



Government of **Western Australia**  
School Curriculum and Standards Authority

# HEALTH, PHYSICAL AND OUTDOOR EDUCATION

FOUNDATION COURSE

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Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2018.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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# Introduction to the Foundation courses

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide a focus on the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

The Foundation courses are:

- Applied Information Technology (AIT) (List B)
- Career and Enterprise (List A)
- English (List A)
- English as an Additional Language or Dialect (EAL/D) (List A)
- Health, Physical and Outdoor Education (List B)
- Mathematics (List B)

## Eligibility

Eligibility to enrol in Foundation courses is restricted to students who meet the eligibility criteria. For further information regarding eligibility refer to the *WACE Manual* at [www.scsa.wa.edu.au/publications/wace-manual](http://www.scsa.wa.edu.au/publications/wace-manual).

## Literacy and numeracy focus

While much of the explicit teaching of literacy and numeracy occurs in the English, English as an Additional Language or Dialect, and Mathematics Foundation courses, all Foundation courses provide opportunities for the development of the literacy and numeracy capabilities identified in the Pre-primary to Year 10 Western Australian curriculum. The following set of literacy and numeracy skills drawn from both the ACSF (Level 3) core skills of reading, writing, oral communication and numeracy, and the Pre-primary to Year 10 English and Mathematics curriculum have been identified and are common to all Foundation courses. Where appropriate, opportunities for students to engage in activities with significant literacy and numeracy demands should be the focus of teaching, learning and assessment programs in this course.

## Literacy

Literacy involves students:

- developing the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for effective participation in society
- listening to, reading, viewing, speaking, writing and creating, which includes oral, print, visual and digital texts
- using and modifying language for different purposes and for different audiences
- understanding how the English language works in different social contexts.

Foundation courses provide meaningful contexts for learning and practising specific literacy (L) skills as outlined below:

- L1 acquiring words leading to an appropriately expanding vocabulary; for example, discipline-related words, such as 'cardiovascular endurance' and 'resilience' in the Health, Physical and Outdoor Education Foundation course
- L2 developing pronunciation and spelling of key words; for example, discipline-related words, such as 'phishing' in the Applied Information Technology Foundation course
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone (for example, formal as opposed to personal), symbols (for example, in the workplace and/or in web page design), simple description (for example, the use of similes and/or contrast), and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences, for example, providing information in dot point form, and/or providing information in an explosion chart
- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for accuracy, coherence, clarity and appropriateness; for example, ensuring subject-verb agreement, the correct use of apostrophes and the appropriate use of vocabulary and verb forms
- L9 using a range of speaking and listening skills; for example, using the etiquette of 'turn-taking' in conversation and discussion, asking clarifying questions when listening, matching tone of voice to audience and using a pause for emphasis
- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills; for example, creating images, designing graphs, reading tables and interpreting diagrams and symbols.

## Numeracy

Numeracy involves students:

- recognising and understanding the role of mathematics in the world
- developing the dispositions and capacities to use mathematical knowledge and skills purposefully
- increasing their autonomy in managing everyday situations.

Foundation courses provide meaningful contexts for learning and practising specific numeracy (N) skills and mathematical thinking processes, as outlined in the examples below:

- N1 identifying and organising mathematical information; for example, identifying the relationship between age, maximum heart rate and target heart rate in the Health, Physical and Outdoor Education Foundation course
- N2 choosing the appropriate mathematics to complete a task; for example, using a given rule based on age to determine maximum heart rate, and then using a percentage calculation to work out target heart rate
- N3 applying mathematical knowledge, tools and strategies to complete the task; for example, using a calculator to find a percentage amount of target heart rate
- N4 representing and communicating mathematical conclusions; for example, using a table to illustrate the calculated maximum and target heart rate
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, checking that the calculated target heart rate is consistent with an estimated result.

The level of complexity of mathematical information to which the above numeracy skills are applied is outlined below:

- whole numbers and familiar or routine fractions, decimals and percentages
- dates and time, including 24 hour times
- familiar and routine 2D and 3D shapes, including pyramids and cylinders
- familiar and routine length, mass, volume/capacity, temperature and simple area measures
- familiar and routine maps and plans
- familiar and routine data, tables, graphs and charts, and common chance events.

## Representation of the other general capabilities

In addition to the literacy and numeracy capabilities, teachers may find opportunities to incorporate the remaining capabilities into the teaching and learning program for the Health, Physical and Outdoor Education Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. The general capabilities priorities are not assessed unless they are identified within the specified unit content.

### Information and communication technology capability

Students are encouraged to apply practices that comply with legal obligations as they locate, generate and access information, and select and evaluate data for research activities. Health and physical activity information in online environments is expansive and originates from a diverse range of credible and less credible sources. Students develop and apply targeted search techniques and skills to assess the suitability and relevance of information.

### Critical and creative thinking

Students learn to collect, analyse and organise information as they pursue teaching and learning activities to investigate risk and protective factors for health. They scrutinise information and put ideas into action through the creation and implementation of health promotion actions and strategies designed to improve personal and community health outcomes. Students apply problem-solving techniques and negotiate solutions in outdoor and physical activity situations and environments. They also reflect on their own and others' actions as they evaluate factors which influence health and physical activity decisions.

### Personal and social capability

The development of self-awareness, self-management, social awareness and social management are key features within the course. Students learn to recognise and reflect on their emotional responses as they embark on developing leadership, decision-making and conflict resolution skills, and respond to feedback as they engage in physical activities and aspire to achieve set goals. Reflection is used as a means of identifying personal strengths and building on these, and determining successful strategies to address barriers and enablers to health. The practical activities within the course support students to practise and refine communication skills, work independently and collaboratively, and use initiative to overcome barriers and achieve success. Students build resilience and develop productive coping strategies supporting them to be adaptable to changing personal and social circumstances. Through the study of health promotion strategies to address health issues, students investigate how they and others can make positive contributions to the health of communities.

### Ethical understanding

Personal and social attitudes and values are important influences on decisions about health and physical activity participation. Students examine the role of attitudes and values and how they impact on lifestyle choices as either barriers or enablers. Students consider how values, beliefs and differing interpretations of health and physical activity information influence ethical understandings and contribute to disparities in health between populations.



## **Intercultural understanding**

Cultural attitudes and perspectives are important influences on health and wellbeing. While reviewing lifestyle factors affecting health, health promotion initiatives and planning for outdoor activities, students examine the complexities of culture and its impact on beliefs and practices.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Health, Physical and Outdoor Education Foundation course. The unit information, specifically the unit content, identifies the expected student learning within each syllabus. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

## **Aboriginal and Torres Strait Islander histories and cultures**

Through the study of relevant contexts, opportunities may allow for the development of students' understanding and appreciation of the diversity of Aboriginal and Torres Strait Islander Peoples' histories and cultures.

## **Asia and Australia's engagement with Asia**

In this course, students engage with diverse cultures, traditions and belief systems and develop self-management and interpersonal skills that reflect cultural understanding, empathy and respect. This includes further developing an understanding of the diverse nature of Asia's environments and traditional and contemporary cultures. Students explore the impact of culture on health decisions and behaviours as they study factors influencing health.

## **Sustainability**

In relation to sustainability, students examine sustainable practices as they plan for and participate in expeditions in outdoor environments.

## Rationale for the Health, Physical and Outdoor Education Foundation course

The benefits of positive health and wellbeing and health literacy are well documented. Being healthy supports individuals to enjoy productive and enjoyable lives, and contributes to active and sustainable communities. Being health literate improves an individual's capacity to locate, process and understand health information, and apply it to make appropriate and well-informed decisions. In this course, students will develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others. Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan.

A key focus of this course is the further development of literacy and numeracy skills relevant to a range of future career, study and work pathways. Further, students will learn and apply communication skills, important for work and other contexts, and essential to the development and maintenance of healthy relationships.

The course caters for a wide range of student needs. The structure of the course provides flexibility for teachers to select electives which are best suited to the needs and interests of their students. These electives provide students with the opportunity to develop key knowledge, understandings and skills in health, physical and outdoor education contexts across four course units. Each unit is comprised of one core module and a set of electives. The following areas provide the focus for student learning:

- first aid practices
- improving performance in individual and team games and sports
- coaching and officiating
- building resilience
- managing influences and pursuing a healthy lifestyle
- health promotion
- pre-driver and road safety education
- being a critical health consumer
- outdoor adventure activities
- expedition planning.

## Course aims

The Health, Physical and Outdoor Education Foundation course aims to develop students':

- knowledge, understandings and skills to enable the pursuit of healthy and active lifestyles across the lifespan
- interpersonal, intrapersonal and cognitive skills to promote a positive sense of identity and build and manage respectful relationships.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units, which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

This unit is comprised of one core module and ten electives, of which a maximum of four are taught.

#### Unit 4

This unit is comprised of one core module and ten electives, of which a maximum of four are taught.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned
- suggested learning activities – a list of activities which could be included in a teaching and learning program for the unit.

### Organisation of content

The time allocation for core modules is between 15 and 20 hours. The time allocation for electives varies between 10 and 30 hours. **Core modules or electives cannot be repeated.**

Modules and electives can be offered as follows:

Unit	Total unit class contact hours	Required (core) modules>	Core module time allocation	Elective modules	Elective time allocation
3	55	Core module – C12.1 Healthy lifestyles	15–20 hours	Choose between two and four	35–40 hours
4	55	Core module – C12.2 Health promotion	15–20 hours	Choose between two and four	35–40 hours

When deciding which electives to be taught across a unit and their duration, teachers need to consider:

- the time required to achieve the learning outcomes for each elective
- the depth to which the learning outcomes for each elective will be achieved
- whether extension work within the elective will be covered
- the needs, interests and abilities of students.

## **Personal, social and community health**

Students are supported to make decisions about their own health and wellbeing and to develop the knowledge, skills and understandings to facilitate resilience and better understand a range of factors which influence health. For example, the factors influencing health, building resilience, and consumer health modules and electives focus on assessing and managing factors influencing health and wellbeing, building self-confidence, optimism and resilience, and improving critical health consumer skills.

Students are provided with opportunities to explore relationships as they study the attributes and responsibilities of coaches and officials, and identify and practise leadership skills necessary for participating in activities in outdoor and natural environments.

Students critically analyse factors affecting the health of their communities, and propose strategies to improve community health and wellbeing. Students learn about key health priorities affecting the health and wellbeing of Australians and health promotion initiatives designed to target such priorities. Students will also examine their ability to contribute to safer road environments and develop positive road use attitudes through the study of pre-driver education skills and concepts.

## **Movement and physical activity**

Critical to effective health and physical education programs is the acquisition and refinement of movement skills enabling students to move with competence and confidence. Core modules and electives provide opportunities for students to build on existing physical skills, and support the development of positive attitudes and values towards lifelong physical activity participation.

Students explore movement principles and concepts through the study of individual and team games and sports and apply these in active contexts as they engage in a range of pursuits.

The course also provides considerable opportunities for students to work collaboratively and to develop and enhance a range of personal and social skills, including communication, decision-making, problem solving, self-regulation, self-awareness and critical and creative thinking.

## Unit 3

### Required core module

Healthy lifestyles (15–20 hours)

### Elective modules

Choose between two and four of the following:

- 12.1 Coaching 2
- 12.2 Expedition planning 2
- 12.3 First aid 2
- 12.4 Actions to improve health
- 12.5 Individual games and sports 2
- 12.6 Management of sporting injuries
- 12.7 Minimising environmental impact
- 12.8 Officiating 2
- 12.9 Outdoor adventure activities: skills and techniques 2
- 12.10 Team games and sports 2

A description, learning outcomes and content for each elective is included at Appendix 2.

### C12.1 – Healthy lifestyles

#### Unit description

The focus of this core module is healthy lifestyles. Students learn about the important components of a healthy balanced lifestyle with a focus on nutrition, physical activity and other relevant health issues. Students review the notion of a balanced lifestyle and identify factors which contribute to creating balance. They reflect on their own personal health and analyse factors which influence health status. Unfortunately, some people are not able to enjoy the benefits of a healthy lifestyle due to factors which fall outside of their immediate control. Students examine these factors and identify and apply actions and strategies to improve personal health and wellbeing.

#### Learning outcomes

By the end of this core module students will:

- design programs to improve health and wellbeing
- identify and analyse positive approaches to improved health and wellbeing
- analyse the factors affecting health and wellbeing.

## Unit content

This module includes the knowledge, understandings and skills described below.

### Lifestyle

- components of lifestyle
  - school and work
  - nutrition
  - physical activity and recreation
  - sleep
- benefits of a balanced lifestyle
- factors influencing health and wellbeing
  - physical environments
  - media and technology
  - education
  - personal skills and behaviours
- strategies for supporting and promoting a healthy lifestyle

### Nutrition

- sampling of the Australian Dietary Guidelines for
  - children and adolescents
  - adults
- influences on nutritional choices and behaviours

### Physical activity

- Australian Physical Activity and Sedentary Behaviour Guidelines for young people and adults
- health and social benefits of regular participation in physical activity
- social, environmental and personal factors influencing physical activity participation

## Literacy and Numeracy skills developed through the study of Unit 3

This unit should involve, where appropriate, explicit teaching of the following literacy (L) and numeracy (N) skills in the context of the Health, Physical and Outdoor Education Foundation course.

- L1 acquiring words leading to an appropriately expanding vocabulary
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences
- L7 achieving cohesion of ideas at sentence, paragraph and text level

- L8 editing work for coherence, clarity and appropriateness
- L9 using a range of speaking and listening skills
- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills
  
- N1 identifying and organising mathematical information
- N2 choosing the appropriate mathematics to complete a task
- N3 applying mathematical knowledge, tools and strategies to complete the task
- N4 representing and communicating mathematical conclusions
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached

## Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this module. These activities are provided as suggestions only.

- Design a graphic illustrating the components of a balanced lifestyle.
- Use a form of media to produce a publication advocating the benefits of a balanced lifestyle to a young audience; for example, radio advertisement, short film, blog.
- Brainstorm all of the possible influences on a person's health. Choose one or two factors to investigate in detail, for example, how the media influence health behavior.
- Interview peers to research the impact of social networking and reliance on technology on health behaviour. Collate and interpret results using tables, graphs and/or diagrams. Suggest recommendations to protect and improve the health and wellbeing of young people.
- Use a journal to record physical activity undertaken in a two week period. Calculate daily and weekly levels and compare these with recommended levels (using the Australian Physical Activity and Sedentary Behaviour Guidelines).
- Identify ways of increasing physical activity which fit in with current commitments and activities. Use this information to design a plan to increase daily and/or weekly physical activity. Include specific goals, targets and strategies to achieve these.
- Use a diary to track sleep patterns and identify factors impacting on quality and quantity of sleep.
- Interview a community member to determine influences on his/her health and physical activity participation.
- Plan and conduct a community and/or school audit of facilities and programs to ascertain what encourages physical activity and where there are barriers.
- Review the Australian Dietary Guidelines for children and adolescents, and adults. Select 1–2 guidelines and propose strategies to support Australians to improve nutritional behaviours.



## Unit 4

### Required core module

Health promotion (15–20 hours)

### Electives modules

Choose between two and four of the following:

- 12.1 Coaching 2
- 12.2 Expedition planning 2
- 12.3 First aid 2
- 12.4 Actions to improve health
- 12.5 Individual games and sports 2
- 12.6 Management of sporting injuries
- 12.7 Minimising environmental impact
- 12.8 Officiating 2
- 12.9 Outdoor adventure activities: skills and techniques 2
- 12.10 Team games and sports 2

A description, learning outcomes and content for each elective is included at Appendix 2.

## C12.2 – Health promotion

### Unit description

The focus of this core module is health promotion. Students explore the diverse influences on health and how health promotion initiatives aim to encourage and enable individuals and communities to increase control over these influences (often referred to as health determinants). Students review the factors that influence their health, and the impact of personal beliefs, attitudes and values on health behaviour. The meaning of health promotion as an approach to improve health is described, and different approaches aimed at improving personal health and the health status of communities are a focus. Students plan and implement school-based health promotion activities.

### Learning outcomes

By the end of this core module, students will:

- identify and analyse positive approaches to improved health and wellbeing
- identify actions and strategies to promote health and wellbeing
- plan strategies to achieve set goals.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Personal health influences

- personal behaviours and decisions influencing health
- the impact of beliefs, attitudes and values on decision making

### Factors influencing health

- features of the natural and built environment
- education
- employment and income
- access to services, transport and healthy food
- social exclusion

### Health promotion approaches and programs

- individual approaches to improving health
  - screening
  - health education
  - developing personal skills
- community approaches to improving health
  - community action
  - public health campaigns
- health promotion actions and strategies

## Literacy and numeracy skills developed through the study of Unit 4

This module/unit should involve, where appropriate, explicit teaching of the following literacy (L) and numeracy (N) skills in the context of the Health, Physical and Outdoor Education Foundation course.

- L1 acquiring words leading to an appropriately expanding vocabulary
- L2 developing pronunciation and spelling of key words
- L3 using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 expressing increasingly complex ideas using a range of simple and complex sentence structures
- L5 using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language
- L6 organising ideas and information in different forms and for different purposes and audiences
- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for coherence, clarity and appropriateness
- L9 using a range of speaking and listening skills

- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills
  
- N1 identifying and organising mathematical information
- N2 choosing the appropriate mathematics to complete a task
- N3 applying mathematical knowledge, tools and strategies to complete the task
- N4 representing and communicating mathematical conclusions
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached

## Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this module. These activities are provided as suggestions only.

- Use a journal to record health decisions made on an average day; for example, cleaning teeth, breakfast choices, walk or take the bus. Identify factors which influence each decision.
- Use a values continuum to discuss attitudes and values to a range of scenarios; for example, a person sunbaking in 35 degree heat; a toddler in a pram eating fast food; an 11 year old sipping wine in a family group in a restaurant.
- Debate the topic, 'Health is everyone's business.'
- Survey the school's physical environment (grounds and buildings). Identify the structures that support and promote health and how they do this.
- Investigate rules and policies within the school community and describe ways in which they support health; for example, after school sport, peer support programs, no hat no play policies.
- Describe barriers to accessing health services that young people face.
- Recall health messages seen in the media and discuss behaviours they are trying to encourage (or discourage); for example, 'Go for 2 and 5' promotes the consumption of adequate fruit and vegetables for good health.
- Design a survey and interview peers to seek their opinion about a chosen issue and what influences their thoughts and opinions; for example, do they support a complete ban on alcohol advertising? Tally responses and show these graphically or in a table. Share conclusions from the survey results.

## School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Health, Physical and Outdoor Education Foundation Year 12 syllabus and the weighting for each assessment type.

**Assessment table – Year 12**

Type of assessment	Weighting
<p><b>Performance</b></p> <p>Students apply knowledge and skills as they perform practical performance tasks or activities.</p> <p>Evidence can include: skill tests, direct observation, checklists or rubrics, use of video, oral presentations, skits, radio shows and/or health promotion activities.</p>	45%
<p><b>Project</b></p> <p>Students apply knowledge and skills as they explore ideas related to the task.</p> <p>The findings may be communicated in written or oral form, or by using any combination of these.</p> <p>Evidence can include: oral, written and/or multimedia work, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages and/or training diaries.</p>	20%
<p><b>Response</b></p> <p>Students apply knowledge and skills in analysing and responding to stimuli or prompts.</p> <p>The findings may be communicated in written or oral form, or by using any combination of these.</p> <p>Evidence can include: written and/or oral tests, journal and/or diary entries, portfolios, self or peer evaluation and/or letters to the editor.</p>	20%
<p><b>Externally set task</b></p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

All assessment types must be included in the assessment outline at least twice, with the exception of the externally set task, which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

**NB: The core module for Unit 4: Health promotion must be assessed at least once and contribute at least 15% of the total mark for the course. The type of assessment used to assess the Unit 4 core module must be clearly indicated in the assessment outline.**

## Externally set task

All students enrolled in the Health, Physical and Outdoor Education Foundation Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time</b>	50 minutes
<b>Format</b>	Written
	Conducted under invigilated conditions
	Typically between one and ten questions
	Questions can require students to refer to stimulus materials
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Health, Physical and Outdoor Education Foundation Year 12 syllabus are provided in Appendix 1. They can also be accessed through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 12

**A**

Consistently applies health terminology when describing factors that affect health and wellbeing.  
Provides detailed descriptions of a range of actions and strategies that promote a healthy lifestyle.  
Applies self-management skills, which are appropriate in different situations and contexts, and considers a range of consequences of chosen actions.  
Uses effective communication and cooperation skills to participate in completing group tasks and to enhance group relationships by taking on a leadership role.  
Demonstrates a repertoire of highly developed physical skills and tactics to improve personal performance and/or contribute to group success.  
Consistently applies advanced rules, processes and conventions relating to games/activities.

**B**

Applies health terminology when describing factors that affect health and wellbeing.  
Describes a range of actions and strategies that promote a healthy lifestyle.  
Applies self-management skills, which are appropriate in different situations, and considers consequences of chosen actions.  
Uses appropriate communication and cooperation skills to participate in completing group tasks and to enhance group relationships.  
Demonstrates a repertoire of enhanced physical skills and tactics to improve personal performance and/or contribute to group success.  
Often applies rules, processes and conventions relating to games/activities.

**C**

Identifies factors that affect health and wellbeing and strategies that promote a healthy lifestyle and generally applies appropriate terminology.  
Applies self-management skills, which are generally appropriate in different situations, and considers consequences of chosen actions.  
Uses some appropriate communication and cooperation skills to participate in completing group tasks and to enhance group relationships.  
Demonstrates a repertoire of physical skills and tactics to improve personal performance and/or contribute to group success.  
Applies rules, processes and conventions relating to games/activities.

**D**

Occasionally applies health terminology when identifying factors that affect health and wellbeing.  
Provides brief descriptions of a range of actions and strategies that promote a healthy lifestyle.  
On some occasions, applies self-management skills and considers simple consequences of chosen actions.  
Uses some simple communication and cooperation skills to participate in completing group tasks.  
Demonstrates a repertoire of basic physical skills and tactics to improve personal performance and/or contribute to group success.  
On some occasions applies basic rules, processes and conventions relating to games/activities.

**E**

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

## Appendix 2 – Elective modules

### E12.1 Coaching 2

In this elective, students learn about how to create conditions where players and teams can develop and improve their performance. Students will design a coaching program for an athlete or group of athletes based on an assessment of their needs, interests and abilities. They will review motivational strategies and their impact on personal and team performance. The evaluation of player performance is an important function of an effective coach, and students examine specific skills or strategic performances (in a familiar sport) to determine where improvements can be made. Students apply risk management practices in coaching scenarios and learn about feedback and how it can be delivered to best ensure optimal performance.

Students can extend their study in this area by:

- reviewing and completing modules in the Australian Sports Commission National Coaching and Accreditation Scheme
- completing the Play by the Rules Training course
- investigating and undertaking level 1 coaching programs in specific sports.

They can also apply principles and techniques to plan coaching sessions for junior athletes.

### Outcomes

By the end of this elective, students will:

- evaluate the performance of self and others in sporting contexts
- demonstrate leadership skills and the capacity to work cooperatively
- identify potential hazards and devise ways to enhance the safety of themselves and others
- analyse rules for safe participation in physical activity
- analyse the fitness demands and requirements of specific activities.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Group organisation, programs and techniques

- gathering information about an athlete or group of athletes
- setting goals for athletes
- principles for planning effective coaching sessions
  - ensuring variety and maximum participation
  - using drills which cover a range of ability levels
  - providing for smooth transitions between activities
  - allocating time efficiently
- effective communication strategies
  - the use of clear instructions

- checking for understanding
- provision of encouragement
- use of active listening
- motivational strategies/techniques - extrinsic and intrinsic rewards to maintain player engagement and interest

### Conducting a coaching session

- planning coaching programs which are sequential and provide challenge for athletes, with a specific focus on improving skills and tactics in a selected sport
- ways to provide feedback to athletes
  - immediate and specific
  - focus on the positive
  - use of verbal and non-verbal cues
- assessing and minimising risk to athletes
  - identification of risk in differing environmental conditions (hot/humid; cold/wet)
  - strategies to avoid and reduce risk
  - review of risk management practices
- emergency action plans as related to dealing with injury
  - STOP – stop, talk, observe and prevent
  - RICER – rest, ice, compression, elevation, referral

### Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Design a questionnaire to gather information about an athlete.
- Identify the components of an effective coaching session.
- Role-play a coaching scenario and practise a range of communication strategies that could be used in each situation; for example, when teaching a new skill; providing encouragement to junior players; motivating players who have lost motivation.
- Plan a simple coaching program for a specific sport, noting the differences between pre-season, in-season and off-season activities.
- Discuss ways of providing feedback to players. Highlight effective and less-effective strategies.
- Profile an experienced coach, noting the ways in which they communicate with players.
- For a selected sport, plan a simple coaching session as part of an in-season program. Identify effective communication strategies to engage and motivate players. Identify risks to athletes, and devise strategies to prevent and reduce risks. Implement plans and reflect on the outcome of the session. Seek feedback from observers.
- Explore the Australian Sports Commission website and other online resources available for coaches. Produce a fact sheet containing information to coaches starting out in junior sport.



## E12.2 Expedition planning 2

In this elective students learn about leadership and demonstrate knowledge, understanding and skills around expedition planning. An important component of this module is for students to further develop their leadership and expedition planning skills in authentic environments. This includes practical activities in which students practise leadership and reflect on performance, such as group facilitation activities with peers or younger students. An overnight expedition, day trip, or participation in outdoor adventure activities are examples of ways in which students can engage with the content in this elective.

Students can extend their study in this area by engaging in Outward Bound, Duke of Edinburgh, Scouts Venturer Award Scheme, or other community programs which have a leadership focus. Furthermore, students can apply skills whilst on an extended expedition (two or more nights).

Elective 11.4 – Expedition planning is a recommended pre-requisite to this elective. It is recommended that this elective is studied in conjunction with E12.9 Outdoor adventure activities: skills and techniques 2, and/or E12.3 First aid 2.

### Outcomes

By the end of this elective, students will:

- demonstrate leadership skills and the capacity to work cooperatively
- plan strategies to achieve set goals
- identify potential hazards and devise ways to enhance the safety of themselves and others.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Leadership

- identification of personal leadership strengths and weaknesses
- goal setting for consolidation and improvement of personal leadership skills
- briefing skills for an outdoor adventure activity

#### Planning and skills for outdoor experiences

- purpose of an expedition planning manual
- personal equipment checklist for the expedition
- appropriate nutrition and clothing suitable for the expedition type and location
- basic navigation and route planning skills
  - topography of the expedition area
  - map reading skills, including map orientation and using a legend
  - compass use, including walking on a bearing and back bearing
  - natural feature identification, including features indicated in the legend
  - simple route plans, including stages, distance, time and route description
- general camp craft skills

- cooking, including following a recipe
- shelters, including erecting a tent
- fire construction using a pit fire
- sanitation
- hygiene
- domestic duties
- interpretation of basic weather information and application to expedition
- requirements for safe participation in the outdoors
  - first aid requirements, including basic management of cuts, scrapes, minor burns and bites
  - protective clothing and equipment
  - safe practices
- identification and analysis of risks in the expedition environment
- introduction to risk analysis management system (RAMS)

### **The environment**

- minimum impact practices (Leave No Trace principles)
- environmental considerations of the expedition location
  - fauna
  - flora
  - topography
  - climate
- regulations pertaining to the intended expedition location

### **Suggested learning activities**

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Create a personal leadership profile noting strengths and weaknesses.
- Choose a leadership quality to develop/improve. Set an appropriate SMART goal and plan strategies to achieve that goal.
- Rehearse and undertake a briefing for classmates relevant to an outdoor activity. Self-assess performance and seek feedback from others.
- Complete a simple expedition manual (or use a template provided by the teacher).
- Explore topographical maps of the expedition area highlighting specific features.
- Research the expected weather conditions of the expedition area.
- Practise a range of basic navigation and other camp craft skills, including cooking, erecting tents and weather prediction.
- Investigate the necessary safety precautions for expeditions.
- Design forms for expedition leaders to collect medical details of participants and to record incidents where first aid may be required.

- Predict and plan for risk in an expedition environment. Use risk management plans to avoid, minimise and manage risk.
- Research minimum impact practices (Leave No Trace). Explain specific actions individuals can take in expedition environments to minimise environmental impact.

## E12.3 First aid 2

In this elective, students learn a range of first aid skills and practices and apply these to assess and respond to accident and injury scenarios. Students learn skills to manage emergency first aid situations including managing casualties who are unconscious, and performing cardio pulmonary resuscitation (CPR). They will also learn how to manage bleeding and respond to other life threatening situations.

Students can extend their study by completing community first aid courses from providers such as St John Ambulance and Red Cross. Occupational/workplace specific first aid courses are an appropriate focus in preparation for future work environments.

### Outcomes

By the end of this elective, students will:

- assess and respond to emergency situations
- identify potential hazards and devise ways to enhance their own and the safety of others.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Managing emergency situations

- assess the situation
  - minimise hazards
  - assess risks to first aider and others
  - prioritise the need for emergency services and/or medical assistance
- manage the casualty
  - provide comfort
  - apply first aid management plans
  - monitor the injured
- coordinate first aid activities
  - identify resources (what is available and what is required)
  - monitor the injured
- communicate information to emergency services
  - type of information to provide
  - preparation of an incident report form
- evaluate the incident
  - reflect and debrief experiences
  - review actions and select alternative management plans (if required)

## Responsibilities of first aiders and safe management practices

- safe management of first aid situations
  - fractures
  - bleeding
  - shock
  - unconscious casualty (DRSABCD action plan)
    - o Danger
    - o Response
    - o Send for help
    - o Airway
    - o Breathing
    - o Cardiopulmonary resuscitation (CPR)
    - o Defibrillator
- duty of care and legal responsibilities of first aiders
- written incident reports

## Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Role-play the management of an emergency situation.
- Identify and document important information to be provided to emergency services following an emergency situation.
- Create a fact sheet which outlines how to deal with a range of first aid procedures; for example, management of shock, snake or spider bites, diabetic emergency.
- Explain the duty-of-care responsibilities of a first aider.
- Respond to a range of hypothetical first aid situations.
- Research first aid training provider resources. Select a template for a written incident report and complete it for a hypothetical first aid situation.

## E12.4 Actions to improve health

In this elective, students further explore the range of factors that influence their own health and the health of others. Students review the impact of health influences, and determine practical and appropriate strategies to assist them (and others) to manage these. A key focus of this elective is the study of a specific health issue, and the development of a plan to address the issue and improve health outcomes. Students use targeted action plans to suggest practical strategies to improve health and wellbeing, and to identify resources and barriers which support changes in behaviour and improved health.

### Outcomes

By the end of this elective, students will:

- design programs to improve health and wellbeing
- identify and analyse positive approaches to improved health and wellbeing
- identify actions and strategies to promote health and wellbeing
- analyse the factors affecting health and wellbeing.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Factors influencing health and wellbeing

- social and cultural influences
- media and technology
- physical and social environments
- beliefs, attitudes and values

#### Action plans to improve health

- strategies and resources for improving health and wellbeing
- investigation of a health issue
  - define the issue
  - examine how it affects health
  - analyse the factors which contribute to the issue
- components of an action plan to address a health issue
  - objectives
  - strategies to achieve objectives
  - resources required
  - barriers
  - evaluation and monitoring strategies

## Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Research the extent to which one or two factors influencing health affect the health and wellbeing of self and a family member or friend.
- Investigate the people and factors that influence health. Interview family and friends to determine what they see as minor and major influences on the health decisions they make.
- Review forms of media (such as newspapers, blogs, and Twitter feeds) to highlight current health issues. Summarise the health issue, and make a list of factors contributing to the issue.
- Plan and conduct an audit of community facilities which promote health. Identify barriers which discourage healthy behaviours and practices.
- Interview a local government representative (or invite him or her as a guest speaker) to ascertain how the local government promotes the health and wellbeing of local residents.
- Consider attitudes and values in relation to a range of health issues.
- Define social norms and discuss examples of the way these influence health behaviour.
- Identify specific population groups to which you belong. Describe the features and characteristics of such groups.
- Discuss and/or debate cultural attitudes and how these influence specific health behaviours; for example, attitudes of Australians towards alcohol use.
- Identify a health issue for a population group. Outline the nature of the issue, how it affects the group, and the factors and conditions which support healthy (and unhealthy) behaviours related to the issue.
- Develop specific strategies to address factors and conditions (identified above) to address the issue and encourage and support positive health outcomes for the group. Evaluate strategies to determine their potential usefulness and whether they are practical and easy to implement. Present action plans which address a specific health issue to a wider audience.

## E12.5 Individual games and sports 2

In this elective, students will build on their knowledge, understandings and skills gained in E11.6 Individual games and sports (however, this is not a pre-requisite for this elective).

### Outcomes

By the end of this elective, students will:

- perform, measure and appraise movement
- demonstrate competence in movement contexts
- evaluate the performance of self and others in sporting contexts
- apply rules for safe participation in physical activity.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Developing movement skills

- movement skills, patterns and techniques in relation to specific games and sports
- adjusting techniques and refining skills to improve performance

#### Tactics

- basic tactical concepts relevant to specific games and sports
  - preventing scoring
  - restarting play
  - scoring
  - offensive and defensive tactics

#### Competition elements

- rules and conventions in games and sports
  - scoring
  - timekeeping
- responsibilities of individual participants
  - fair play
  - aspects of safety
  - etiquette
  - use of protective equipment to prevent injury
- mental skills that promote improved performance
  - goal setting
  - self-belief
  - self-talk
  - mental imagery
  - learning from success and failure



## E12.6 Management of sporting injuries

In this elective, students learn about the prevention and treatment of common sporting injuries. Soft tissue injuries are the most common injury in sport and include sprains, strains or injuries which occur from direct contact, such as bruises and corks. Students will learn techniques to prevent injury, and how to respond to injury by applying the immediate treatment of RICER and No HARM.

Students can extend their study in this area by completing general or specialised sports injury management courses offered by community providers.

### Outcomes

By the end of this elective, students will:

- identify actions and strategies to promote health and wellbeing
- identify potential hazards and devise ways to enhance the safety of themselves and others
- apply rules for safe participation in physical activity.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Prevention of sporting injuries

- the importance of safe environments for participation
- the role of modified rules
- identification and creation of safe environments
- proper techniques for warming up and stretching prior to physical activity
- identification and use of appropriate protective equipment

#### Management of sporting injuries

- types of soft tissue injuries
  - bruises
  - sprains
  - strains
  - overuse injuries
- signs and symptoms of common soft tissue sporting injuries
- RICER protocol
  - Rest
  - Ice
  - Compression
  - Elevation
  - Referral

- No HARM protocol
  - No Heat
  - No Alcohol
  - No Running (or activity)
  - No Massage
- basic strapping/taping techniques

## **Suggested learning activities**

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Inspect sporting grounds/courts, and identify potential hazards. Problem solve how to make the environment safer.
- Examine the rules of a modified sport and suggest reasons for rule modifications.
- Produce a set of safety guidelines for safe participation in a specific sport.
- Investigate correct warm-up techniques and create a fact sheet for a junior coach.
- Lead a student group through a sport specific warm-up, applying correct techniques.
- Research and create a chart indicating common soft tissue injuries and their signs and symptoms.
- Create a brochure/booklet/fact sheet about RICER and No HARM protocols.
- Practise basic ankle strapping techniques using figure 8 bandages, stirrups and locking straps.

## E12.7 Minimising environmental impact

In this elective, students examine the role of nature in people's lives and the effect the natural environment can have on a healthy lifestyle. Students explore the principles of Leave No Trace (LNT) to understand how they can recreate in nature and do as little harm to the environment as is practically possible. Students understand the impact they have on the environment, reflect on LNT practices they use in their daily life and suggest and apply other behavioural adaptations to be more environmentally friendly.

### Outcomes

By the end of this elective, students will:

- identify actions and strategies to promote health and wellbeing
- demonstrate leadership and the capacity to work cooperatively
- identify potential hazards and devise ways to enhance the safety of themselves and others.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Leave No Trace (LNT) principles

- definition of natural environments
- benefit of natural environments to individuals and society
- different ways in which recreational activities can harm the environment
- LNT principles
- application of the LNT principles in different expedition activities and environments
- application of the LNT principles to everyday life

#### Sustainable measures

- benefits of applying energy efficient/green living practices
- strategies, appliances and equipment which support green living

### Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Investigate the Leave No Trace website.
- Brainstorm or provide students with a list of hypothetical environmental impacts for discussion; for example, broken glass in the street, noise pollution from rowdy neighbours, excessive litter at the beach.
- Walk around the school noting any rubbish. Discuss the impact of this on the local environment and how to avoid this situation while on expedition or during outdoor adventure activities.
- Research and produce fact sheets which apply to the LNT principles and/or energy efficient/green living practices and ways to reduce environmental impact.
- Apply LNT principles in preparation for an excursion and/or expedition.

- Research solar power and the benefits of solar units to reduce energy consumption and consumer household bills.
- Provide advice to individuals and households about ways to reduce power consumption.

## E12.8 Officiating 2

In this elective, students are introduced to officiating in a selected sport. They become familiar with the Australian Sports Commission website and the resources available for officials. Students will identify personal characteristics and skills required by an official. They will identify situations where conflict could occur and ways to avoid and deal with potential conflicts. Knowledge of sport specific rules is vital in becoming an effective official and this will be a key focus of study in this elective.

Students can extend their study in this area by undertaking appropriate Laws of the Game Certificates where these are available. They can also apply officiating skills and knowledge to minor games within their class or with junior students.

### Outcomes

By the end of this elective, students will:

- evaluate the performance of self and others in sporting contexts
- demonstrate leadership skills and the capacity to work effectively
- identify potential hazards and devise ways to enhance the safety of themselves and others
- apply rules for safe participation in physical activity.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Personal characteristics

- the Australian Sports Commission (ASC) officials' code of behavior
- characteristics and skill-set of an effective official
  - communication skills and strategies
    - o listening skills
    - o assertive communication
    - o teamwork
    - o written and verbal reports
  - safe management of the competition environment
- conflict
  - situations where conflict is likely to occur
  - ways to minimise and avoid conflict
  - strategies to resolve conflict

#### Knowledge

- rules and regulations in a selected sport
- risk management
  - planning tools for risk management

## Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Complete a risk management planner prior to an officiating experience.
- Identify scenarios where sport rage/conflict can occur; for example, spectator abuses or threatens an official; player sledges or taunts the opposition; parent criticises or abuses an official.
- Role-play an incident where conflict occurs between an official and spectator, or official and player. Apply suitable conflict management strategies and reflect on the result.
- Research the steps for dealing with an incident of sport rage. Highlight the role of the official in addressing incidents of inappropriate behaviour.

## E12.9 Outdoor adventure activities: skills and techniques 2

In this elective, students develop knowledge, understanding and skills that promote safe and enjoyable participation in an outdoor adventure activity. The emphasis is on working collaboratively and cooperatively with others, and developing a high level of skills and competence in one outdoor adventure activity. Students learn about how to ensure safe participation in this activity. This includes identifying and wearing the necessary safety equipment, assessing the potential for risk and harm, and devising and applying strategies to reduce and manage risk. Students will assess and respond to an emergency situation relevant to their outdoor adventure activity.

Suitable outdoor activities could include (but are not limited to): snorkelling, sailing, canoeing, kayaking, cycling, mountain bike riding, sea kayaking, surfing and bushwalking.

Students can extend their study in this area by engaging in extended challenge activities, or an expedition where the outdoor pursuit is used as a mode of travel. Furthermore, relevant providers of outdoor activities may be able to provide intermediate and/or advanced skills sessions and introductory instructor training courses.

### Outcomes

By the end of this elective, students will:

- demonstrate competence in selected movement contexts
- demonstrate leadership skills and the capacity to work cooperatively
- identify potential hazards and devise ways to enhance the safety of themselves and others
- apply rules for safe participation in physical activity.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Preparation

- requirements for, and effective use of, personal protective equipment specific to an outdoor adventure activity
- safe practices for participation
  - maintaining safe equipment
  - following safety rules/guidelines
- assessment of risk in relation to participation in an outdoor adventure activity
- application of risk management strategies
- procedures and systems that are relevant to the activity and equipment
- roles and responsibilities of participants, leaders and external providers
- emergency procedures for selected activity

## Skills

- prerequisite skills, such as water competency tests for water-based activities
- individual skills specific to selected outdoor activity
- personal and group performance skills
  - teamwork
  - cooperation
  - assertive communication
  - negotiation
  - compromise
  - problem solving
  - provision of constructive feedback
  - tolerance
  - encouragement
  - empathy
  - respect
  - resilience
- minimum impact practices appropriate to the environment and activity

## Suggested learning activities

The following activities provide a guide to teachers about what could be included in a teaching and learning program for this elective. These activities are provided as suggestions only.

- Provide specific skill training for the chosen outdoor adventure activity; for example, knot tying, harness instruction, paddle stroke production, hiking skills, cycling skills, maintenance skills.
- Conduct an adventure Olympics related to individual skills in the chosen outdoor adventure activity.
- Provide leadership opportunities in the chosen outdoor adventure activity; for example, be a lead cyclist, run a briefing, take responsibility for others, demonstrate a skill.
- Participate in cooperation leadership games involving assertive communication. Use group members to observe and provide feedback to the group.
- Conduct scenario training for emergency situations relevant to chosen outdoor adventure activity; for example, lost group member, person strapped in a canoe, serious emergency requiring professional medical assistance.



## E12.10 Team games and sports

In this elective, students continue to develop game skills and tactics in a variety of sport and game contexts. Through the continued use of a game sense approach, students engage in games and sports with similar properties which provide opportunities for them to become more tactically aware and strategically oriented.

Students can extend their study in this area by assuming the role of coach, and developing an activity for a younger group of students which focuses on a tactical problem (such as maintaining possession) using a game sense approach. The activity should include modified forms of a game; for example, volleyball, netball, basketball, variations to the game, and reflective questions for participants.

### Outcomes

By the end of this elective, students will:

- perform, measure and appraise movement
- evaluate the performance of self and others in sporting contexts
- demonstrate competence in movement contexts
- demonstrate leadership and the capacity to work cooperatively
- apply rules for safe participation in physical activity.

### Unit content

This elective includes the knowledge, understandings and skills described below.

#### Basic game tactics

- passing in front of moving players
- dodging defenders
- moving to space
- maintaining possession
- establishing and maintaining body position to protect the ball/create space
- intercepting passes
- making appropriate decisions

#### Offensive skills

- set plays
- maintenance of good court/field balance
- optimal ball movement
- prediction/anticipation

#### Defensive skills

- types of defensive formations including man-to-man marking and zone defense
- helping out/providing cover