SAMPLE COURSE OUTLINE

HEALTH AND PHYSICAL EDUCATION
PRELIMINARY UNIT 1 AND UNIT 2
## Sample course outline
### Health and Physical Education – Preliminary

#### Unit 1 (notional timeframe only – may take up to a whole year)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Content</th>
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| 1    | Two sessions per week, focused on: | - 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.  
- what it means to be healthy |
|      | Two sessions, focused on: | - definitions of health and what it looks and feels like to be healthy  
- identifying healthy people and reasons why they are healthy |
| 2    | Two sessions, focused on: | - health dimensions  
- physical, social, emotional/mental health  
- actions and behaviours that are healthy |
|      | Two sessions, focused on: | - health dimensions  
- physical, social, emotional/mental health  
- actions and behaviours that are healthy |
| 3    | Four sessions, focused on: | - stress management  
- recognising signs and symptoms of stress |
| 4–5  | Four sessions, focused on: | - stress management  
- simple stress management strategies |
| 6–7  | Four sessions, focused on: | - personal hygiene practices  
- cleanliness  
- personal grooming  
- hand washing  
- dental hygiene |
| 8–9  | Four sessions, focused on: | - introduction to protective behaviours  
- basic relationship types  
- characteristics of positive, healthy relationships |

**Task 1 Part A and Part B due Week 4**

**Task 2 due Week 8**
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| 10   | **Two sessions, focused on:**  
  - what is peer pressure?  
  - the various ways that a person can respond to peer pressure                                                                                           | • introduction to protective behaviours  
  ▪ recognising and responding to peer pressure |
| 11–12| **Four sessions, focused on:**  
  - what is bullying?  
  - what does bullying look like, feel like and sound like?  
  - the various ways that a person can respond to being bullied                                                                                       | • introduction to protective behaviours  
  ▪ signs of bullying |
| 13–14| **Four sessions, focused on:**  
  - the techniques a person can use to safely use the internet  
  - the ways to recognise safe internet sites  
  - examples of people and places able to provide information and assistance with health                                                                 | • introduction to protective behaviours  
  ▪ safe use of the internet and social networking  
  ▪ support networks – people and places who can support healthy decisions |
|      | **Task 3 due Week 13**                                                                                                                                                                                                |                                                                                                |
| 15–16| **Four sessions, focused on:**  
  - examples of appropriate sources of health information  
  - research techniques to locate relevant and reliable sources of health information.                                                                 | • location and choice of accurate and reliable sources of health information                      |
## Unit 2 (notional timeframe only – may take up to a whole year)

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| 1    | **Two sessions per week, focused on:**  
• brainstorming and demonstrating rules through first game and reflections  
• discussing additional basic rules for a chosen sport/activity  
• the development of fundamental movement skills | • 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  
**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:**  
• the definition of a ‘drug’  
• different types of drugs  
• the ways in which drugs can affect the body  
• the ways in which drugs can affect the way we behave | • drug education  
• **categories of drugs and their effect on the body and behaviour**  
• drug education  
• **short and long term effects of alcohol**  
• **standard drink measures** |
| 4–5  | **Four sessions, focused on:**  
• different types of alcoholic beverages  
• ways to measure a standard drink  
• the short term effects of consuming alcohol  
• the long term effects of consuming alcohol | • communication/interpersonal skills  
• passive, assertive and aggressive communication skills in specific situations  
• **identifying and managing risk and risky situations** |
| 6–7  | **Four sessions, focused on:**  
• what is communication?  
• the ways in which people communicate  
• assertive communication skills | • communication/interpersonal skills  
• **introduction to cooperation and collaboration** |
| 8–9  | **Four sessions, focused on:**  
• practising a variety of communication skills  
• ways in which we can be inclusive of all group members during an activity | • communication/interpersonal skills  
• verbal/non-verbal skills to communicate feelings, needs and opinions  
• strategies to fairly involve others in activities, including give and take, and seeking help when necessary |
| 10–11| **Four sessions, focused on:**  
• what is cooperation?  
• the ways in which people can work together | • communication/interpersonal skills  
• **introduction to cooperation and collaboration** |
| 12–13| **Four sessions, focused on:**  
• what is a risky situation?  
• examples of risky behaviours  
• signs that a situation may cause risk  
• ways in which a person can avoid and manage risky situations and behaviours | • harm minimisation  
• **identifying and managing risk and risky situations** |

**Task 5 due Week 6**

**Task 6 due Week 13**
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| 14–16 | **Six sessions, focused on:**  
- what is decision making?  
- the process a person goes through when a decision needs to be made  
- practising decision-making techniques  
- what is a support network?  
- what does a support network do?  
- what kind of people or places can provide support?  
- ways to access appropriate support networks | **harm minimisation**  
- decision-making processes and simple models  
- support networks – people and places able to support healthy decisions |

**Task 7 due Week 15**