused on:*** what is cooperation?
* the ways in which people can work together
 | * communication/interpersonal skills
* introduction to cooperation and collaboration
 |
| 12–13 | **Four sessions, focused on:*** what is a risky situation?
* examples of risky behaviours
* signs that a situation may cause risk
* ways in which a person can avoid and manage risky situations and behaviours

**Task 6 due Week 13** | * harm minimisation
* identifying and managing risk and risky situations
 |
| 14–16 | **Six sessions, focused on:*** what is decision making?
* the process a person goes through when a decision needs to be made
* practising decision-making techniques
* what is a support network?
* what does a support network do?
* what kind of people or places can provide support?
* ways to access appropriate support networks

**Task 7 due Week 15** | * harm minimisation
* decision-making processes and simple models
* support networks – people and places able to support healthy decisions
 |