



# **Health, Physical and Outdoor Education Foundation Course Year 12**

## **Selected Unit 3 syllabus content for the Externally set task 2020**

This document is an extract from the *Health, Physical and Outdoor Education Foundation Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2020 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2020 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# Unit 3

## Required core module

Healthy lifestyles (15–20 hours)

## Elective modules

Choose between two and four of the following:

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

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

## C12.1 – Healthy lifestyles

### Unit description

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

### Learning outcomes

By the end of this core module students will:

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

## Unit content

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

### Lifestyle

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

### Nutrition

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

### Physical activity

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

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

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

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

- L7 achieving cohesion of ideas at sentence, paragraph and text level
- L8 editing work for coherence, clarity and appropriateness
- L9 using a range of speaking and listening skills
- L10 comprehending and interpreting a range of texts
- L11 developing visual literacy skills
  
- N1 identifying and organising mathematical information
- N2 choosing the appropriate mathematics to complete a task
- N3 applying mathematical knowledge, tools and strategies to complete the task
- N4 representing and communicating mathematical conclusions
- N5 reflecting on mathematical results in order to judge the reasonableness of the conclusions reached

## Suggested learning activities

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

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