**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
 |