Junior HPE Program Index

Year 8

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H AND PHYSICAL EDUCATION (HPE):
ESSENTIAL LEARNINGS
YEAR 8

<table>
<thead>
<tr>
<th>YEAR 8</th>
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</thead>
<tbody>
<tr>
<td><strong>LEARNING AND ASSESSMENT FOCUS</strong></td>
</tr>
<tr>
<td>Unit 1</td>
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<tr>
<td>Aquatics-Stroke Correction</td>
</tr>
<tr>
<td>• Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and well being, actively engage in physical activity and enhance personal development. They recognize that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.</td>
</tr>
<tr>
<td>• Students use the essential processes of Ways of working to develop and demonstrate their knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and well being, movement capabilities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.</td>
</tr>
<tr>
<td>• Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.</td>
</tr>
<tr>
<td>• Students demonstrate evidence of their learning over time in relation to the following assessable elements:</td>
</tr>
<tr>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td>Investigating</td>
</tr>
<tr>
<td>Planning</td>
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<tr>
<td>Implementing and applying</td>
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</tbody>
</table>
### YEAR 8

#### WAYS OF WORKING

**Students are able to:**

<table>
<thead>
<tr>
<th>Investigating</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify issues and inequities and plan investigations and activities</td>
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<tr>
<td>• research, analyse and evaluate data, information and evidence</td>
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<tr>
<td>• draw conclusions and make decisions to construct arguments</td>
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</tbody>
</table>

| Planning                                                                     |        |        |        |        |        |        |
| • propose, justify, implement and monitor plans or actions to achieve goals, | ✓      | ✔      |        |        |        |        |
| address inequities and promote health and wellbeing, movement capacities and  |        |        |        |        |        |        |
| personal development                                                         |        |        |        |        |        |        |
| • refine movement skills and apply movement concepts, and the principles of  | ✓      | ✔      |        |        |        |        |
| training                                                                     |        |        |        |        |        |        |

| Implementing and Applying                                                    |        |        |        |        |        |        |
| • create and perform movement sequences by manipulating and combining        | ✓      | ✔      | ✔      | ✔      | ✔      | ✔      |
| movement skills and applying movement concepts                               |        |        |        |        |        |        |
| • identify risks and devise and apply safe practices                         | ✓      | ✔      |        |        |        |        |
| • select and apply positive, respectful and inclusive personal development   |        |        |        |        |        |        |
|     skills and strategies                                                    | ✓      | ✔      |        |        |        |        |

| Reflecting                                                                   |        |        |        |        |        |        |
| • reflect on health inequities, and identify the impact of diverse influences| ✓      | ✔      |        |        |        |        |
| on health and well being, movement capacities and personal development, and  |        |        |        |        |        |        |
| the best use of positive influence                                           |        |        |        |        |        |        |
| • reflect on learning, apply new understandings and justify future           | ✓      | ✔      |        |        |        |        |
| applications                                                                  |        |        |        |        |        |        |
# YEAR 8

## KNOWLEDGE AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Unit</th>
<th>Aquatics-Stroke Correction</th>
<th>Unit 2</th>
<th>Harm Minimization</th>
<th>Unit 3</th>
<th>Athletics/Fitness</th>
<th>Unit 4</th>
<th>Fitness Theory</th>
<th>Unit 5</th>
<th>Large Balls-Throwing, Catching, Kicking</th>
<th>Unit 6</th>
<th>Small Ball Skills-Hitting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 8</strong></td>
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<tr>
<td><strong>KNOWLEDGE AND UNDERSTANDING</strong></td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td>Unit 5</td>
<td>Unit 6</td>
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<tr>
<td>HEALTH- Health is multidimensional and dynamic, and influenced by actions and environments</td>
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<tr>
<td>• Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent</td>
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<td>✓</td>
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<tr>
<td>• The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices</td>
<td>✓</td>
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<tr>
<td>• Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety</td>
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<td>• Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines</td>
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<tr>
<td>PHYSICAL ACTIVITY- Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievements of goals</td>
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<tr>
<td>• Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>• Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities</td>
<td>✓</td>
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<tr>
<td>• Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>PERSONAL DEVELOPMENT – Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development</td>
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<tr>
<td>• Identity, health and wellbeing are interdependent and influenced by social and cultural factors</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>• Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations</td>
<td></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>YEAR 8</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
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<tr>
<td><strong>Unit 1</strong> Performance Activity: Aquatics (Stroke correction-freestyle, breast stroke) 12 Lessons</td>
<td><strong>Unit 3</strong> Performance Activity: Athletics &amp; Fitness 16 lessons</td>
<td><strong>Unit 5</strong> Performance Activity: Large Ball Skills – throwing, catching, kicking sports. 15 lessons</td>
<td><strong>Unit 6</strong> Performance Activity: Small Ball Skills – hitting, catching, throwing skills 20 Lessons</td>
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</tbody>
</table>
| 5 lessons each:  
  ➢ Breast stroke  
  ➢ Freestyle | 2 lessons each:  
  ➢ track (sprint, hurdles, middle)  
  ➢ throws (shot, javelin *, discus*)  
  ➢ jumps (long, triple, high*)  
  * RA – H | 3 lessons each:  
  ➢ Touch  
  ➢ Soccer  
  ➢ Basketball  
  ➢ Netball  
  ➢ Teacher’s choice | 4 lessons each:  
  ➢ Cricket  
  ➢ softball,  
  ➢ hockey, ½ Ct. tennis  
  ➢ Teachers choice |
| 2 lessons:  
  ➢ Water polo* & games  
  * RA - H | Swap to Term 4 with Unit 6 2013 | 2 lessons testing  
  2 lessons pre fitness testing  
  4 lessons fitness development (circuit, continuous, plyometrics, interval, resistance, fartlek training methods)  
  2 lesson post fitness testing | Swap to Term 1 with Unit 1 2013 |
| **Unit 2** Harm minimisation 8 Lessons | **Unit 4** Fitness 4 lessons | **Unit 4** Fitness (continued) 4 lessons | **Unit 2** Harm minimisation 8 Lessons |
| ➢ Sports safety  
  ➢ Sun safety  
  ➢ Hydration | ➢ Components of fitness  
  ➢ Benefits of exercise  
  ➢ Training methods  
  ➢ Smart choices  
  ➢ Eating disorders | ➢ Components of fitness  
  ➢ Benefits of exercise  
  ➢ Training methods  
  ➢ Smart choices  
  ➢ Eating disorders |
| **Unit 3** Performance Activity: Athletics & Fitness 16 lessons | 2 lessons each:  
  ➢ track (sprint, hurdles, middle)  
  ➢ throws (shot, javelin *, discus*)  
  ➢ jumps (long, triple, high*)  
  * RA – H | **Unit 5** Performance Activity: Large Ball Skills – throwing, catching, kicking sports. 15 lessons | **Unit 6** Performance Activity: Small Ball Skills – hitting, catching, throwing skills 20 Lessons |
| 5 lessons each:  
  ➢ Breast stroke  
  ➢ Freestyle | 2 lessons each:  
  ➢ track (sprint, hurdles, middle)  
  ➢ throws (shot, javelin *, discus*)  
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  ➢ Cricket  
  ➢ softball,  
  ➢ hockey, ½ Ct. tennis  
  ➢ Teachers choice |
| 2 lessons:  
  ➢ Water polo* & games  
  * RA - H | Swap to Term 4 with Unit 6 2013 | 2 lessons testing  
  2 lessons pre fitness testing  
  4 lessons fitness development (circuit, continuous, plyometrics, interval, resistance, fartlek training methods)  
  2 lesson post fitness testing | Swap to Term 1 with Unit 1 2013 |
## YEAR 8 – SEMESTER 1

### TERM 1 PRACTICAL

<table>
<thead>
<tr>
<th>Unit 1 Performance Activity-Aquatics- Stroke correction (RA: Medium)</th>
<th>12 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stroke correction (breast stroke, freestyle)</strong></td>
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<tr>
<td>Students participate in squad style training sessions where they will build on their stroke technique while focusing on the following concepts-</td>
<td></td>
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<tr>
<td>- Head position</td>
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<tr>
<td>- Body position</td>
<td></td>
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<tr>
<td>- Leg action</td>
<td></td>
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<tr>
<td>- Arm action</td>
<td></td>
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<tr>
<td>- Breathing</td>
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</tbody>
</table>

**Assessment**

What knowledge and abilities will you need evidence of?
- Performance of correct technique of both freestyle & breast stroke
- Regular student participation

What assessment activity will be used?
- Students will be assessed throughout the unit through the teacher observing and documenting progress of technique onto performance checklists

### TERM 1 THEORY

<table>
<thead>
<tr>
<th>Unit 2 Harm minimisation</th>
<th>8 Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Harm minimisation content:</strong></td>
<td></td>
</tr>
<tr>
<td>- Sun safety</td>
<td></td>
</tr>
<tr>
<td>- Risk taking</td>
<td></td>
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<tr>
<td>- Hazards &amp; sports safety</td>
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<tr>
<td>- Fluid replacement</td>
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</tbody>
</table>

**Assessment:**

What knowledge and abilities will you need evidence of?
- Reflecting on calculated/uncalculated risk taking
- Identifying hazards
- Knowledge of the role of fluid in the body
- Identification of various carcinomas
- Sun smart guidelines

What assessment activity will be used?
- Students complete in class exam comprising multiple choice, short answer and reflective questions
- OR 400 – 500 word Persuasive Writing Assignment

**Assessable Elements**

**Ways of working:**

**Planning:**
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development

**Implementing and Applying:**
- identify risks and devise and apply safe practices

**Reflecting:**
- reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influence
- reflect on learning, apply new understandings and justify future applications

**Knowledge and Understanding:**

**Health**
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety

**Personal Development**
- Identity, health and wellbeing are interdependent and influenced by social and cultural factors
TERM 2 PRACTICAL
Year 8

Unit 3 Performance Activity- Athletics/ Fitness training  16 Lessons
(RA: Medium – High)

Athletics Content:
Students will participate in Sprint and Middle distance runs; 2 throwing events (Shot Put, Javelin, Discus), 2 jumping events (Long, Triple, High). The following activities will be incorporated:
- Knowledge of event rules
- Knowledge and application of techniques
- Knowledge and application of safe practice strategies

Assessment
What knowledge and abilities will you need evidence of?
- Demonstration of a range of event techniques
- Event rules
- Regular student participation

What assessment activity will be used?
- Students will perform and be continually assessed within each of the athletic disciplines via performance checklists

Assessable Elements

Ways of working
Planning:
- Refine movement skills and apply movement concepts, and the principles of training
Implementing and Applying:
- Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- Identify risks and devise and apply safe practices

Knowledge and Understanding
Physical activity
- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capabilities and health and well being

TERM 2 THEORY
Year 8

Unit 4 Fitness Theory  4 Lessons

Fitness theory Content:
- Definition of fitness
- Components of fitness
- Training methods
- Benefits of physical activity
- Self image
- Eating disorders
- Future trends/self direction

Assessment:
What knowledge and abilities will you need evidence of?
- Knowledge of components of fitness
- Reflecting on the benefits of physical activity & personal growth for the future
- Awareness of self image and associated issues (i.e Anorexia, bulimia)

What assessment activity will be used?
- Students complete in class exam comprising multiple choice, short answer and reflective questions

Assessable Elements

Ways of working
Planning:
- Propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
Reflecting:
- Reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences
- Reflect on learning, apply new understandings and justify future applications

Knowledge and understanding
Health
- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent
- The interaction between personal, social, cultural and environmental factors influence health behaviours, including nutrition and physical activity choices

Personal development
- Identity, health and wellbeing are interdependent and influenced by social and cultural factors
YEAR 8 – SEMESTER 2

TERM 3- PRACTICAL

Unit 5 Performance Activity- Large Ball Skills – throwing, catching, kicking sports (RA: Medium- High) 15 lessons

Content:
Students will participate in the following skills/activities:
- Games Skill Analysis- Touch (passing, catching, rucking, running the ball)
  - Soccer (dribbling, kicking, combination skills)
  - Basketball (passing, shooting, ball handling, dribbling)
  - Netball (passing, shooting, ball handling, pivot)
- Skill techniques
- Safety procedures/routines
- Drills and modified games
- Game rules and strategies

Assessment
What knowledge and abilities will you need evidence of?
- Demonstration of skills in game play
- Application of knowledge and skills of student performance
- Regular student participation
What assessment activity will be used?
- Students will perform and be continually assessed within each of the sports disciplines via performance checklists

Assessable Elements

Ways of Working:
- Implementing and Applying-
  - Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
  - Select and apply positive, respectful and inclusive personal development skills and strategies

Knowledge and Understanding:
- Physical Activity
  - Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
  - Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities
  - Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing.
- Personal Development
  - Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships
  - Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations

TERM 3- THEORY

Unit 4 Fitness Theory (continued from term 2) 4 Lessons

Fitness theory Content:
- Definition of fitness
- Components of fitness
- Training methods
- Benefits of physical activity
- Self image
- Eating disorders
- Future trends/ self direction

Assessment:
What knowledge and abilities will you need evidence of?
- Knowledge of components of fitness
- Reflecting on the benefits of physical activity & personal growth for the future
- Awareness of self image and associated issues (i.e Anorexia, bulimia)

What assessment activity will be used?
- Students complete in class exam comprising multiple choice, short answer and reflective questions

Assessable Elements

Ways of working:
- Planning-
  - propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- Reflecting-
  - reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences
  - reflect on learning, apply new understandings and justify future applications.

Knowledge and understanding:
- Health
  - Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent
  - The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices
- Personal development
  - Identity, health and wellbeing are interdependent and influenced by social and cultural factors

- 8 -
### TERM 4 PRACTICAL

**Year 8**

| Unit 6 | Performance Activity: Small Ball Sports-- Softball/Cricket/Hockey/ ½ Crt (RA: Medium) | 20 Lessons |

**Content:**
Students will participate in the following skills/activities:
- Games Skill Analysis-
  - Skill techniques
  - Safety procedures/routines
  - Drills and modified games
  - Game rules and strategies

**Assessment:**
What knowledge and abilities will you need evidence of?
- Demonstration of skills in game play and training sessions
- Application of knowledge and skills of student performance
- Regular student participation

What assessment activity will be used?
- Students will perform and be continually assessed within each of the athletic disciplines via performance checklists

**Assessable Elements**

#### Ways of working:
- Implementing and Applying-
  - Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
  - Select and apply positive, respectful and inclusive personal development skills and strategies

#### Knowledge and Understanding:

- Physical Activity-
  - Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
  - Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities
  - Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing

- Personal Development-
  - Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships
  - Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations

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### TERM 4- THEORY

**Year 8**

Nil
YEAR 9

LEARNING AND ASSESSMENT FOCUS

- Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and well being, actively engage in physical activity and enhance personal development. They recognize that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

- Students use the essential processes of Ways of working to develop and demonstrate their knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and well being, movement capabilities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

- Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

- Students demonstrate evidence of their learning over time in relation to the following assessable elements:
  - Knowledge and understanding
  - Investigating
  - Planning
  - Implementing and applying
  - Reflecting
## YEAR 9

### WAYS OF WORKING

Students are able to:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Performance Activity - Aquatics - Lifesaving</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
<th>Australia’s Health</th>
</tr>
</thead>
</table>

#### Investigating

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments

#### Planning

- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training

#### Implementing and Applying

- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies

#### Reflecting

- reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influence
- reflect on learning, apply new understandings and justify future applications
# KNOWLEDGE AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Unit</th>
<th>Performance Activity/Aquatics-Lifesaving</th>
<th>Unit 2</th>
<th>First Aid</th>
<th>Unit 3</th>
<th>Performance activity-Athletic</th>
<th>Unit 4</th>
<th>Sports Nutrition</th>
<th>Unit 5</th>
<th>Direct Interceptive-Touch/AFL</th>
<th>Unit 6</th>
<th>Becoming a Coach</th>
<th>Unit 7</th>
<th>Indirect Interceptive-Soccer/Cricket/Frisbee/Volleyball</th>
<th>Unit 8</th>
<th>Australia’s Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 9</td>
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</tbody>
</table>

## HEALTH - Health is multidimensional and dynamic, and influenced by actions and environments

- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines

## PHYSICAL ACTIVITY - Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievements of goals

- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities
- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing

## PERSONAL DEVELOPMENT — Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development

- Identity, health and wellbeing are interdependent and influenced by social and cultural factors
- Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships
- Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations
### YEAR 9

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> <strong>Performance Activity:</strong> Aquatics (Lifesaving) 12 Lessons Bronz...</td>
<td><strong>Unit 3</strong> <strong>Performance Activity:</strong> Athletics 18 Lessons 3 lessons each: track...</td>
<td><strong>Unit 5</strong> <strong>Direct Interceptive:</strong> Australian Rules Football /Touch 18 Lessons</td>
<td><strong>Unit 7</strong> <strong>Indirect Interceptive:</strong> Softball/Cricket /Ultimate Frisbee 20 Lessons</td>
</tr>
</tbody>
</table>
| **Unit 2** **First Aid** 8 Lessons ➢ CPR ➢ RICE ➢ Wounds | **Unit 4** **Sports Nutrition** 12 lessons ➢ Healthy diet ➢ Nutrition guidelines ➢ Influences on eating habits ➢ Diet related problems ➢ The active person’s diet ➢ Balancing weight. | **Unit 6** **Becoming a Coach** 12 lessons ➢ Characteristics of a good coach ➢ Knowledge and application of energy systems and components of fitness to sports ➢ Planning and conducting an effective training session ➢ Principles of training | **Unit 8** **Australia’s Health** 10 lessons • Definition of health • Australian Health Care system and Government initiatives • Impact on community • You as a health consumer Media literacy for positive body image (‘Everybody’s different’)

- 13 -

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<table>
<thead>
<tr>
<th>TERM 1 PRACTICAL</th>
<th>TERM 1 THEORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Performance Activity-Aquatics- Lifesaving) (RA: Medium) 12 lessons</td>
<td><strong>Unit 2</strong> First Aid 8 Lessons</td>
</tr>
<tr>
<td>Bronze Star Content:</td>
<td>First Aid Content:</td>
</tr>
<tr>
<td>Students will participate in the following skills/activities:</td>
<td>• What is First Aid</td>
</tr>
<tr>
<td>• Throw PFD</td>
<td>• Legal Considerations- Consent</td>
</tr>
<tr>
<td>• Throw Unweighted Rope</td>
<td>• Responding to emergency situations</td>
</tr>
<tr>
<td>• Accompanied Rescue- Flotation aid</td>
<td>• Assess for Life Threatening injuries (Response, Airway, breathing, severe bleeding)</td>
</tr>
<tr>
<td>• Tow- non-rigid aid</td>
<td>• Chain of survival</td>
</tr>
<tr>
<td>• Defensive Technique</td>
<td>• Resuscitation</td>
</tr>
<tr>
<td>• Survival Skills</td>
<td>• Managing soft tissue injuries</td>
</tr>
<tr>
<td>• Continuous Swim</td>
<td>• Wound management</td>
</tr>
<tr>
<td>• Basic Life Support – CPR</td>
<td>Assessment:</td>
</tr>
<tr>
<td>Assessment</td>
<td>What knowledge and abilities will you need evidence of?</td>
</tr>
<tr>
<td>What knowledge and abilities will you need evidence of?</td>
<td>• Performance of a range of rescue techniques and principles</td>
</tr>
<tr>
<td>• Performance of a range of rescue techniques and principles</td>
<td>• Regular student participation</td>
</tr>
<tr>
<td>Regular student participation</td>
<td>assessment activity will be used?</td>
</tr>
<tr>
<td>What assessment activity will be used?</td>
<td>• Students perform a series of identified rescue techniques and procedures</td>
</tr>
<tr>
<td>• Students perform a series of identified rescue techniques and procedures</td>
<td>• Checklist for skill development and game play</td>
</tr>
<tr>
<td>• Checklist for skill development and game play</td>
<td>Assessment:</td>
</tr>
<tr>
<td>Assessment</td>
<td>What knowledge and abilities will you need evidence of?</td>
</tr>
<tr>
<td>What assessment activity will be used?</td>
<td>• Knowledge of principles of First Aid</td>
</tr>
<tr>
<td>• Assessment activity will be used?</td>
<td>• Performance of CPR</td>
</tr>
<tr>
<td>• Students complete a short written response to a case scenario under exam conditions</td>
<td>• Regular student attendance and participation</td>
</tr>
<tr>
<td>• Students demonstrate CPR.</td>
<td>OR Persuasive Writing Assignment.</td>
</tr>
<tr>
<td>Assessable Elements</td>
<td><strong>Unit 7</strong> Indirect Interceptive: Volleyball 10 Lessons</td>
</tr>
<tr>
<td>Ways of Working:Planning-</td>
<td>(RA: Med)</td>
</tr>
<tr>
<td>• propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development</td>
<td>Volleyball Content:</td>
</tr>
<tr>
<td>Implementing and applying-</td>
<td>• Basic skills e.g. set, serve, forearm pass,</td>
</tr>
<tr>
<td>• create and perform movement sequences by manipulating and combining movement skills and applying movement concepts</td>
<td>• Game strategy and rules</td>
</tr>
<tr>
<td>• identify risks and devise and apply safe practices</td>
<td>• Drills and modified games</td>
</tr>
<tr>
<td>Reflecting-</td>
<td>Assessable Elements</td>
</tr>
<tr>
<td>• reflect on learning, apply new understandings and justify future applications.</td>
<td>Ways of Working:Planning-</td>
</tr>
<tr>
<td>Knowledge and Understanding- Physical Activity</td>
<td>• Knowledge of principles of First Aid</td>
</tr>
<tr>
<td>• Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities</td>
<td>• Performance of CPR</td>
</tr>
<tr>
<td>Health</td>
<td>• Regular student attendance and participation</td>
</tr>
<tr>
<td>• Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety</td>
<td>OR Persuasive Writing Assignment.</td>
</tr>
<tr>
<td>Personal Development</td>
<td>• Students demonstrate CPR.</td>
</tr>
</tbody>
</table>
| • Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships  | - 14 -
## Unit 3 Performance Activity - Athletics (RA: Medium – High)

### Athletics Content:
Students will participate in Sprint and Middle distance runs; 2 throwing events (Shot Put, Javelin, Discus), 2 jumping events (Long, Triple, High). The following activities will be incorporated:
- Knowledge of event rules, how to conduct an event
- Knowledge and application of techniques
- Knowledge and application of safe practice strategies
- Training methods to support the different types of events

### Assessment
What knowledge and abilities will you need evidence of?
- Demonstration of a range of event techniques
- Event rules
- Regular student participation

What assessment activity will be used?
- Students will perform selected events (1 run, 1 throw, 1 jump)
- Student demonstration as event official
- Students produce a written reflection on their performance as an athlete and as an official

### Assessable Elements

#### Ways of Working:
- Planning:
  - refining movement skills and apply movement concepts, and the principles of training
  - implementing and applying
  - create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
  - identify risks and devise and apply safe practices
- Reflecting:
  - reflect on learning, apply new understandings and justify future applications

#### Knowledge and Understanding:
- Physical Activity
  - Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
  - Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities
  - Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing

## Unit 4 Sports Nutrition

### Sports Nutrition Content:
- Identify what a healthy diet is - types and quantities of food that make up healthy diet
- Commonwealth Government nutrition guidelines
- Influences on student eating habits - Junk food, Advertising and the media, Media stereotypes, watching TV and computer games, Snacking
- Diet-related problems
- The Active Person’s Diet - including food and drink options
- Balancing weight

### Assessment:
What knowledge and abilities will you need evidence of?
- Knowledge of food types that promote health
- Consequences of an unhealthy diet - individual and community
- How to prepare for competition

What assessment activity will be used?
- Students to review their personal food intake and reflect on how well it compared to the guidelines recommended by Commonwealth Government.
- Assignment

### Assessable Elements

#### Ways of Working:
- Investigate:
  - identify issues and inequities and plan investigations and activities
  - research, analyse and evaluate data, information and evidence
  - draw conclusions and make decisions to construct arguments
- Reflecting:
  - reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influences
  - reflect on learning, apply new understandings and justify future applications

#### Knowledge and Understanding:
- Health
  - The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices
  - Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary Guidelines
- Personal Development
  - Identity, health and wellbeing are interdependent and influenced by social and cultural factors
YEAR 9 – SEMESTER 2

TERM 3 PRACTICAL

Unit 5  Direct Interceptive- e.g. Touch/Australian Rules
(RA: Medium- High)

18 lessons

Touch /AFL Content:

Students will participate in the following skills/activities:

- Games Skill Analysis- Touch (passing, catching, rucking, running the ball)
- AFL (Ball handling, kicking, combination skills)
- Skill techniques
- Safety procedures/routines
- Drills and modified games
- Game rules and strategies

Assessment

What knowledge and abilities will you need evidence of?

- Demonstration of skills in game play
- Application of knowledge and understanding to a student designed training session
- Regular student participation
- Students will be assessed throughout the unit through the teacher observing and documenting progress of technique onto performance checklists

TERM 3 THEORY

Unit 6  Becoming a Coach

9 Lessons

Becoming a Coach Content:

- Characteristics of a good coach
- Knowledge and application of energy systems and components of fitness to sports (Touch/AFL)
- Planning for and conducting an effective training session
- Principles of training

Assessment

What knowledge and abilities will you need evidence of?

- Knowledge of the principles of training
- Training session format
- Regular student participation

Assessment

What assessment activity will be used?

- In groups, students will plan and then lead as coach a training session for a specific skill/sport.
- Students will complete a written reflection critiquing their performance in practical coaching session.

This applies to Practical and Theory Units

Assessable Elements

Ways of Working:

Planning:

- refine movement skills and apply movement concepts, and the principles of training

Implementing and applying:

- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices

Reflecting:

- reflect on learning, apply new understandings and justify future applications.

Knowledge and Understanding:

Physical Activity

- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities

Personal Development

- Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others
- Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations
### TERM 4 PRACTICAL

#### Year 9

**Unit 7**  
Indirect Interceptive – Softball/Cricket/Ultimate Frisbee  
20 Lessons  
(RA: Medium)

**Content:**  
Students will participate in the following skills/activities:  
- Games Skill Analysis-  
  - Skill techniques  
  - Safety procedures/routines  
  - Drills and modified games  
  - Game rules and strategies

**Assessment:**  
What knowledge and abilities will you need evidence of?  
- Demonstration of skills in game play  
- Application of knowledge and understanding to a student designed training session  
- Regular student participation  
What assessment activity will be used?  
- Students to complete a written reflection of their performance in the game over the term. They will use video evidence to support their decisions.

**Assessable Elements**  
**Ways of working:**  
- Reflecting- reflect on learning, apply new understandings and justify future applications.

**Knowledge and Understanding-**  
- Physical Activity- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing.

### TERM 4 THEORY

#### Year 9

**Unit 8**  
Health  
10 Lessons

**Health Content:**  
- What is HEALTH- definition of healthy person/community  
- Influences on our health  
- Outcomes of poor health- disease  
- The Australian Health Care System  
- Health can be effected at many levels- Focus on how an individual’s health impacts on a community and the wider nation.  
- Research into the government health initiatives that aim to improve the health of all Australians

**Assessment:**  
What knowledge and abilities will you need evidence of?  
- Knowledge of current health issues and health promotion initiatives in Australia  
What assessment activity will be used?  
- Students to undertake a research assignment to highlight a current government initiative which aims to improve the health of individuals within our community. This will be an oral presentation supported by ICTs.

**Assessable Elements**  
**Ways of Working:**  
- Investigate- identify issues and inequities and plan investigations and activities  
- Research, analyse and evaluate data, information and evidence  
- Draw conclusions and make decisions to construct arguments

**Knowledge and Understanding-**  
- Health- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent  
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices  
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety

- Personal Development- Identity, health and wellbeing are interdependent and influenced by social and cultural factors
HEALTH AND PHYSICAL EDUCATION (HPE):
ESSENTIAL LEARNINGS
YEAR 10

**YEAR 10**

<table>
<thead>
<tr>
<th>LEARNING AND ASSESSMENT FOCUS</th>
<th>Unit 1 Badminton</th>
<th>Unit 2 Basketball</th>
<th>Unit 3 Futsal</th>
<th>Unit 4 Fitness for Life - Theory</th>
<th>Unit 5 Fitness for Life - Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and well being, actively engage in physical activity and enhance personal development. They recognize that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Students use the essential processes of Ways of working to develop and demonstrate their knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and well being, movement capabilities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
| • Students demonstrate evidence of their learning over time in relation to the following assessable elements:  
  ✓ Knowledge and understanding  
  ✓ Investigating  
  ✓ Planning  
  ✓ Implementing and applying | ✓ | ✓ | ✓ | ✓ | ✓ |
## YEAR 10

### WAYS OF WORKING

**Students are able to:**

<table>
<thead>
<tr>
<th>Investigating</th>
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<th>Unit 3 Futsal</th>
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<th>Unit 5 Fitness for Life-Practical</th>
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<tr>
<td>• identify issues and inequities and plan investigations and activities</td>
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<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Planning</th>
<th></th>
<th></th>
<th></th>
<th>✓</th>
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<td>✓</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Implementing and Applying</th>
<th></th>
<th></th>
<th></th>
<th>✓</th>
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</tr>
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<td></td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>• select and apply positive, respectful and inclusive personal development skills and strategies</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflecting</th>
<th></th>
<th></th>
<th></th>
<th>✓</th>
<th>✓</th>
</tr>
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## YEAR 10

### KNOWLEDGE AND UNDERSTANDING

<table>
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<tr>
<th>YEAR 10</th>
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<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH</td>
<td>Badminton</td>
<td>Basketball</td>
<td>Futsal</td>
<td>Fitness for Life - Theory</td>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
</tr>
</tbody>
</table>
| Unit 1 Indirect Interceptive: Badminton | Unit 5: Fitness for Life Practical  
✓ Applying Training principles  
✓ Applying Training methods  
✓ Performing a fitness program | Unit 6 PE Taster Touch | Unit 8 Community Recreation Taster |
| Unit 2 Direct Interceptive: Basketball | | | |
| Unit 3 Direct Interceptive: Futsal | Unit 4: Fitness for Life Theory  
✓ Training principles  
✓ Components of fitness  
✓ Training methods  
✓ Designing a fitness program | Unit 7 Multimodal Presentation | |
| Nil | | | Unit 9 Log Book |
## YEAR 10 – SEMESTER 1

<table>
<thead>
<tr>
<th>TERM 1 PRACTICAL</th>
<th>TERM 1 THEORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Indirect Interceptive:</strong></td>
<td><strong>Nil</strong></td>
</tr>
<tr>
<td>Badminton</td>
<td>11 Lessons (RA: Medium)</td>
</tr>
<tr>
<td><strong>Unit 2 Direct Interceptive:</strong></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>11 Lessons (RA: Medium)</td>
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<tr>
<td><strong>Unit 3 Direct Interceptive:</strong></td>
<td></td>
</tr>
<tr>
<td>Futsal</td>
<td>11 Lessons (RA: Medium)</td>
</tr>
</tbody>
</table>

### Games Content:
Students will participate in the following skills/activities:
- Basic skills,
- Game strategy and rules
- Drills and modified games

### Assessment
What knowledge and abilities will you need evidence of?
- Performance of a range of skills in game situations
- Regular student participation

What assessment activity will be used?
- Checklist for skill development and game play

### Assessable Elements

#### Ways of Working:
- Planning:
  - refine movement skills and apply movement concepts, and the principles of training
- Implementing and Applying:
  - create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
  - identify risks and devise and apply safe practices
  - select and apply positive, respectful and inclusive personal development skills and strategies
- Reflecting:
  - reflect on learning, apply new understandings and justify future applications

#### Knowledge and Understanding:
- Physical Activity
  - Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities
  - Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities
  - Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing

- Personal Development
  - Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships
<table>
<thead>
<tr>
<th>TERM 2- PRACTICAL</th>
<th>TERM 2 THEORY</th>
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<tbody>
<tr>
<td><strong>Year 10</strong></td>
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<tr>
<td><strong>Unit 6</strong> Performance Activity- Fitness for Life</td>
<td><strong>Unit 5</strong> Fitness for Life</td>
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<tr>
<td>RA: Medium</td>
<td>15 Lessons</td>
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<tr>
<td><strong>Athletics Content:</strong></td>
<td>Fitness for Life Content:</td>
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<tr>
<td>Students will participate in a fitness program that applies the theory of Fitness for Life</td>
<td>- Training principles</td>
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<td></td>
<td>- Components of fitness</td>
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<td>- Energy systems</td>
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<td>- Training methods</td>
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<td>- Designing a fitness program</td>
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<td><strong>Assessment:</strong></td>
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<td>What knowledge and abilities will you need evidence of?</td>
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<tr>
<td>- Demonstration of a range of training methods</td>
<td>- Knowledge of training principles, components of fitness, energy systems</td>
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<td>- Regular student participation</td>
<td>- How to prepare for competition.</td>
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<tr>
<td>What assessment activity will be used?</td>
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<tr>
<td>- Checklist of participation</td>
<td>- Students to review/evaluate their personal participation in the training program across the term.</td>
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<td>- Assignment - Analytical Exposition</td>
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<td><strong>Assessable Elements:</strong></td>
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<tr>
<td><strong>Ways of Working:</strong></td>
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<tr>
<td>Planning:</td>
<td>Investigate:-</td>
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<tr>
<td>- refine movement skills and apply movement concepts, and the principles of training</td>
<td>- identify issues and inequities and plan investigations and activities</td>
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<tr>
<td>Implementing and Applying:</td>
<td>- research, analyse and evaluate data, information and evidence</td>
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<tr>
<td>- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts</td>
<td>- draw conclusions and make decisions to construct arguments</td>
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<td>- identify risks and devise and apply safe practices</td>
<td>Reflecting:-</td>
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<td>Reflecting:</td>
<td>- reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influences</td>
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<td>- reflect on learning, apply new understandings and justify future applications.</td>
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<td><strong>Knowledge and Understanding:</strong></td>
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<td>Physical Activity</td>
<td>Health</td>
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<tr>
<td>- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities</td>
<td>- The interaction between personal, social, cultural and environmental factors influence health behaviours, including nutrition and physical activity choices</td>
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<td>- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities</td>
<td>- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary Guidelines</td>
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<td>- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing</td>
<td>Personal Development</td>
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<td>- Identity, health and wellbeing are interdependent and influenced by social and cultural factors</td>
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