**Sample Assessment Outline**

Health and Physical Education

Preliminary Unit 1 and Unit 2

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# Sample assessment outline

# Health and Physical Education – Preliminary

## Unit 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit outcome:** Perform fundamental movement skills | **Unit outcome:**Follow basic rules in a variety of activities | **Unit outcome:** Identify and understand basic health skills and concepts |
| **Task 1: Dimensions of health project****Part A: Dimensions of health reflections**Students investigate ways to be physically, emotionally and socially healthy.**Part B: Stress less**Students identify and reflect on different ways to cope with stress. | Week 4 |  |  | **✓** |
| **Task 2: Qualities of healthy relationships**Students reflect on the features of healthy relationships.  | Week 8 |  |  | **✓** |
| **Task 3: Sport journal**Students maintain a journal and periodically record their achievements during the practical activities. | Week 13 | **✓** | **✓** | **✓** |
| **Task 4: Sport participation**Students participate in a chosen sport with the focus on developing skills and knowledge of rules and basic tactics. | Week 15 | **✓** | **✓** |  |

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| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST Health and Physical Education** **Preliminary Unit 1** (✓ = Unit content covered) | **Task 1**Dimensions of health | **Task 2**Hygiene diary | **Task 3**Sport journal | **Task 4**Sport participation |
| **Performance concepts** |
| 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 |  |  | **✓** | **✓** |
| **Health skills and concepts** |
| what it means to be healthy | **✓** |  |  |  |
| health dimensions* physical, social, emotional/mental health
 | **✓** |  |  |  |
| stress management* recognising signs and symptoms of stress
* simple stress management strategies
 |  |  | **✓** |  |
| personal hygiene practices* cleanliness
* personal grooming
* hand washing
* dental hygiene
 |  | **✓** |  |  |
| introduction to protective behaviours* basic relationship types
* characteristics of positive, healthy relationships
* recognising and responding to peer pressure
* signs of bullying
* safe use of the internet and social networking
* support networks – people and places able to support healthy decisions
 | **✓** | **✓** |  |  |
| location and choice of accurate and reliable sources of health information |  |  | **✓** | **✓** |

# Sample assessment outline

# Health and Physical Education – Preliminary

## Unit 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit outcome:** Perform fundamental movement skills | **Unit outcome:**Follow basic rules in a variety of activities | **Unit outcome:** Identify and understand relationship concepts as well as ways to minimise harm |
| **Task 5: No talking please**Students investigate how non-verbal communication can be used to express feelings, needs and wants. | Week 6 |  |  | **✓** |
| **Task 6: Sport journal**Students maintain a journal and periodically record their achievements during the practical activities. | Week 13 | **✓** | **✓** | **✓** |
| **Task 7: Sport participation**Students participate in a chosen sport with the focus on developing skills and knowledge of rules and basic tactics. | Week 15 | **✓** | **✓** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST Health and Physical Education** **Preliminary Unit 2**(✓ = Unit content covered) | **Task 1**Information pack | **Task 2**Advertising brochure | **Task 3**Sport journal | **Task 4**Sport participation |
| **Performance concepts** |
| development of fundamental movement skills |  |  | **✓** | **✓** |
| coordination 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 |  |  | **✓** | **✓** |
| **Health skills and concepts** |
| communication/interpersonal skills* verbal/non-verbal skills to communicate feelings, needs and opinions; and strategies to fairly involve others in activities, including give and take, and seeking help when necessary
* passive, assertive and aggressive communication skills in specific situations
* introduction to co-operation and collaboration
 |  | **✓** |  |  |
| drug education* categories of drugs and their effect on the body and behaviour
* short and long term effects of alcohol
* standard drink measures
 | **✓** |  |  |  |
| harm minimisation* identifying and managing risk and risky situations
* decision-making processes and simple models
* support networks – people and places who can support healthy decisions
 |  | **✓** |  |  |