



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

# HEALTH, PHYSICAL AND OUTDOOR EDUCATION

FOUNDATION COURSE

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Year 11 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the 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)
- Religion and Life (List A)

### 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 and 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 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 will 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

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

#### Unit 2

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 module             | Elective time allocation |
|------|--------------------------------|---|-----------------------------|-----------------------------|--------------------------|
| 1    | 55                             | Core module – C11.1<br>Fitness for health | 15–20 hours                 | Choose between two and four | 35–40 hours              |
| 2    | 55                             | Core module – C11.2<br>Consumer health    | 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.

## Progression from the Year 7–10 curriculum

The course builds on the content within the Western Australian Curriculum: Health and Physical Education. Content within the Personal, social and community health and Movement and physical activity strands 7–10 and their associated substrands, is consolidated and extended through study of the course modules and electives.

### 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 1

## Required core module

**Fitness for health** (15–20 hours)

### Elective modules

Choose between two and four of the following:

- 11.1 Aquatics
- 11.2 Building resilience
- 11.3 Coaching
- 11.4 Expedition planning
- 11.5 First aid
- 11.6 Individual games and sports
- 11.7 Team games and sports
- 11.8 Officiating
- 11.9 Outdoor adventure activities: skills and techniques
- 11.10 Pre-driver and road safety education
- 11.11 Recreation

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

## C11.1 – Fitness for health

### Unit description

The focus of this core module is fitness. Students learn about the health-related components of fitness, and participate in various activities to measure their fitness. They also learn about the health and social benefits of being fit, and examine the key features of programs to improve fitness. Students design, implement and evaluate fitness programs for themselves and/or others which will deliver short and longer-term health benefits.

### Learning outcomes

By the end of this unit, students will:

- perform, measure and appraise movement
- design and implement programs to improve health and wellbeing.

## Unit content

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

### Nature of fitness

- health-related components of fitness
  - 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

### Fitness programs

- FITT principle
  - frequency
  - intensity
  - time
  - type
- considerations for designing fitness programs
  - age and gender of participant
  - fitness goals
  - training background/history
  - body types
  - medical history
- training zones and target heart rates for improved cardiovascular endurance
- devices to assist in determining training intensity
  - heart-rate monitors
  - talk test
  - global positioning systems

### Improving fitness

- steps to developing a training program
  - 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
- role of rest and recovery in training
- purpose and elements of warm-up, stretching and cool down

## Literacy and numeracy skills developed through the study of Unit 1

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.

- Complete a fitness test and design a table to record results. Identify which items are designed to test specific health-related fitness components.
- Create a glossary of commonly used fitness-related terms.
- Design and complete a logbook detailing physical activity (using the FITT principle) for a two week period.
- Compile a list of activities designed to improve each health-related fitness component.
- Research and write 3–4 short paragraphs outlining the health and social benefits of regular physical activity (using a word processing package). Share findings by delivering a short presentation to the class (individually or in pairs).
- Design and implement a survey (written or oral) to find out the fitness needs of an athlete for a specific sport.
- Measure resting heart rates and use this data to estimate training zones and target heart rates.



- Use a heart rate monitor or manual methods to collect data from 3–4 participants (resting heart rate and heart rate following sustained intense activity, such as an 800m run). Compare and contrast the data obtained from each participant.
- Develop a series of instructions and strategies for an individual to undertake to improve his or her fitness.
- Research the pros and cons of different types of training and/or the importance of warming-up, stretching and cooling down.

## Unit 2

### Required core module

**Consumer health** (15–20 hours)

#### Elective modules

Choose between two and four of the following:

- 11.1 Aquatics
- 11.2 Building resilience
- 11.3 Coaching
- 11.4 Expedition planning
- 11.5 First aid
- 11.6 Individual games and sports
- 11.7 Team games and sports
- 11.8 Officiating
- 11.9 Outdoor adventure activities: skills and techniques
- 11.10 Pre-driver and road safety education
- 11.11 Recreation

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

### C11.2 – Consumer health

#### Unit description

The focus of this core module is consumer health. In particular, students are introduced to the essential knowledge and skills required to be a competent user of health services and products. Students learn about preventive healthcare approaches in Australia, options for health insurance, and key health literacy skills. They explore the meaning of preventive health and examine behavioural actions and strategies which protect and improve health. The features of Medicare and private health insurance are examined, and students undertake practical activities which familiarise them with health insurance options. Students also develop and consolidate knowledge and skills to locate, read and process health information, and to develop confidence and competence to engage with the healthcare system. The development of these important skills will support students to take an active role in the management of their own healthcare.

#### Learning outcomes

By the end of this unit, students will:

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

### Preventive health

- personal behaviours and actions which protect health and prevent health issues and problems

### Health insurance in Australia

- role and features of Medicare
- overview of private health insurance
  - how it works
  - who is covered
  - what is provided/covered
  - government incentives which support private health insurance

### Health literacy

- definition and importance of health literacy
- skills for developing health literacy
  - 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

## Literacy and numeracy skills developed through the study of Unit 2

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.

- Create a timeline indicating short-term personal goals.
- Brainstorm personal behaviours which contribute to health problems; for example, insufficient physical activity, and discuss how it might affect future goals and aspirations.
- Identify and research key information about Medicare and private health insurance relevant for young health consumers. Produce an 'FAQ' brochure/leaflet/web page suitable for a youth audience.
- Investigate who is able to apply for a Medicare card. Download and complete an application form.
- Investigate two different types of private health insurance cover (for example, for individuals, couples, families and single parents) and what is meant by a 'waiting period'.
- Apply search techniques to review websites providing comparisons of health insurance cover.
- Brainstorm sources of health information young people use. Develop and apply questions/criteria to determine if these sources are relevant and accurate.
- Use a journal to record sources of health information students have seen in the past week.
- Explore and use internet search techniques to locate health information, including using specific search terms and reliable search engines.
- Identify health services available in the local community. Summarise the purpose of 3–4 health services and information on how to access (including their location, cost, and opening hours)
- Complete a form a healthcare provider would use to collect health information from a new client/patient.
- Discuss how you might select a doctor or other health service provider.
- Role-play how you might make contact with a health service to make an appointment.

## 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 11 syllabus and the weighting for each assessment type.

**Assessment table – Year 11**

| 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>   | 50–60%    |
| <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> | 20–30%    |
| <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>   | 10–20%    |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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

Note: each core module must be assessed at least once and contribute at least 30% of the total unit mark. The type of assessment used to assess the Unit 1 and Unit 2 core modules must be clearly indicated in the assessment outline.

## Grading

Schools report student achievement in terms of the following grades:

| Grade | Interpretation           |
|-------|--------------------------|
| A     | Excellent achievement    |
| B     | High achievement         |
| C     | Satisfactory achievement |
| D     | Limited achievement      |
| E     | Very low achievement     |

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). 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 11 syllabus are provided in Appendix 1.

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 11

|          |  |
|----------|--|
| <b>A</b> | Consistently applies terminology when appraising movement and in the description of programs designed to improve health and wellbeing. Provides comprehensive descriptions of a range of actions and strategies that promote health and wellbeing.   |
|          | Consistently applies self-management skills, which are appropriate in different situations and contexts, and considers a range of consequences of chosen actions. Uses advanced 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>B</b> | Often applies terminology when appraising movement and in the description of programs designed to improve health and wellbeing. Provides clear descriptions of a range of actions and strategies that promote health and wellbeing.  |
|          | Often applies self-management skills, which are appropriate in different situations, and considers consequences of chosen actions. Uses effective 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.   |
| <b>C</b> | Occasionally applies terminology when appraising movement, in the description of programs designed to improve health and wellbeing and to provide simplified details of movement patterns. Provides brief descriptions of actions and strategies that promote health and wellbeing.  |
|          | Applies self-management skills, which are generally appropriate in different situations, and considers consequences of chosen actions. Uses some effective 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.  |
| <b>D</b> | Provides brief descriptions using basic terminology when appraising movement and in the description of programs designed to improve health and wellbeing. Provides simple descriptions of actions and strategies that promote health and wellbeing.  |
|          | On some occasions, applies self-management skills and considers simple consequences of chosen actions. Uses some simple but effective 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.  |
| <b>E</b> | Demonstrates a very limited capacity to use basic health terminology. Does not meet the requirements of tasks. Demonstrates little or no evidence of understanding concepts. Offers ideas that are not related or are disconnected.  |
|          | Demonstrates a limited repertoire of physical skills and simple tactics to improve personal performance and/or contribute to group success.  |

## Appendix 2 – Elective modules

### E11.1 Aquatics

In this elective, students develop the knowledge, understanding and skills necessary for safe and enjoyable participation in aquatic activities within a range of aquatic environments. Students improve their fitness, develop and refine stroke techniques, build awareness of dangers in aquatic environments, and develop lifesaving skills used in hazard detection, prevention and rescue.

Students can extend their study in this area by completing relevant surf lifesaving qualifications; for example, senior first aid, resuscitation (CPR), surf rescue certificate, bronze medallion, pool lifeguard, safe pool operations.

### Outcomes

By the end of this elective, students will:

- perform, measure and appraise movement
- demonstrate competence in movement contexts
- assess and respond to emergency situations.

### Unit content

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

#### Swimming skills

- stroke technique and correction for freestyle and one other stroke
- lifesaving stroke techniques, including sidestroke and survival backstroke
- safe water entries
  - deep water
  - shallow water

#### Aquatic activities

- types of aquatic activities
- hazards in aquatic activities and aquatic environments
- rules and actions to prevent hazards and promote safe participation in aquatic activities

#### Lifesaving and rescue skills

- survival techniques, including safe entries, survival swimming, floating, sculling, and signalling for assistance
- swimming rescues and lifesaving skills, including call, reach, throw, wade, using aids to tow, use of personal flotation devices, and adopting defensive positions (in water)
- non-swimming rescues, including reaching and using throwing aids
- managing an unconscious casualty and basic cardiopulmonary resuscitation (CPR)



## 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.

- Develop stroke technique across a range of strokes, including survival strokes.
- Assess water environments and practice safe water entries (wading, slide in, step off, stride, straddle, dive).

## E11.2 Building resilience

In this elective students learn about resilience and ways in which they can further develop their ability to bounce back in difficult situations. They learn about the importance of optimism and building a positive mindset and resilient attitude, as well as risk and protective factors for resilience. Students also learn key skills and techniques for building resilience, and specific actions and strategies they can undertake to improve these skills.

### Outcomes

By the end of this elective, students will:

- design and implement 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.

#### Resilience

- defining resilience and why it is important
- characteristics of resilience – what do resilient people look like/sound like/do?
- self-assessment of resilience
- positive thinking and how it benefits health
- risk and protective factors for resilience
  - community
  - school
  - family
  - individual/peer

#### Improving resilience

- skills and techniques for building resilience
  - assertive communication
  - problem solving
  - planning and time management
  - stress management
  - positive thinking
  - conflict resolution

## 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.

- Use case studies and examples to define the meaning of resilience and being resilient.
- Research a public figure or known person who has coped with adversity in their life (for example, Nelson Mandela, a Victoria Cross winner, someone who has faced a serious illness or life event). Profile the characteristics of this person and how they managed to overcome adversity.
- Brainstorm the factors that contribute to resilience.
- Reflect on an experience which has increased your stress levels; for example, juggling the demands of school, work, family and friends; loss or grief; relationship problems. Consider thoughts and feelings at the time, how you reacted in these situations, the supports you used, what helped you to cope/persevere.
- Answer open-ended questions to assess how you would feel about, and cope with, adverse situations; for example, how do I feel, and what would I do to cope if:
  - I fail my practical driving test
  - my loved pet dies
  - I am teased or bullied online

Highlight positive coping strategies which emerge from discussion.

- Debate the statement 'resilience is learned and is not something you are born with'.
- Debate the statement 'anyone can learn to see the glass as half-full and not half-empty'.
- Play human bingo; knots, 'find someone who...' or other team and mixing games to enhance communication and cooperation. Use focus questions to discuss the importance of communication skills in developing positive relationships with others; for example, what did you do to complete the activity successfully? What helped you to complete the activity? What barriers did you face?
- Participate in group challenge activities which require a problem to be solved; for example, build the strongest bridge possible out of newspaper, straws and sticky tape; cross a river using squares of paper on the ground. Discuss ways in which the group worked to solve each problem.
- Highlight common sources of stress for young people; for example, dealing with loss, coping with excitement/tension associated with an event, and dealing with conflict.
- Participate in stress management activities/programs which develop techniques and skills to manage stressors and respond to stressful situations; for example, meditation programs, physical activity, community volunteer activities, goal-setting, breathing techniques, rehearsing situations/practising assertive communication, self-talk/managing negative thoughts, talking to others, identifying appropriate services and seeking help.

## E11.3 Coaching

In this elective, students are introduced to the roles and responsibilities of coaches, including the characteristics and skills required for coaching, and differing styles adopted in coaching situations. Students explore the requirements for ethical and legal competition, and the obligations of coaches to ensure the safety of their athletes. Identifying relevant sources of coaching information and applying this information to improve general coaching knowledge is also a focus.

Students can extend their study in this area by:

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

They can also plan coaching sessions for junior athletes, using the principles and techniques they learn in the elective.

## 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 their own and the safety of others
- apply 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.

### Coaching characteristics

- roles and responsibilities of a coach
- characteristics and skill-set of an effective coach
  - organisation skills
  - communication skills
  - building rapport with players
  - analysing and providing feedback
  - good role model
- coaching styles for different situations
  - authoritarian
  - easy going
  - intense

## Requirements for ethical, legal and safe competition

- inclusive approaches
- treatment of athletes with integrity, respect and empathy
- 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 behavior, including duty-of-care responsibilities

## Group organisation, programs and techniques

- the structure of a coaching session
  - warm-up
  - skills and fitness activities
  - cool down
  - review
- principles for effective warm-up and cool down
- 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
  - instruction
  - demonstration
  - explanation
  - observation
  - feedback

## Improving athlete performance

- where to find assistance to improve knowledge and coaching skills and achieve coaching accreditation
- interacting and working positively with parents, officials and administrators

## 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.

- Brainstorm the responsibilities of a junior coach.
- Watch a coach in action. Use examples to identify the skills the coach is using.
- Describe how a coach can be a good role model for players.
- Create guidelines for appropriate behaviour for a junior coach to use with a newly formed team.
- Investigate what is required in order to obtain a Working with Children Check.
- Investigate the ASC coach's code of behaviour.
- Plan and undertake warm-up, skill, and cool down activities for a junior team playing a selected sport.

- Choose a specific skill to teach a junior player/team. Apply the stages in teaching/coaching a skill. Reflect on performance.
- Research level 1 and other coaching qualifications for a selected sport.
- Role play an information session to parents, outlining team guidelines for appropriate behaviour and playing responsibilities of individuals.

## E11.4 Expedition planning

In this elective, students learn about leadership and demonstrate knowledge, understanding and skills around expedition planning. An important component of this elective is for students to develop leadership and expedition planning skills in authentic environments. This includes practical activities in which students practise leadership and reflect on performance, including 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 extend their study by applying their skills whilst on an extended expedition (two or more nights).

It is recommended that this elective is studied in conjunction with E11.9 Outdoor adventure activities: skills and techniques, and/or E11.5 First aid.

### 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

- definition of leadership
- common leadership traits and qualities
  - assertiveness
  - decision-making skills
  - integrity
  - empathy
  - leading by example
  - listening skills
  - willingness and capacity to help others
- identification of personal leadership strengths and qualities

#### Planning and skills for outdoor experiences

- personal equipment checklists to assist in preparation for an expedition
- appropriate nutrition and clothing suitable for the expedition type and location
- topography of the expedition area and expected weather conditions
- 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
- 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

### The environment

- minimum impact practices (Leave No Trace principles) relevant to the proposed expedition

## 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.

- Play collaborative/problem-solving games with a focus on leadership development.
- Profile a community leader, noting the person's behavioural characteristics and qualities and why people see him or her as a leader.
- Debate the statement 'Leaders are born and not made'.
- Find an example (video clip) of a person leading a group and describe the skills being demonstrated.
- Create a personal leadership profile. Plan and conduct a simple outdoors activity (for example, demonstrating how to tie a knot, light a fire, erect a shelter) where the group being instructed look for leadership behaviours demonstrated.
- Develop a plan to enhance aspects of leadership identified as needing further development.
- Complete an equipment checklist for a planned expedition.
- Complete an expedition planner.
- Create a balanced, nutritious meal plan.
- Explore topographical maps of an expedition area highlighting specific features.
- Research the expected weather conditions of an expedition area.



- Practise a range of basic navigation and other camp craft skills, including cooking, erecting tents, predicting the weather.
- 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 is required.
- Predict and plan for risk minimisation in an expedition environment. Use risk management plans to avoid and minimise risk.
- Research minimum impact practices (Leave No Trace). Explain specific actions individuals can take in expedition environments to minimise environmental impact.

## E11.5 First aid

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 to safely approach a situation where first aid is required, and determine situations which require emergency assistance. They also learn the skills to administer basic first aid. This could include managing an unconscious patient, performing cardiopulmonary resuscitation, using a defibrillator, and attending to bleeding, shock, burns, scalds, poisoning, bites, stings and asthma.

Students can extend their study by completing community first aid courses from providers such as St John Ambulance, Red Cross, and Sports Medicine Australia, and specialist first aid courses, such as sports first aid, and wilderness/remote area first aid.

## Outcomes

By the end of this elective, students will:

- assess and respond to emergency situations
- 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.

### Basic first aid concepts

- 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
- universal precautions to apply when administering first aid

### First aid action plans

- DRSABCD action plan
  - danger
  - response
  - send for help
  - airway
  - breathing
  - CPR
  - defibrillation
- asthma management plans
- safe management of bleeding
- dos and don'ts for treating burns and scalds

- treatment for bites and stings
  - pressure
  - immobilisation
  - ice pack
  - hot water
  - vinegar

## 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.

- Rehearse/role play a call to 000 of the Poisons Information Centre to request assistance
- Invite a guest speaker from the Asthma Foundation.
- Investigate the school's management plan for dealing with asthma.
- Design and implement an asthma management plan for a casualty experiencing difficulty breathing.
- Design and prepare a first aid report form to record incidents where the provision of first aid is required.
- Practise the administration of DRSABCD action plans.
- Demonstrate correct procedures for performing CPR using a manikin and standard precautions.
- Brainstorm possible hazards in a first aid situation and devise ways to safely deal with these.
- Practise strategies for dealing with minor and major bleeding, burns, scalds, bites and stings.

## E11.6 Individual games and sports

In this elective, students develop knowledge, understandings and skills that will enable them to participate with confidence and success in individual games and sports\*. They develop an understanding of the rules and conventions governing games or sports, and develop skills and tactics to improve their overall performance. Students learn how to participate safely and are introduced to some basic psychological strategies which can be applied to enhance their performance. As students engage in practical activities to refine skills, they learn to work cooperatively with others.

Students can extend their study in this area by designing training programs aimed at improving skill and game performances for themselves or other athletes engaged in a selected individual game or sport.

\*Individual games and sports are defined as activities which are performed in isolation, or as a solo performer within a game. Activities could include (but are not limited to): tennis, badminton, golf, ten-pin bowling, triathlon, athletics, rowing, diving, cycling and surfing.

### 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
- psychological strategies that promote improved performance
  - goal setting
  - self-belief
  - self-talk
  - mental imagery
  - learning from success and failure

## E11.7 Team games and sports

In this elective, students develop game skills and tactics in sport and game contexts. Referred to as a game sense approach, students engage in game-like activities (including modified games) which enable them to become more tactically aware and strategically oriented. By focusing on the game as the starting point, students develop an understanding of the way the game is played and how they can make better decisions during the game. At the same time, students develop skills and techniques in the context of the game, rather than practising in isolation, and apply tactical thinking to best execute skills in a game environment. By combining the thinking and problem-solving aspects of the game with the development of skills and techniques, students become more competent in the broader sense of understanding the game, as opposed to being skilful at the game.

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, and basketball), variations to the game, and reflection 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 skills 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 court/field balance
- optimal ball movement
- prediction/anticipation

**Defensive skills**

- types of defensive formations, such as man-to-man marking and zone defence
- helping out/providing cover

## E11.8 Officiating

In this elective, students are introduced to officiating in a selected sport. The Australian Sports Commission website as a key resource for officials is explored. Students identify personal skills required by an official, and evaluate and compare their own attributes. Knowledge of sport specific rules is vital in becoming an effective official, and this will be a key focus 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.

### 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
- 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 behaviour
- characteristics and skill-set of an effective official
  - communication skills and strategies
    - o listening skills
    - o assertive communication
    - o teamwork
    - o conflict resolution
    - o written and verbal reports
  - safe management of the competition environment
- ethical responsibilities of an official
  - 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

#### Knowledge

- rules and regulations in a selected sport
- duty-of-care



## 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.

- Review the Australian Sports Commission code of behaviour for officials. Outline what an official can do to demonstrate each behaviour.
- Watch an official and identify which components of the ASC code of behaviour they are applying.
- Prioritise the five most important behaviours for coaches and justify choices.
- Brainstorm possible sources of conflict in officiating scenarios and practise assertive responses.
- Apply self-reflection techniques to analyse own performance.
- Observe a peer officiating in a game and provide feedback.
- Apply the rules of a selected sport by officiating with juniors.

## E11.9 Outdoor adventure activities: skills and techniques

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 only. 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, 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 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 relevant to the activity and/or equipment
- roles and responsibilities of participants, leaders and external providers
- emergency procedures for the selected activity

## Skills

- prerequisite skills, such as water competency tests for water-based activities
- basic and intermediate skills specific to the 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

## 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 the chosen outdoor adventure activity; for example, lost group member, person strapped in a canoe, serious emergency requiring professional medical assistance.

## E11.10 Pre-driver and road safety education

In this elective, students develop knowledge, understanding and skills to support them to develop positive road user attitudes. The School Drug Education and Road Aware (SDERA) *Keys for Life* pre-driver education resource is the focus of study. *Keys for Life* aims to promote:

- supervised driving practice
- positive road safety attitudes
- informed decision making
- parent and community involvement.

*Keys for Life* is conducted over a minimum of 10 hours. On completion, students are eligible to sit for the Learner's Permit Theory Test at school. Students who pass are entitled to licencing benefits when applying for a learner's permit. Schools are advised to contact SDERA for details on how to access the *Keys for Life* resources and theory test ([sdera.co@education.wa.edu.au](mailto:sdera.co@education.wa.edu.au)).

### Outcomes

By the end of this elective, students will:

- identify actions and strategies to promote health and wellbeing
- plan strategies to achieve set goals
- identify potential hazards and devise ways to enhance the safety of themselves and others.

### Unit content

The content in this elective can be found in the *Keys for Life* pre-driver education resource.

### Suggested learning activities

The *Keys for Life* pre-driver education resources contain the required activities for successful completion of the program. Further information can be found at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

## E11.11 Recreation

In this elective, students are introduced to a range of recreational pursuits, and explore the reasons that encourage and discourage recreation in their communities. Recreation is the term to describe the range of activities which people choose mostly for pleasure and/or relaxation, and there are a great many benefits arising from participating in recreational pursuits. Students learn about the short and long-term benefits of recreation and the barriers which prevent participation. Students participate in selected recreational pursuits and describe the benefits to themselves and others.

Students can extend their study in this area by experiencing alternative recreational pursuits that are new and/or challenging.

### Outcomes

By the end of this elective, students will:

- identify and analyse positive approaches to improved health and wellbeing through recreation
- identify actions and strategies to promote health and wellbeing through recreation.

### Unit content

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

#### Recreation and the individual

- difference between recreation and sport
- types of recreational pursuits
- reasons why people engage in recreation
- short and long-term benefits of participating in recreational pursuits
- selection of recreation activities that suit individuals according to their personality, cultural, religious, social, economic, ability, and age factors
- barriers to recreation
  - illness
  - disability
  - economic
  - cultural
  - age
  - social marginalisation
  - language
  - emotional and psychological

#### Recreation and the wider community

- scope and depth of recreational activities in the local community
- short and long term benefits of recreation to the local and wider community
- organisations which promote and deliver recreational pursuits
- careers in recreation

## 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.

- Participate in a range of recreational pursuits.
- Investigate local recreational facilities to determine the services that are provided and who uses them.
- Research the positive outcomes of recreation by interviewing members of the community.
- Investigate the reasons why/barriers to recreation for a specific community group; for example, the elderly, people on low incomes/unemployed, children.