**Sample Course Outline**

Health and Physical Education

Preliminary Unit 3 and Unit 4

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# 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 | **Two sessions per week, focused on:**   * brainstorming and demonstrating rules through first game and reflection * discussing additional basic rules for a chosen sport/activity * the development of fundamental movement skills | * 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   **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. |
| 2–3 | **Four sessions, focused on:**   * what is a relationship? * the definition of respect * the ways in which a person can show respect * the reasons why showing respect is important | * relationships and sexuality * characteristics of healthy relationships, including self-respect and respect for others |
| 4–5 | **Four sessions, focused on:**   * techniques, practices and behaviour that will assist in maintaining positive relationships | * relationships and sexuality * ways to support and maintain healthy relationships |
| 6–7 | **Four sessions, focused on:**   * what is puberty and adolescence? * the various physical and emotional changes that a person may go through during puberty | * relationships and sexuality * physical and emotional changes associated with puberty and adolescence |
| 8–9 | **Four sessions, focused on:**   * a variety of healthy and unhealthy foods * what makes food unhealthy? * how does healthy food affect the body? * Iiformation on food labels * interpreting food labels   **Task 1 due Week 8** | * nutrition * healthy eating * consumer health – labels and advertising |
| 10–11 | **Four sessions, focused on:**   * what is a communicable disease? * common communicable diseases * ways in which these diseases may affect the body | * communicable diseases * identify types * risk factors |
| 12–13 | **Four sessions, focused on:**   * strategies to avoid contracting a communicable disease * reliable sources of help in dealing with a communicable disease   **Task 2 due Week 13** | * communicable diseases * prevention (harm minimisation) * where to go for help |
| 14 | **Four sessions, focused on:**   * various sources of reliable health information   **Task 3 due Week 14** | * asking questions about health from different sources, including teachers, school counsellor, healthcare professionals |
| 15 | **Two sessions, focused on:**   * Techniques a person can use in order to obtain required information   **Task 4 due Week 15.** | * 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 | **Two sessions per week, focused on:**   * 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 | * the role of rules in simple games and sports, and ways of playing games and activities safely, with an emphasis on: * 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: * a range of individual and team games * modified sports * leisure and recreational activities * simple game situations * roles of offensive and defensive positions   **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. |
| 2–3 | **Four sessions, focused on:**   * 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? | * behaviours which support a healthy lifestyle * actions (short and long term) that support and improve health |
| 4–5 | **Four sessions, focused on:**   * categorising actions that support a healthy lifestyle * recognising and practising positive actions in a variety of settings | * behaviours which support a healthy lifestyle * healthy actions in different places, such as in the home, school, local park, shopping centres, leisure activities |
| 6 | **Two sessions, focused on:**   * the ways in which a person can become responsible for improving hir or her lifestyle | * behaviours which support a healthy lifestyle * taking responsibility for health |
| 7–8 | **Four sessions, focused on:**   * 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   **Task 5 due Week 8** | * behaviours which support a healthy lifestyle * impact on personal health from interactions with healthy and unhealthy places/behaviours |
| 9–11 | **Six sessions, focused on:**   * 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 | * safety * injury prevention strategies * basic first aid practices |
| 12–13 | **Four sessions, focused on:**   * various sources of health information * techniques a person can use to ensure health information is accurate and appropriate   **Task 6 due Week 12**  **Task 7 due Week 13** | * asking questions about health from different sources, including teachers, school counsellor, healthcare professionals |
| 14–15 | **Four sessions, focused on:**   * researching a variety of sources of information and discussing appropriateness   **Task 8 due Week 15.** | * use of multiple sources of reliable health information |