**Sample Course Outline**

Health, Physical and Outdoor Education

Foundation Year 11

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Sample course outline

Health, Physical and Outdoor Education – Foundation Year 11

Unit 1 and Unit 2

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 1 | **Fitness for health – C11.1 (3 sessions)*** 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

**Coaching – E11.3 (1 session)*** roles and responsibilities of a coach
 |  |
| 2 | **Fitness for health – C11.1 (2 sessions)*** FITT principle
* frequency
* intensity
* time
* type

**Coaching – E11.3 (2 sessions)*** characteristics and skill-set of an effective coach
* organisation skills
* communication skills
* building rapport with players
* analysing and providing feedback
* good role model
 |  |
| 3 | **Fitness for health – C11.1 (3 sessions)*** 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

**Coaching – E11.3 (1 session)*** coaching styles for different situations
* authoritarian
* easy going
* intense
 | **Task 1: Design of a training program** (10%) |
| 4 | **Fitness for health – C11.1 (3 sessions)*** devices to assist in determining training intensity
* heart-rate monitors
* talk test
* global positioning systems
* 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

**Coaching – E11.3 (1 session)*** inclusive approaches
* treatment of athletes with integrity, respect and empathy
 |  |
| 5 | **Fitness for health – C11.1 (2 sessions)*** role of rest and recovery in training
* purpose and elements of warm-up, stretching and cool down

**Coaching – E11.3 (2 sessions)*** creation of an environment for safe participation, including ensuring that athletes are not mismatched, have safe equipment, are well supervised, and have been provided with guidelines for appropriate behaviour
* state specific requirements for working with children
* Australian Sports Commission Coach’s code of behaviour, including duty-of-care responsibilities
 | **Task 2: Topic test on components of fitness and FITT principle**(5%) |
| 6 | **Coaching – E11.3 (2 sessions)*** the structure of a coaching session
* warm-up
* skills and fitness activities
* cool down
* review
* principles for effective warm-up and cool down

**Team games and sports – E11.7 (2 sessions)*** develop repertoire of basketball skills required for:
* passing in front of moving players
* dodging defenders
* moving to space
* maintaining possession
 |  |
| 7 | **Coaching – E11.3 (2 sessions)*** 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

**Team games and sports – E11.7 (2 sessions)*** develop repertoire of basketball skills required for:
* passing in front of moving players
* dodging defenders
* moving to space
* maintaining possession
 |  |
| 8 | **Coaching – E11.3 (2 sessions)*** stages in teaching/coaching a skill
* instruction
* demonstration
* explanation
* observation
* feedback

**Team games and sports – E11.7 (2 sessions)*** develop repertoire of basketball skills required for:
* passing in front of moving players
* dodging defenders
* moving to space
* maintaining possession
 | **Task 3: Design of a basic coaching session**(5%) |
| 9 | **Coaching – E11.3 (2 sessions)*** where to find assistance to improve knowledge and coaching skills and achieve coaching accreditation
* interacting and working positively with parents, officials and administrators

**Team games and sports – E11.7 (2 sessions)*** develop repertoire of basketball skills required for:
* establishing and maintaining body position to protect the ball/create space
* intercepting passes
* making appropriate decisions
 |  |
| 10 | **Team games and sports – E11.7 (3 sessions)*** develop repertoire of basketball skills required for:
* establishing and maintaining body position to protect the ball/create space
* intercepting passes
* making appropriate decisions
 |  |
| 11 | **Coaching – E11.3 (1 session)*** students assessed on Task 4 (roster prepared by the teacher and will vary in weeks required depending on the size of the class)

**Team games and sports – E11.7 (3 sessions)*** develop repertoire of basketball skills required for:
* establishing and maintaining body position to protect the ball/create space
* intercepting passes
* making appropriate decisions
 | **Task 4: Lead the group in a warm-up session for activity**(5%) |
| 12 | **Coaching – E11.3 (1 session if required)*** students assessed on Task 4 (roster prepared by the teacher and will vary in weeks required depending on the size of the class)

**Team games and sports – E11.7 (3 sessions)*** develop repertoire of basketball skills required for:
* set plays
* maintenance of court/field balance
* optimal ball movement
* prediction/anticipation
* types of defensive formations, such as man-to-man marking and zone defence
* helping out/providing cover
 | **Task 5: Test on skills and responsibilities of an effective coach**(5%) |
| 13 | **Team games and sports – E11.7 (4 sessions)*** develop repertoire of basketball skills required for:
* set plays
* maintenance of court/field balance
* optimal ball movement
* prediction/anticipation
* types of defensive formations, such as man-to-man marking and zone defence
* helping out/providing cover
 |  |
| 14 | **Team games and sports – E11.7 (4 sessions)*** develop repertoire of basketball skills required for:
* set plays
* maintenance of court/field balance
* optimal ball movement
* prediction/anticipation
* types of defensive formations, such as man-to-man marking and zone defence
* helping out/providing cover
 |  |
| 15 | **Team games and sports – E11.7 (4 sessions)*** Task 6: practical assessment
* develop repertoire of basketball skills required for:
* set plays
* maintenance of court/field balance
* optimal ball movement
* prediction/anticipation
* types of defensive formations, such as man-to-man marking and zone defence
* helping out/providing cover
 | **Task 6: Individual skills and tactics in basketball**(20%) |
| 16 | **Consumer health – C11.2 (2 sessions)*** personal behaviours and actions which protect health and prevent health issues and problems
* 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

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills required for:
* preventing scoring
* restarting play
* responsibilities of individual participants
* fair play
* etiquette
 |  |
| 17 | **Consumer health – C11.2 (2 sessions)*** overview of private health insurance
* how it works
* who is covered
* what is provided/covered
* government incentives which support private health insurance
 |  |
|  | **Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills required for:
* scoring
* offensive and defensive tactics
* responsibilities of individual participants
* aspects of safety
* use of protective equipment to prevent injury
 |  |
| 18 | **Consumer health – C11.2 (2 sessions)*** 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

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills required for:
* scoring
* offensive and defensive tactics
* psychological strategies that promote improved performance
* goal setting
 |  |
| 19 | **Consumer health – C11.2 (2 sessions)*** skills for developing health literacy
* locating health information (internet search techniques)
* evaluating health information for accuracy and credibility
* identifying relevant and appropriate health services and products
* making contact with appropriate health services

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills
* rules and conventions in games and sports
* scoring
* timekeeping
* psychological strategies that promote improved performance
* self-belief
 |  |
| 20 | **Consumer health – C11.2 (2 sessions)*** revision of ‘Consumer health’ module
* presentation of website researched for assessment task

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills
* psychological strategies that promote improved performance
* self-talk
 | **Task 7 and Task 8: Research of health related website**(5% and 5%) |
| 21 | **Officiating – E11.8 (2 sessions)*** the Australian Sports Commission (ASC) officials’ code of behaviour
* characteristics and skill-set of an effective official
* communication skills and strategies
* listening skills
* assertive communication
* teamwork
* conflict resolution
* written and verbal reports

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills
* psychological strategies that promote improved performance
* mental imagery
 |  |
| 22 | **Officiating – E11.8 (2 sessions)*** 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

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of badminton skills
* psychological strategies that promote improved performance
* learning from success and failure
 |  |
| 23 | **Officiating – E11.8 (2 sessions)*** 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
* rules and regulations in a selected sport
* duty-of-care

**Individual games and sports – E11.6 (2 sessions)*** assessment of badminton skills
 | **Task 9: Practical assessment of students’ badminton skills**(10%) |
| 24 | **Officiating – E11.8 (2 sessions)*** practical assessment of student officiating skills

 **Individual games and sports – E11.6 (2 sessions)*** develop repertoire of tennis skills required for:
* preventing scoring
* restarting play
 | **Task 10: Practical assessment of students’ officiating skills**(5%)**Task 11: Characteristics of an effective official**(5%) |
| 25 | **First aid – E11.5 (2 sessions which include time to practice in various scenarios)*** 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

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of tennis skills required for:
* scoring
* offensive and defensive tactics
 |  |
| 26 | **First aid – E11.5 (2 sessions which include time to practice in various scenarios)*** signs and symptoms of asthma and other common injuries requiring first aid
* universal precautions to apply when administering first aid

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of tennis skills required for:
* scoring
* offensive and defensive tactics
 |  |
| 27 | **First aid – E11.5 (2 sessions which include time to practice in various scenarios)*** DRSABCD action plan
* danger
* response
* send for help
* airway
* breathing
* CPR
* defibrillation
* asthma management plans

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of tennis skills
* rules and conventions in games and sports
* scoring
 |  |
| 28 | **First aid – E11.5 (2 sessions which include time to practice in various scenarios)*** 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

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of tennis skills
 |  |
| 29 | **First aid – E11.5 (2 sessions)*** revision of first aid principles and responses to scenarios

**Individual games and sports – E11.6 (2 sessions)*** develop repertoire of tennis skills
 |  |
| 30 | **First aid – E11.5 (2 sessions)*** practical assessment of student response to emergency scenario

**Individual games and sports – E11.6 (2 sessions)*** assessment of tennis skills
 | **Task 12: response to an emergency situation** (10%)**Task 13: practical assessment of students’ tennis skills** (10%) |