



SAMPLE COURSE OUTLINE

**HEALTH, PHYSICAL AND OUTDOOR EDUCATION
FOUNDATION YEAR 11**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Health, Physical and Outdoor Education – Foundation Year 11

Unit 1 and Unit 2

Week	Key teaching points	Assessment
1	<p>Fitness for health – C11.1 (3 sessions)</p> <ul style="list-style-type: none"> • health-related components of fitness <ul style="list-style-type: none"> ▪ cardiovascular endurance ▪ muscular strength ▪ flexibility ▪ muscular endurance ▪ body composition • health and social benefits of regular physical activity • common fitness tests for health-related components of fitness <p>Coaching – E11.3 (1 session)</p> <ul style="list-style-type: none"> • roles and responsibilities of a coach 	
2	<p>Fitness for health – C11.1 (2 sessions)</p> <ul style="list-style-type: none"> • FITT principle <ul style="list-style-type: none"> ▪ frequency ▪ intensity ▪ time ▪ type <p>Coaching – E11.3 (2 sessions)</p> <ul style="list-style-type: none"> • characteristics and skill-set of an effective coach <ul style="list-style-type: none"> ▪ organisation skills ▪ communication skills ▪ building rapport with players ▪ analysing and providing feedback ▪ good role model 	
3	<p>Fitness for health – C11.1 (3 sessions)</p> <ul style="list-style-type: none"> • considerations for designing fitness programs <ul style="list-style-type: none"> ▪ age and gender of participant ▪ fitness goals ▪ training background/history ▪ body types ▪ medical history • training zones and target heart rates for improved cardiovascular endurance <p>Coaching – E11.3 (1 session)</p> <ul style="list-style-type: none"> • coaching styles for different situations <ul style="list-style-type: none"> ▪ authoritarian ▪ easy going ▪ intense 	<p>Task 1: Design of a training program (10%)</p>

Week	Key teaching points	Assessment
4	<p>Fitness for health – C11.1 (3 sessions)</p> <ul style="list-style-type: none"> • devices to assist in determining training intensity <ul style="list-style-type: none"> ▪ heart-rate monitors ▪ talk test ▪ global positioning systems • steps to developing a training program <ul style="list-style-type: none"> ▪ gather information about the individual (fitness test) ▪ identify fitness components to develop ▪ determine target fitness levels ▪ design activities based on frequency, intensity, type, and time (FITT) principles and targets ▪ design strategies for monitoring and evaluating a training program <p>Coaching – E11.3 (1 session)</p> <ul style="list-style-type: none"> • inclusive approaches • treatment of athletes with integrity, respect and empathy 	
5	<p>Fitness for health – C11.1 (2 sessions)</p> <ul style="list-style-type: none"> • role of rest and recovery in training • purpose and elements of warm-up, stretching and cool down <p>Coaching – E11.3 (2 sessions)</p> <ul style="list-style-type: none"> • creation of an environment for safe participation, including ensuring that athletes are not mismatched, have safe equipment, are well supervised, and have been provided with guidelines for appropriate behaviour • state specific requirements for working with children • Australian Sports Commission Coach’s code of behaviour, including duty-of-care responsibilities 	<p>Task 2: Topic test on components of fitness and FITT principle (5%)</p>
6	<p>Coaching – E11.3 (2 sessions)</p> <ul style="list-style-type: none"> • the structure of a coaching session <ul style="list-style-type: none"> ▪ warm-up ▪ skills and fitness activities ▪ cool down ▪ review • principles for effective warm-up and cool down <p>Team games and sports – E11.7 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ passing in front of moving players ▪ dodging defenders ▪ moving to space ▪ maintaining possession 	
7	<p>Coaching – E11.3 (2 sessions)</p> <ul style="list-style-type: none"> • gathering information and setting goals for coaching sessions based on a review of the abilities and needs of the athletes • stages in teaching/coaching a skill <ul style="list-style-type: none"> ▪ instruction ▪ demonstration ▪ explanation ▪ observation ▪ feedback <p>Team games and sports – E11.7 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ passing in front of moving players ▪ dodging defenders ▪ moving to space ▪ maintaining possession 	

Week	Key teaching points	Assessment
8	<p>Coaching – E11.3 (2 sessions)</p> <ul style="list-style-type: none"> • stages in teaching/coaching a skill <ul style="list-style-type: none"> ▪ instruction ▪ demonstration ▪ explanation ▪ observation ▪ feedback <p>Team games and sports – E11.7 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ passing in front of moving players ▪ dodging defenders ▪ moving to space ▪ maintaining possession 	<p>Task 3: Design of a basic coaching session (5%)</p>
9	<p>Coaching – E11.3 (2 sessions)</p> <ul style="list-style-type: none"> • where to find assistance to improve knowledge and coaching skills and achieve coaching accreditation • interacting and working positively with parents, officials and administrators <p>Team games and sports – E11.7 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ establishing and maintaining body position to protect the ball/create space ▪ intercepting passes ▪ making appropriate decisions 	
10	<p>Team games and sports – E11.7 (3 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ establishing and maintaining body position to protect the ball/create space ▪ intercepting passes ▪ making appropriate decisions 	
11	<p>Coaching – E11.3 (1 session)</p> <ul style="list-style-type: none"> • students assessed on Task 4 (roster prepared by the teacher and will vary in weeks required depending on the size of the class) <p>Team games and sports – E11.7 (3 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ establishing and maintaining body position to protect the ball/create space ▪ intercepting passes ▪ making appropriate decisions 	<p>Task 4: Lead the group in a warm-up session for activity (5%)</p>
12	<p>Coaching – E11.3 (1 session if required)</p> <ul style="list-style-type: none"> • students assessed on Task 4 (roster prepared by the teacher and will vary in weeks required depending on the size of the class) <p>Team games and sports – E11.7 (3 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ set plays ▪ maintenance of court/field balance ▪ optimal ball movement ▪ prediction/anticipation ▪ types of defensive formations, such as man-to-man marking and zone defence ▪ helping out/providing cover 	<p>Task 5: Test on skills and responsibilities of an effective coach (5%)</p>

Week	Key teaching points	Assessment
13	<p>Team games and sports – E11.7 (4 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ set plays ▪ maintenance of court/field balance ▪ optimal ball movement ▪ prediction/anticipation ▪ types of defensive formations, such as man-to-man marking and zone defence ▪ helping out/providing cover 	
14	<p>Team games and sports – E11.7 (4 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ set plays ▪ maintenance of court/field balance ▪ optimal ball movement ▪ prediction/anticipation ▪ types of defensive formations, such as man-to-man marking and zone defence ▪ helping out/providing cover 	
15	<p>Team games and sports – E11.7 (4 sessions)</p> <ul style="list-style-type: none"> • Task 6: practical assessment • develop repertoire of basketball skills required for: <ul style="list-style-type: none"> ▪ set plays ▪ maintenance of court/field balance ▪ optimal ball movement ▪ prediction/anticipation ▪ types of defensive formations, such as man-to-man marking and zone defence ▪ helping out/providing cover 	<p>Task 6: Individual skills and tactics in basketball (20%)</p>
16	<p>Consumer health – C11.2 (2 sessions)</p> <ul style="list-style-type: none"> • personal behaviours and actions which protect health and prevent health issues and problems • role and features of Medicare • overview of private health insurance <ul style="list-style-type: none"> ▪ how it works ▪ who is covered ▪ what is provided/covered ▪ government incentives which support private health insurance <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills required for: <ul style="list-style-type: none"> ▪ preventing scoring ▪ restarting play • responsibilities of individual participants <ul style="list-style-type: none"> ▪ fair play ▪ etiquette 	
17	<p>Consumer health – C11.2 (2 sessions)</p> <ul style="list-style-type: none"> • overview of private health insurance <ul style="list-style-type: none"> ▪ how it works ▪ who is covered ▪ what is provided/covered ▪ government incentives which support private health insurance 	

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	<p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills required for: <ul style="list-style-type: none"> ▪ scoring ▪ offensive and defensive tactics • responsibilities of individual participants <ul style="list-style-type: none"> ▪ aspects of safety ▪ use of protective equipment to prevent injury 	
18	<p>Consumer health – C11.2 (2 sessions)</p> <ul style="list-style-type: none"> • definition and importance of health literacy • skills for developing health literacy <ul style="list-style-type: none"> ▪ locating health information (internet searching techniques) ▪ evaluating health information for accuracy and credibility ▪ identifying relevant and appropriate health services and products ▪ making contact with appropriate health services <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills required for: <ul style="list-style-type: none"> ▪ scoring ▪ offensive and defensive tactics • psychological strategies that promote improved performance <ul style="list-style-type: none"> ▪ goal setting 	
19	<p>Consumer health – C11.2 (2 sessions)</p> <ul style="list-style-type: none"> • skills for developing health literacy <ul style="list-style-type: none"> ▪ locating health information (internet search techniques) ▪ evaluating health information for accuracy and credibility ▪ identifying relevant and appropriate health services and products ▪ making contact with appropriate health services <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills • rules and conventions in games and sports <ul style="list-style-type: none"> ▪ scoring ▪ timekeeping • psychological strategies that promote improved performance <ul style="list-style-type: none"> ▪ self-belief 	
20	<p>Consumer health – C11.2 (2 sessions)</p> <ul style="list-style-type: none"> • revision of 'Consumer health' module • presentation of website researched for assessment task <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills • psychological strategies that promote improved performance <ul style="list-style-type: none"> ▪ self-talk 	<p>Task 7 and Task 8: Research of health related website (5% and 5%)</p>
21	<p>Officiating – E11.8 (2 sessions)</p> <ul style="list-style-type: none"> • the Australian Sports Commission (ASC) officials' code of behaviour • characteristics and skill-set of an effective official <ul style="list-style-type: none"> ▪ communication skills and strategies <ul style="list-style-type: none"> ○ listening skills ○ assertive communication ○ teamwork ○ conflict resolution ○ written and verbal reports <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills • psychological strategies that promote improved performance <ul style="list-style-type: none"> ▪ mental imagery 	

Week	Key teaching points	Assessment
22	<p>Officiating – E11.8 (2 sessions)</p> <ul style="list-style-type: none"> • safe management of the competition environment • ethical responsibilities of an official <ul style="list-style-type: none"> ▪ principles of honesty, integrity and ongoing self-improvement ▪ professional presentation ▪ proper physical and mental preparation ▪ reflecting on performance ▪ ways to further develop knowledge and skills <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of badminton skills • psychological strategies that promote improved performance <ul style="list-style-type: none"> ▪ learning from success and failure 	
23	<p>Officiating – E11.8 (2 sessions)</p> <ul style="list-style-type: none"> • ethical responsibilities of an official <ul style="list-style-type: none"> ▪ principles of honesty, integrity and ongoing self-improvement ▪ professional presentation ▪ proper physical and mental preparation ▪ reflecting on performance ▪ ways to further develop knowledge and skills • rules and regulations in a selected sport • duty-of-care <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • assessment of badminton skills 	<p>Task 9: Practical assessment of students' badminton skills (10%)</p>
24	<p>Officiating – E11.8 (2 sessions)</p> <ul style="list-style-type: none"> • practical assessment of student officiating skills <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of tennis skills required for: <ul style="list-style-type: none"> ▪ preventing scoring ▪ restarting play 	<p>Task 10: Practical assessment of students' officiating skills (5%)</p> <p>Task 11: Characteristics of an effective official (5%)</p>
25	<p>First aid – E11.5 (2 sessions which include time to practice in various scenarios)</p> <ul style="list-style-type: none"> • difference between emergency and non-emergency situations requiring first aid • steps for accessing emergency response services – 000, poisons information centre • signs and symptoms of asthma and other common injuries requiring first aid <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of tennis skills required for: <ul style="list-style-type: none"> ▪ scoring ▪ offensive and defensive tactics 	
26	<p>First aid – E11.5 (2 sessions which include time to practice in various scenarios)</p> <ul style="list-style-type: none"> • signs and symptoms of asthma and other common injuries requiring first aid • universal precautions to apply when administering first aid <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of tennis skills required for: <ul style="list-style-type: none"> ▪ scoring ▪ offensive and defensive tactics 	

Week	Key teaching points	Assessment
27	<p>First aid – E11.5 (2 sessions which include time to practice in various scenarios)</p> <ul style="list-style-type: none"> • DRSABCD action plan <ul style="list-style-type: none"> ▪ danger ▪ response ▪ send for help ▪ airway ▪ breathing ▪ CPR ▪ defibrillation • asthma management plans <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of tennis skills • rules and conventions in games and sports <ul style="list-style-type: none"> ▪ scoring 	
28	<p>First aid – E11.5 (2 sessions which include time to practice in various scenarios)</p> <ul style="list-style-type: none"> • safe management of bleeding • ‘dos and don’ts’ for treating burns and scalds • treatment for bites and stings <ul style="list-style-type: none"> ▪ pressure ▪ immobilisation ▪ ice pack ▪ hot water ▪ vinegar <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of tennis skills 	
29	<p>First aid – E11.5 (2 sessions)</p> <ul style="list-style-type: none"> • revision of first aid principles and responses to scenarios <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • develop repertoire of tennis skills 	
30	<p>First aid – E11.5 (2 sessions)</p> <ul style="list-style-type: none"> • practical assessment of student response to emergency scenario <p>Individual games and sports – E11.6 (2 sessions)</p> <ul style="list-style-type: none"> • assessment of tennis skills 	<p>Task 12: response to an emergency situation (10%)</p> <p>Task 13: practical assessment of students’ tennis skills (10%)</p>