

HEALTH AND PHYSICAL EDUCATION JUNIOR SCHOOL AVIATION HIGH

The **Health and Physical Education** (HPE) Key Learning Area promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance:

- personal and community health, especially as it relates to food and nutrition, and to **personal safety**
- **movement skills**, physical performance and fitness
- **personal development**, and in particular identity, interpersonal relationships and resilience.

At Aviation High students are encouraged to act, individually or collectively, in culturally appropriate ways to enhance their own physical, social and emotional health and to enhance physical performance that enables them to participate in a range of games, sports and other physical activities.

They are also encouraged to take action to promote structures and environments that support such health and physical performance. With an emphasis on the social justice principles of diversity, equity and supportive environments, teachers are encouraged to embrace an inclusive teaching approach that maximises opportunities for all students to be healthy, participate in physical activities and promote supportive environments.

COURSES OF STUDIES

The courses of studies in HPE from Year 7 (2015) through to Year 10 are derived from **ACARA**, to assist students to develop the following aims:

- a critical understanding of the biological, social, cultural and environmental factors that determine health (physical, social and emotional), and participation and performance in physical activities, and the resultant inequities
- knowledge, processes, skills and attitudes to take informed and well-reasoned actions that:
 - enhance personal, group and community health and safety, especially as it relates to food and nutrition and to personal safety
 - enhance physical performance and fitness in games, sports and other physical activities
 - develop personal and interpersonal skills and relationships, identity, sexuality, and resilience
 - advocate structures and environments to promote health (physical, social and emotional) and physical performance for self, groups and communities.

JUNIOR PROGRAM OVERVIEW

	UNIT 1	UNIT 2	UNIT 3
Year 7	<p>Relationships and Sexuality</p> <ul style="list-style-type: none"> • Family • Friends • Communication • Resolving Conflict • Bullying <p>ASSESSMENT: Journal</p> <p>PRAC: Partner Dancing</p>	<p>Food and Nutrition</p> <ul style="list-style-type: none"> • Food groups • Dietary Guidelines • Nutrients (energy balance) • Influences on Diet • Food Labelling <p>ASSESSMENT: Food Diary</p> <p>PRAC: Fitness</p>	<p>Health benefits of physical Activity</p> <ul style="list-style-type: none"> • Components of fitness • FITT Principle • Social, Cultural and Environmental Influences <p>ASSESSMENT: Exam</p> <p>PRAC: Athletics</p>
Year 8	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • What is mental Health • Depression, Anxiety • Mental Health Promotion • Body image • Eating Disorders • Support Networks <p>ASSESSMENT: Report</p> <p>PRAC: Ultimate Disc</p>	<p>Safety</p> <ul style="list-style-type: none"> • Outdoor safety • Water Safety • Road Safety • Sport Safety • Sun Safety • Online Safety <p>ASSESSMENT: Exam</p> <p>PRAC: AFL</p>	<p>Alcohol and Other Drugs</p> <ul style="list-style-type: none"> • Drug use • Safe use of medicine • Prescribed and non-prescribed medication • Caffeine and energy drinks • Tobacco and cannabis • Alcohol • Influences on drug use <p>ASSESSMENT: Poster</p> <p>PRAC: Athletics</p>
Year 9 Core	<p>Health benefits of physical Activity</p> <ul style="list-style-type: none"> • Components of fitness • Principles of training • Social cultural and environmental 	<p>Relationships and Sexuality</p> <ul style="list-style-type: none"> • STI's • Contraception • Pregnancy 	<p>Safety</p> <ul style="list-style-type: none"> • DRSABCD • Slings / bandages • Minor injuries

	<p>influences</p> <ul style="list-style-type: none"> • Physical Activity Plan • Physical activity role models <p>ASSESSMENT: Training Program</p> <p>PRAC: Softball</p>	<ul style="list-style-type: none"> • Assertive behaviour • Power in relationships • Online Relationships <p>ASSESSMENT: Brochure</p> <p>PRAC: Soccer/Futsal</p>	<ul style="list-style-type: none"> • CPR • Road Safety <p>ASSESSMENT: Exam</p> <p>PRAC: Athletics</p>
Year 9 Elective	<p>Alcohol and Other Drugs</p> <ul style="list-style-type: none"> • Alcohol (binge drinking, standard drinks, drink driving) • Illicit Drugs • Drugs and relationships • Drug use in the community • Support services • Harm minimisation strategies <p>ASSESSMENT: Research Assignment</p> <p>PRAC: Touch</p>	<p>Food and Nutrition</p> <ul style="list-style-type: none"> • Personal Influences • Economic Influences • Cultural Influences • Fad Diets • Sustainable food choices <p>ASSESSMENT: Poster</p> <p>PRAC: Handball</p>	<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • Mental Illnesses • Body image and self-worth • Resilience • De-stigmatising mental illness • Support services <p>ASSESSMENT: Multi-modal Pres.</p> <p>PRAC: Volleyball</p>
Year 10 Core	<p>Sociology in Sport</p> <ul style="list-style-type: none"> • Drugs in sport • Violence in sport • Ethics and values <p>ASSESSMENT: Analytical Essay</p> <p>PRAC: Floorball</p>	<p>Exercise Physiology and Enhancing Performance</p> <ul style="list-style-type: none"> • Energy system use & application to sport • Cardiovascular / respiratory system during exercise • Sports injury management , rehabilitation and prevention <p>ASSESSMENT: Unseen Essay</p> <p>PRAC: Ultimate Disc</p>	<p>Winning Edge</p> <ul style="list-style-type: none"> • Characteristics of the learner • Characteristics of the task • Arousal and performance • Mental training • Feedback and motivation • Types of practice <p>ASSESSMENT: Multi-modal</p> <p>PRAC: Athletics</p>

Year 10 Elective	<p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Muscular system • Skeletal system • Cardiovascular System • Respiratory System <p>ASSESSMENT: Exam</p> <p>PRAC: Oz-Tag</p>	<p>Biomechanics</p> <ul style="list-style-type: none"> • Force and motion • Projectile motion • Biomechanical analysis of physical activity <p>ASSESSMENT: Analytical Essay</p> <p>PRAC: Volleyball</p>	<p>Figueroa's Framework (FF)</p> <ul style="list-style-type: none"> • Overview of FF • Application of FF to physical activity choices. <p>ASSESSMENT: Research Report</p> <p>PRAC: Basketball</p>
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Weekly Class Allocation and Structure

Years 8 & 9

The year 8 and 9 HPE program at Aviation High allows for both physical and theoretical application. Students undergo **3 x 70 minute lessons per week for a semester** with students alternating between practical and theory lessons.

Year 10

The year 10 HPE program is designed specifically to allow a smooth transition into the senior physical education course. **Students undergo 3 x 70 minute lessons per week for a semester** with students alternating between practical and theory lessons.

Numeracy within the HPE classroom

Numeracy within the HPE classroom involves students identifying and using mathematics skills and knowledge to access the learning context. In some instances there will be opportunities for teachers to support students to make links to their prior mathematics learning and in other contexts there will be numeracy demands which might require the explicit teaching of new mathematics knowledge needed.

The Health and Physical Education course promotes the development of numeracy through some of the following example;

- Interprets and compares a variety of measures including digital time, heart rates and lengths.
- Uses navigational skills in outdoor activities to describe and follow directions, pathways and movement sequences.
- Interprets and creates data displays related to health issues or patterns of behaviour, e.g. smoking statistics, drug and alcohol use
- Producing sophisticated displays and analysis of data e.g. scatter plots, mean, median, range, stem and leaf plots.
- Ability to interpret percentages and probability, for example when learning about health risks to smokers and drug takers.

Literacy

Literacy emphasises speaking and listening, reading and viewing, and writing and designing in many contexts with both written and multimodal texts. The health and physical education course promotes the development of literacy through some of the following example;

- Uses the protocols for speaking and listening in games, team contexts and presentations
- Uses paraphrasing to summarise what was heard and to monitor for understanding when listening to information and presentations
- Evaluates stated and implied information in subject-specific and media-driven texts on health and wellbeing
- Makes connections with prior knowledge and experience when interacting with spoken and written texts
- Sequences ideas and supporting details in text types such as reports, comparative evaluations and essays
- Uses conjunctions to illustrate/explain cause-and-effect relationships in written texts on health and fitness issues