**Sample Assessment Outline**

Health and Physical Education

Preliminary Unit 1 and Unit 2

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# Sample assessment outline

# Health and Physical Education – Preliminary

## Unit 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment task** | **Notional  due date** | **Unit outcome:**  Perform fundamental  movement skills | **Unit outcome:**  Follow basic rules in a variety of activities | **Unit outcome:**  Identify and understand basic health skills and concepts |
| **Task 1: Dimensions of health project**  **Part A: Dimensions of health reflections**  Students investigate ways to be physically, emotionally and socially healthy.  **Part B: Stress less**  Students identify and reflect on different ways to cope with stress. | Week 4 |  |  | **✓** |
| **Task 2: Qualities of healthy relationships**  Students reflect on the features of healthy relationships. | Week 8 |  |  | **✓** |
| **Task 3: Sport journal**  Students maintain a journal and periodically record their achievements during the practical activities. | Week 13 | **✓** | **✓** | **✓** |
| **Task 4: Sport participation**  Students participate in a chosen sport with the focus on developing skills and knowledge of rules and basic tactics. | Week 15 | **✓** | **✓** |  |

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| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST  Health and Physical Education**  **Preliminary Unit 1**  (✓ = Unit content covered) | **Task 1**  Dimensions  of health | **Task 2**  Hygiene  diary | **Task 3**  Sport  journal | **Task 4**  Sport participation |
| **Performance concepts** | | | | |
| 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 |  |  | **✓** | **✓** |
| **Health skills and concepts** | | | | |
| what it means to be healthy | **✓** |  |  |  |
| health dimensions   * physical, social, emotional/mental health | **✓** |  |  |  |
| stress management   * recognising signs and symptoms of stress * simple stress management strategies |  |  | **✓** |  |
| personal hygiene practices   * cleanliness * personal grooming * hand washing * dental hygiene |  | **✓** |  |  |
| introduction to protective behaviours   * basic relationship types * characteristics of positive, healthy relationships * recognising and responding to peer pressure * signs of bullying * safe use of the internet and social networking * support networks – people and places able to support healthy decisions | **✓** | **✓** |  |  |
| location and choice of accurate and reliable sources of health information |  |  | **✓** | **✓** |

# Sample assessment outline

# Health and Physical Education – Preliminary

## Unit 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment task** | **Notional  due date** | **Unit outcome:**  Perform fundamental  movement skills | **Unit outcome:**  Follow basic rules in a variety of activities | **Unit outcome:**  Identify and understand relationship concepts as well as ways to minimise harm |
| **Task 5: No talking please**  Students investigate how non-verbal communication can be used to express feelings, needs and wants. | Week 6 |  |  | **✓** |
| **Task 6: Sport journal**  Students maintain a journal and periodically record their achievements during the practical activities. | Week 13 | **✓** | **✓** | **✓** |
| **Task 7: Sport participation**  Students participate in a chosen sport with the focus on developing skills and knowledge of rules and basic tactics. | Week 15 | **✓** | **✓** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST  Health and Physical Education**  **Preliminary Unit 2**  (✓ = Unit content covered) | **Task 1**  Information  pack | **Task 2**  Advertising brochure | **Task 3**  Sport  journal | **Task 4**  Sport participation |
| **Performance concepts** | | | | |
| 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 | |  |  | **✓** | **✓** |
| **Health skills and concepts** | | | | | |
| communication/interpersonal skills   * verbal/non-verbal skills to communicate feelings, needs and opinions; and strategies to fairly involve others in activities, including give and take, and seeking help when necessary * passive, assertive and aggressive communication skills in specific situations * introduction to co-operation and collaboration | |  | **✓** |  |  |
| drug education   * categories of drugs and their effect on the body and behaviour * short and long term effects of alcohol * standard drink measures | | **✓** |  |  |  |
| harm minimisation   * identifying and managing risk and risky situations * decision-making processes and simple models * support networks – people and places who can support healthy decisions | |  | **✓** |  |  |