**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%) |