

MERBEIN P-10 COLLEGE HEALTH & PHYSICAL EDUCATION

SCOPE & SEQUENCE

<u>Year</u>	<u>Movement & Physical Activity</u>	<u>Health Knowledge and Promotion</u>
P	<ul style="list-style-type: none"> Perform basic motor skills and movement patterns, with or without equipment, in a range of environments. Engage in periods of moderate to vigorous physical activity. Use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. Participate in movement and physical activities Follow rules and procedures and share equipment and space safely 	<ul style="list-style-type: none"> Being healthy, safe and active Name parts of the body and describe how their body is growing and changing Practise personal and social skills to interact positively with others
1/2	<ul style="list-style-type: none"> Demonstrate basic motor skills and some more complex skills. Combine motor skills and movement patterns during individual and group activities. Demonstrate control when participating in locomotor activities requiring change of speed, direction and level. Create and perform simple rhythmical movement sequences in response to stimuli. Regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. Explain the contribution rules and procedures make to safe conduct of games and activities. Use equipment and space safely. 	<ul style="list-style-type: none"> Being healthy, safe and active Practise strategies they can use when they feel uncomfortable, Describe ways to include others to make them feel they belong Explore actions that help make the classroom a healthy, safe and active place
3/4	<ul style="list-style-type: none"> Demonstrate basic motor skills and some more complex skills. Combine motor skills and movement patterns during individual and group activities. Demonstrate control when participating in locomotor activities requiring change of speed, direction and level. Create and perform simple rhythmical movement sequences in response to stimuli (DANCE). Regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. Explain the contribution rules and procedures make to fair and safe conduct of games and activities. Use equipment and space safely. Athletics Demonstrate basic motor skills and some more complex skills. Fundamental Motor Skills – hitting, kicking, under/over arm throw, catching. Minor / major games. Cooperative games – focus: sportsmanship and cooperating. 	<ul style="list-style-type: none"> Explore how success, challenge and failure strengthen identities Explore strategies to manage physical, social and emotional change Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe Describe how respect, empathy and valuing diversity can positively influence relationships Investigate how emotional responses vary in depth and strength Discuss and interpret health information and messages in the media and internet Describe strategies to make the classroom and playground healthy, safe and active spaces Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing

5/6

- Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMPO61)
- Propose and apply movement concepts and strategies with and without equipment (ACPMPO63)
- Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMPO64)
- Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMPO65)
- Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding (ACPMPO66)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67)
- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMPO68)
- Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMPO69)

- Examine how identities are influenced by people and places
- Investigate resources and strategies to manage changes and transitions associated with puberty
- Investigate community resources and ways to seek help about health, safety and wellbeing
- Plan and practise strategies to promote health, safety and wellbeing
- Practise skills to establish and manage relationships
- Examine the influence of emotional responses on behaviour and relationships
- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments
- Identify how valuing diversity positively influences the wellbeing of the community

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- Swimming
Athletics
Team Challenges
- Throwing & Catching Skills**
- Netball
 - Basketball
 - Dodgeball
 - Chookball
- Fitness**
- Fitness Testing x 4
- Hitting Skills**
- Softball Rounders & T-Ball
- Kicking Skills**
- Speedball
 - Soccer
 - Football
- Racquet Skills**
- Table Tennis
 - Ball Tennis
 - Squash
 - Racquetball

- Myself and Others**
- Rights and responsibilities
 - Friendships
- SunSmart**
- What is Skin cancer?
 - Assessing risks of tanning
 - Dangers of solariums
- Bullying**
- Understanding bullying behaviour
 - Recognising bullying behaviour
- Smoking**
- Effects of smoking-short and long term
 - Cardiovascular disease
 - Quitting and reasons not to smoke
- Nutrition**
- What are nutrients?
 - Dietary guidelines
 - Analysing food information
- Personal Hygiene**
- Skin, Nails, Hair, Teeth
 - Body Image and the media
 - Eating disorders
- Changing and Growing**
- Challenges throughout the life span
 - Physical changes
 - Sexuality

Sports/Activities Covered

- Minor Games
- Fitness Testing x 4
- Swimming/Water Safety
- Volleyball
- Tennis
- Football
- Badminton
- Athletics
- Tabloid Sports
- Netball
- Basketball

Acute Water Awareness

- Water Rescues
- Survival Skills
- Rescues

Resilience

- Self – Esteem
- Coping

Understanding Mental Health

- Mental Health
- Mental Illness

Harm Minimisation

- Decision Making
- Minimising the Harm

About Alcohol

- Effects of alcohol
- Alcohol Consumption
- Alcohol and the Law

Drug Education

- Legal / Illegal Drugs
- Mental Health

Cyber Sense

- Cyberbullying
- Your Digital Reputation
- Online Security

Sexual Health

- Sexual Anatomy
- Sexuality
- Rights and Responsibilities
- Safe Sex / STI's
- Getting Help

How My Body Works

- Body Systems
- Energy Production / Food / Water

Sports Tactics and Strategies

- Collaborating with Team Members
- Fair Play
- Moving our Bodies

Roles & Responsibilities in Sport

- Performance Roles and Responsibilities
- Spectator Behaviour
- Referee /Umpire, Scorer or Timekeeper
- Coach

9	<p>Sports/Activities Covered</p> <ul style="list-style-type: none"> • Fitness Testing x 4 • Hockey • Tchouk Ball • Softball • Soccer • Athletics • Touch Football (SEPEP) • Basketball (SEPEP) • Cricket • Soft Crosse 	<p>Personal Identity</p> <ul style="list-style-type: none"> * Stereotypes and Media Influences * Body Image <p>Risk Taking</p> <ul style="list-style-type: none"> *The difference between positive and negative risk taking *Assessing and managing risk <p>First Aid and Sporting Injuries</p> <ul style="list-style-type: none"> *Understanding basic life support plans *Common sports injuries and their treatment <p>Issues in Society</p> <ul style="list-style-type: none"> *Decision making *Sexuality <p>Drugs in Sport</p> <ul style="list-style-type: none"> *Different types of drugs used in sport to enhance performance *Drug testing <p>Discrimination in Sport</p> <ul style="list-style-type: none"> * Gender and Sexuality discrimination in Sport * Ethics in sport <p>Staying Active</p> <ul style="list-style-type: none"> *Planning for regular physical activity *Barriers to participation <p>Disability</p> <ul style="list-style-type: none"> *Disability and Discrimination- different forms of discrimination *Attitudes and Access <p>Road Safety</p> <ul style="list-style-type: none"> *Causes of road accidents <li style="padding-left: 20px;">*Driver penalties
10	<p>Sports/Activities Covered</p> <ul style="list-style-type: none"> • Fitness Testing • Water Polo • Korfbal/European Handball • Netball • Football • Circuit/Weight Training • SEPEP • Ballroom Dancing 	<p>Challenge and change</p> <ul style="list-style-type: none"> • Challenges and opportunities • Careers <p>Physical Fitness</p> <ul style="list-style-type: none"> • Physical activity versus physical fitness • Exploring types of training <p>Fitness Program</p> <ul style="list-style-type: none"> • Designing a fitness program <p>Health and Illness in Australia</p> <ul style="list-style-type: none"> • Life and death in Australia • Promoting health <p>Nutrition and Health</p> <ul style="list-style-type: none"> • Stages of human growth • Health, diet and food consumption <p>Leadership and Teamwork</p> <ul style="list-style-type: none"> • Leadership styles and skills • Teamwork dynamics <p>Mental Health</p> <ul style="list-style-type: none"> • What is mental health illness? • Types of mental health illness • Treating mental illness <p>Disability in Sports</p> <ul style="list-style-type: none"> • What is disability? • The Paralympics

<p>9/10 Sport Science 1</p>	<ul style="list-style-type: none"> • Laboratory sessions on; <ul style="list-style-type: none"> - Fitness Assessment - Training Methods - Training Principles 	<ul style="list-style-type: none"> • Fitness <ul style="list-style-type: none"> - Sport / Health Related - Fitness Components - Training Methods - Training Principles - Training Program Design
<p>9/10 Sport Science 2</p>	<ul style="list-style-type: none"> • Laboratory sessions on; <ul style="list-style-type: none"> - Skill Acquisition - Biomechanics 	<ul style="list-style-type: none"> • Skill Acquisition <ul style="list-style-type: none"> - FMS - Stages of Learning - Skill Learning - Factors affecting skill learning <ul style="list-style-type: none"> - Feedback/Reaction Time/Types of practice • Biomechanics <ul style="list-style-type: none"> - Types of Motion - Force Production - Laws of Motion - Momentum/Impulse/Impact - Stability - Friction/Gravity - Levers
<p>9/10 First Aid & Sports Injuries</p>		<ul style="list-style-type: none"> • Systems of the Body <ul style="list-style-type: none"> - Skeletal / Muscular Systems - Posture • C.P.R. • First Aid (Emergency First Aid / Level 1 Certificate) • Drugs in Sport

**9/10
Health
Education
Elective**

Getting to know you

- Rights and responsibilities
- Respecting differences
- Essential skills - Communication
 - Problem Solving
 - Anger Management
 - Managing Emotions

Relationships

- What is a positive relationship?
- Assertive problem solving
- Unhealthy relationships

Sexuality

- Terminology and review of male and female reproductive systems
- Sexuality types and orientation
- Sexual decision making
- Contraception
- STI's

Drug Education

- Drugs in our society
- Drug classifications
- Alcohol: Harm Minimisation
- Illicit drugs

Changing and Growing

- Setting personal goals