



SAMPLE COURSE OUTLINE

HEALTH AND PHYSICAL EDUCATION PRELIMINARY UNIT 3 AND UNIT 4

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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 and Physical Education – Preliminary

Unit 3 (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 reflection discussing additional basic rules for a chosen sport/activity the development of fundamental movement skills 	<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>
2–3	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> what is a relationship? the definition of respect the ways in which a person can show respect the reasons why showing respect is important 	<ul style="list-style-type: none"> relationships and sexuality <ul style="list-style-type: none"> characteristics of healthy relationships, including self-respect and respect for others
4–5	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> techniques, practices and behaviour that will assist in maintaining positive relationships 	<ul style="list-style-type: none"> relationships and sexuality <ul style="list-style-type: none"> ways to support and maintain healthy relationships
6–7	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> what is puberty and adolescence? the various physical and emotional changes that a person may go through during puberty 	<ul style="list-style-type: none"> relationships and sexuality <ul style="list-style-type: none"> physical and emotional changes associated with puberty and adolescence
8–9	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> a variety of healthy and unhealthy foods what makes food unhealthy? how does healthy food affect the body? information on food labels interpreting food labels <p>Task 1 due Week 8</p>	<ul style="list-style-type: none"> nutrition <ul style="list-style-type: none"> healthy eating consumer health – labels and advertising
10–11	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> what is a communicable disease? common communicable diseases ways in which these diseases may affect the body 	<ul style="list-style-type: none"> communicable diseases <ul style="list-style-type: none"> identify types risk factors
12–13	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> strategies to avoid contracting a communicable disease reliable sources of help in dealing with a communicable disease <p>Task 2 due Week 13</p>	<ul style="list-style-type: none"> communicable diseases <ul style="list-style-type: none"> prevention (harm minimisation) where to go for help

Week	Key teaching points	Content
14	Four sessions, focused on: <ul style="list-style-type: none">• various sources of reliable health information Task 3 due Week 14	<ul style="list-style-type: none">• asking questions about health from different sources, including teachers, school counsellor, healthcare professionals
15	Two sessions, focused on: <ul style="list-style-type: none">• Techniques a person can use in order to obtain required information Task 4 due Week 15.	<ul style="list-style-type: none">• use of multiple sources of reliable health information

Unit 4 (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 rules of the game and demonstrating rules through first game and reflection • discussing additional basic rules for a chosen sport/activity • the development of fundamental movement skills 	<ul style="list-style-type: none"> • the role of rules in simple games and sports, and ways of playing games and activities safely, with an emphasis on: <ul style="list-style-type: none"> ▪ fairness ▪ game control ▪ injury prevention ▪ safe and correct use of equipment ▪ accepting decisions of umpire, coach and/or captain • extension of fundamental movement skills as applied to activities, such as: <ul style="list-style-type: none"> ▪ a range of individual and team games ▪ modified sports ▪ leisure and recreational activities ▪ simple game situations • roles of offensive and defensive positions <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"> • what is a healthy lifestyle? • how does a healthy lifestyle improve the way a person lives? • what are some of things a person can do to make his or her lifestyle healthier? 	<ul style="list-style-type: none"> • behaviours which support a healthy lifestyle <ul style="list-style-type: none"> ▪ actions (short and long term) that support and improve health
4–5	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • categorising actions that support a healthy lifestyle • recognising and practising positive actions in a variety of settings 	<ul style="list-style-type: none"> • behaviours which support a healthy lifestyle <ul style="list-style-type: none"> ▪ healthy actions in different places, such as in the home, school, local park, shopping centres, leisure activities
6	<p>Two sessions, focused on:</p> <ul style="list-style-type: none"> • the ways in which a person can become responsible for improving his or her lifestyle 	<ul style="list-style-type: none"> • behaviours which support a healthy lifestyle <ul style="list-style-type: none"> ▪ taking responsibility for health
7–8	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • recognising that places and behaviours can be healthy or unhealthy • listing the benefits and consequences of a person's actions in relation to healthy lifestyle choices • the ways in which actions can have a negative impact on a healthy lifestyle and how these actions may be overcome and improved <p>Task 5 due Week 8</p>	<ul style="list-style-type: none"> • behaviours which support a healthy lifestyle <ul style="list-style-type: none"> ▪ impact on personal health from interactions with healthy and unhealthy places/behaviours

Week	Key teaching points	Content
9–11	<p>Six sessions, focused on:</p> <ul style="list-style-type: none"> • the ways in which a home, school or workplace can cause injury • the ways in which a home, school or workplace can be made safer • basic first aid, including dealing with injuries 	<ul style="list-style-type: none"> • safety <ul style="list-style-type: none"> ▪ injury prevention strategies ▪ basic first aid practices
12–13	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • various sources of health information • techniques a person can use to ensure health information is accurate and appropriate <p>Task 6 due Week 12 Task 7 due Week 13</p>	<ul style="list-style-type: none"> • asking questions about health from different sources, including teachers, school counsellor, healthcare professionals
14–15	<p>Four sessions, focused on:</p> <ul style="list-style-type: none"> • researching a variety of sources of information and discussing appropriateness <p>Task 8 due Week 15.</p>	<ul style="list-style-type: none"> • use of multiple sources of reliable health information