**Sample Course Outline**

Health and Physical Education

Preliminary Unit 1 and Unit 2

**Copyright**

© School Curriculum and Standards Authority, Two01Four

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia Licence](http://creativecommons.org/licenses/by-nc/3.0/au/)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Sample course outline

# Health and Physical Education – Preliminary

#### Unit 1 (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 reflections * discussing basic rules for a chosen sport/activity * the development of fundamental movement skills   **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 | * 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 |
| 2 | **Two sessions, focused on:**   * what is meant by health dimensions? * how can we be healthy? * identifying physical, social, emotional and mental health dimensions through the use of examples | * health dimensions * physical, social, emotional/mental health * actions and behaviours that are healthy |
| 3 | **Two sessions, focused on:**   * what is stress? * why do people get stressed? * what makes a person stressed? * the ways people act when they are stressed * the ways we can recognise that a person is stressed | * stress management * recognising signs and symptoms of stress |
| 4–5 | **Four sessions, focused on:**   * the strategies and practices that can help a person avoid and manage stress   **Task 1 Part A and Part B due Week 4** | * stress management * simple stress management strategies |
| 6–7 | **Four sessions, focused on:**   * what does it mean to be clean and hygienic? * why is it important that we stay clean? * the techniques that help with maintaining personal hygiene * practising a variety of techniques | * personal hygiene practices * cleanliness * personal grooming * hand washing * dental hygiene |
| 8–9 | **Four sessions, focused on:**   * what does it mean to be safe? * how do we feel when we are safe? * what types of relationships do people have? * what makes a relationship respectful?   **Task 2 due Week 8** | * introduction to protective behaviours * basic relationship types * characteristics of positive, healthy relationships |
| 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   **Task 3 due Week 13** | * introduction to protective behaviours * safe use of the internet and social networking * support networks – people and places who can support healthy decisions |
| 15–16 | **Four sessions, focused on:**   * examples of appropriate sources of health information * research techniques to locate relevant and reliable sources of health information.   **Task 4 due Week 15** | * location and choice of accurate and reliable sources of health information |

#### Unit 2 (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 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 |
| 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 | * drug education * short and long term effects of alcohol * standard drink measures |
| 6–7 | **Four sessions, focused on:**   * what is communication? * the ways in which people communicate * assertive communication skills   **Task 5 due Week 6** | * communication/interpersonal skills * passive, assertive and aggressive communication skills in specific situations |
| 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   **Task 6 due Week 13** | * harm minimisation * identifying and managing risk and risky situations |
| 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   **Task 7 due Week 15** | * harm minimisation * decision-making processes and simple models * support networks – people and places able to support healthy decisions |