SAMPLE COURSE OUTLINE

HEALTH AND PHYSICAL EDUCATION
PRELIMINARY UNIT 3 AND UNIT 4
### Sample course outline

#### Health and Physical Education – Preliminary

#### Unit 3 (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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</table>
| 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?  
* information on food labels  
* interpreting food labels |  
* nutrition  
* healthy eating  
* consumer health – labels and advertising |
|      | **Task 1 due Week 8** |         |
| 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 |  
* communicable diseases  
* prevention (harm minimisation)  
* where to go for help |
<p>|      | <strong>Task 2 due Week 13</strong> |         |</p>
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| 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)

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| 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  | **behaviours which support a healthy lifestyle**  
  - impact on personal health from interactions with healthy and unhealthy places/behaviours |

**Task 5 due Week 8**
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| 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 | • asking questions about health from different sources, including teachers, school counsellor, healthcare professionals |
|       | **Task 6 due Week 12**  
**Task 7 due Week 13** | |
| 14–15 | **Four sessions, focused on:**  
• researching a variety of sources of information and discussing appropriateness | • use of multiple sources of reliable health information |
|       | **Task 8 due Week 15.** | |