



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	<p>Two sessions per week, focused on:</p> <ul style="list-style-type: none"> brainstorming and demonstrating rules through first game and reflections discussing basic rules for a chosen sport/activity the development of fundamental movement skills <p>Two sessions, focused on:</p> <ul style="list-style-type: none"> definitions of health and what it looks and feels like to be healthy identifying healthy people and reasons why they are healthy 	<ul style="list-style-type: none"> 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 <p>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.</p> <ul style="list-style-type: none"> what it means to be healthy
2	<p>Two sessions, focused on:</p> <ul style="list-style-type: none"> what is meant by health dimensions? how can we be healthy? identifying physical, social, emotional and mental health dimensions through the use of examples 	<ul style="list-style-type: none"> health dimensions <ul style="list-style-type: none"> physical, social, emotional/mental health actions and behaviours that are healthy
3	<p>Two sessions, focused on:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> stress management <ul style="list-style-type: none"> recognising signs and symptoms of stress
4–5	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> the strategies and practices that can help a person avoid and manage stress <p>Task 1 Part A and Part B due Week 4</p>	<ul style="list-style-type: none"> stress management <ul style="list-style-type: none"> simple stress management strategies
6–7	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> personal hygiene practices <ul style="list-style-type: none"> cleanliness personal grooming hand washing dental hygiene
8–9	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> 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? <p>Task 2 due Week 8</p>	<ul style="list-style-type: none"> introduction to protective behaviours <ul style="list-style-type: none"> basic relationship types characteristics of positive, healthy relationships

Week	Key teaching points	Content
10	<p>Two sessions, focused on:</p> <ul style="list-style-type: none"> • what is peer pressure? • the various ways that a person can respond to peer pressure 	<ul style="list-style-type: none"> • introduction to protective behaviours <ul style="list-style-type: none"> ▪ recognising and responding to peer pressure
11–12	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • what is bullying? • what does bullying look like, feel like and sound like? • the various ways that a person can respond to being bullied 	<ul style="list-style-type: none"> • introduction to protective behaviours <ul style="list-style-type: none"> ▪ signs of bullying
13–14	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • 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 <p>Task 3 due Week 13</p>	<ul style="list-style-type: none"> • introduction to protective behaviours <ul style="list-style-type: none"> ▪ safe use of the internet and social networking ▪ support networks – people and places who can support healthy decisions
15–16	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • examples of appropriate sources of health information • research techniques to locate relevant and reliable sources of health information. <p>Task 4 due Week 15</p>	<ul style="list-style-type: none"> • 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	<p>Two sessions per week, focused on:</p> <ul style="list-style-type: none"> brainstorming and demonstrating rules through first game and reflections discussing additional basic rules for a chosen sport/activity the development of fundamental movement skills 	<ul style="list-style-type: none"> 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 <p>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.</p>
2–3	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> drug education <ul style="list-style-type: none"> categories of drugs and their effect on the body and behaviour
4–5	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> drug education <ul style="list-style-type: none"> short and long term effects of alcohol standard drink measures
6–7	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> what is communication? the ways in which people communicate assertive communication skills <p>Task 5 due Week 6</p>	<ul style="list-style-type: none"> communication/interpersonal skills passive, assertive and aggressive communication skills in specific situations
8–9	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> practising a variety of communication skills ways in which we can be inclusive of all group members during an activity 	<ul style="list-style-type: none"> 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	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> what is cooperation? the ways in which people can work together 	<ul style="list-style-type: none"> communication/interpersonal skills <ul style="list-style-type: none"> introduction to cooperation and collaboration
12–13	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> 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 <p>Task 6 due Week 13</p>	<ul style="list-style-type: none"> harm minimisation <ul style="list-style-type: none"> identifying and managing risk and risky situations

Week	Key teaching points	Content
14–16	<p>Six sessions, focused on:</p> <ul style="list-style-type: none">• 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 <p>Task 7 due Week 15</p>	<ul style="list-style-type: none">• harm minimisation<ul style="list-style-type: none">▪ decision-making processes and simple models▪ support networks – people and places able to support healthy decisions